

Pedagogisk inspirationsdag 25 Maj

AVDELNINGEN FÖR HÖGSKOLEPEDAGOGISK UTVECKLING, MNO-HUSET, INSTRUMENTMAKAREGRÄNDEN 1



Program ¶ Pedagogisk inspirationsdag 25 maj

Tid	Plats	Aktivitet	Språk
08.30 – 09.00	Fojén	Kaffe i foajén/Coffee is served in the lobby	
09.00 – 09.15	0104	Introduction to the day, Marita Ljungqvist & Anders Sonesson, AHU	
09.15 – 10.00		Presentation: Seeing you, Seeing me, Seeing how we see: On the pedagogical use of narrative art in higher education, Sara Andersson, AHU	English
10.00 – 10.30		Fika	
Parallella sessioner:			
10.30 – 12.00		<p><i>Spår 1/Track 1 — Presentation & discussion</i></p> <p>10.30-11.15 A reflection on supervision of students with ADHD: a review of good practices, Andrés Brink Pinto, Department of History</p> <p>11.15-12.00 Integrating Pedagogical Mentorship into Doctoral Programmes: Benefits, Constraints and Sustainability, Satu Manninen, Lene Nordrum, Ellen Turner & Cecilia Wadsö Lecaros, Centre for Languages and Literature</p>	English
10.30 – 12.00		<p><i>Spår 2/Track 2 — Presentation & Workshop</i></p> <p>Mingla! Att synliggöra och öva på en generell kompetens parallellt med studierna, Nene Ormes, Karin Ståhlberg och Elna Arvidsson, Institutionen för arkeologi (in Swedish!)</p>	Svenska
10.30 – 12.00		<p><i>Spår 3/Track 3 — Workshop</i></p> <p>Using AI Tools for Lesson Planning or Presentations – Exploration and Discussion, Anders Sonesson & Marita Ljungqvist, Department of Educational Sciences/AHU (Note: For this workshop you need to bring a laptop).</p>	English
12.00 – 13.00		Lunch	

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12.00 – 13.00	Lunch		
	Parallella sessioner:		
13.00 – 14.30		<i>Spår 1/Track 1 — Presentation & Workshop</i> Teaching controversial issues , Fredrik Portin, The Centre for Teaching and Learning, Malmö University	English
13.00 – 15.30 /16.00		<i>Spår 2/Track 2 — Workshop (incl. break for refreshments)</i> Group analysis on inclusion and accessibility in Higher Education , Marie Selpulchre, School of Social Work. Please note that this workshop takes max 12 participants – places are allocated at a first registered first served basis.	English
13.00 – 16.00		<i>Spår 3/Track 3 — Workshop (incl. break for refreshments)</i> From Group to Teams – Turning discussions into decisions through Team-Based Learning , Magnus Hillman, Johan Agardh & Sten Erics, Faculty of Medicine/MedCUL	English
14.30 – 15.00	Fika		
15.00 – 16.00		<i>Spår 1/Track 1 — Workshop</i> Inquiring into one's own teaching practice and student learning , Katarina Mårtensson, Department of Educational Sciences/AHU	English

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09.00 – 09.15	0104	Introduction to the day, Marita Ljungqvist & Anders Sonesson, AHU	
09.15 – 10.00		<p>Presentation: Seeing you, Seeing me, Seeing how we see: On the pedagogical use of narrative art in higher education, Sara Andersson, AHU</p> <p>About Sara: Sara Andersson is a graduate researcher in Educational Sciences, affiliated with the Birgit Rausing Centre for Medical Humanities, and a pedagogical developer at AHU. She is also a licensed teacher of Swedish and English language and literature. Sara's thesis, Reading, Reacting, Reflecting: Student's Use of Narrative Art in Professional Education, will be defended in the fall of 2026.</p> <p>Abstract: The quest to find educational approaches that support critical and constructive engagement with the (inter)subjective and affective dimensions of learning goes far back in time and is still current. One such approach that has become well-established in higher education is the use of narrative art as a reflective and communicative device. This session is about how and why narrative art, such as literary and filmic fiction and autobiography, is used in higher education today, and about the knowledge we have regarding pedagogical outcomes. Towards the end of the session, we zoom in on our own HE context here at Lund University, with time for collegial exchange of examples and ideas.</p>	English
10.00 – 10.30		Fika	

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		Parallella sessioner:	
10.30 – 11.15		<p><i>Spår 1/Track 1 — Presentation & discussion</i></p> <p>A reflection on supervision of students with ADHD: a review of good practices, Andrés Brink Pinto, Department of History</p> <p>This presentation is based on a reflection on my own supervision of thesis writing students with Attention-Deficit/Hyperactivity Disorder (ADHD), with the aim to present good practices based on a literature review. The literature shows that students with ADHD are at increased risk of negative academic outcomes, in part due to challenges related to independent work, time management, and handling complex tasks. Further, research indicates that these students often experience difficulties with structure, delimitation, and processing feedback. Thesis writing – requiring a high degree of autonomy and long-term planning – thus appears particularly demanding. Based on my review, I will present several factors that contribute to successful outcomes. Structured coaching, clear instructions, breaking tasks into smaller components, and the application of principles from Universal Design for Learning (UDL). Emotional support is also crucial; supervisors should demonstrate engagement, accessibility, and care in order to reduce stress and mitigate feelings of failure.</p> <p>The discussion will focus on to which degree we see these factors in our supervision, what we can do as supervisors and what the university needs to do on an institutional level.</p>	English

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Tid	Plats	Aktivitet	Språk
11.15 – 12.00		<p><i>Spår 1/Track 1 — Presentation & discussion</i></p> <p>Integrating Pedagogical Mentorship into Doctoral Programmes: Benefits, Constraints and Sustainability, Satu Manninen, Lene Nordrum, Ellen Turner & Cecilia Wadsö Lecaros, Centre for Languages and Literature</p> <p>The rising status of pedagogy within academia means that the scholarship of teaching and learning is becoming an expected and parallel track in academic careers. Pedagogical merits are increasingly weighted in academic appointments, both in Sweden and internationally. To be competitive in today's academic career market, doctoral students need opportunities, alongside their scholarly training, to strengthen their pedagogical profiles and to develop competences that support their future employability. There is also a need to bridge the gap between formal courses in higher education pedagogy, and the discipline-specific contexts that doctoral students encounter when they start teaching.</p> <p>We have recently carried out pedagogical development work aimed at providing doctoral students with more structured support in their discipline-specific pedagogical training. In dialogue with the doctoral students themselves, we have developed a pedagogical mentorship model based on a scaffolded approach, enabling doctoral students to observe, reflect, practise and learn from the range of teaching conventions and philosophies represented within our subject. The core idea is simple: when a doctoral student enters the programme, they should be assigned an academic thesis supervisor, as well as a pedagogical mentor. By separating thesis supervision from pedagogical mentorship, we aim to ensure that thesis supervisors can focus on their primary task: supporting the doctoral student's thesis project. The pedagogical mentors' role is, in turn, to help plan the doctoral student's pedagogical competency development so that they can build a CV that demonstrates both depth and breadth, making them competitive in today's academic career market.</p>	English

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11.15 – 12.00		<p><i>Spår 1/Track 1 — Presentation & discussion</i></p> <p>Integrating Pedagogical Mentorship into Doctoral Programmes: Benefits, Constraints and Sustainability, Satu Manninen, Lene Nordrum, Ellen Turner & Cecilia Wadsö Lecaros, Centre for Languages and Literature</p> <p>One of the biggest challenges in implementing such a model, both within our subject and across institutional and disciplinary boundaries, is the financial one. A key prerequisite for our model is that mentoring hours must not be taken from the already limited pool of thesis supervision hours. In this talk, we first outline the mentor's role throughout the doctoral student's education, after which we look forward to a joint discussion of how best to balance the financial implications of this model with the value of future-proofing doctoral students by strengthening their pedagogical competence.</p>	English

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Tid	Plats	Aktivitet	Språk
10.30 – 12.00		<p><i>Spår 2/Track 2 — Presentation & Workshop</i></p> <p>Mingla! Att synliggöra och öva på en generell kompetens parallellt med studierna, Nene Ormes, Karin Stålberg och Elna Arvidsson, Institutionen för arkeologi (in Swedish!)</p> <p>Att bygga sociala relationer och skaffa ett nätverk är en aspekt av studierna som ofta nämns men inte lika ofta formaliseras. Under den här workshopen kommer vi att visa och berätta hur vi på Institutionen för arkeologi och antikens historia med utgångspunkt i relationell pedagogik och jämlikhetstanke har byggt en struktur för att inkorporera förmågan att mingla som en generell kompetens i studiegången. Vi beskriver förutsättningarna och resultaten för både verksamheten och studenterna. Studenter från institutionen kommer att medverka för att berätta om sina erfarenheter.</p>	Swedish
10.30 – 12.00		<p><i>Spår 3/Track 3 — Workshop</i></p> <p>Using AI Tools for Lesson Planning or Presentations – Exploration and Discussion, Anders Sonesson & Marita Ljungqvist, Department of Educational Sciences/AHU</p> <p>In this workshop, participants get to create lesson plans or presentations (for lectures, for example) around a specific theme (of their choice, relevant to their own teaching) using an AI tool. The participants prompt the tool based on instructions and then we reflect together on the outcome and discuss advantages and disadvantages of using AI tools for these purposes.</p> <p>Before the workshops, participants will be asked to: 1) Choose a theme or topic that is relevant for your teaching (i.e. something you teach and have some expertise in) and that you want to develop a lesson plan for and/or presentation on using genAI tools. 2) Think of criteria that could be used to evaluate the genAI tool output, e.g. in terms of its correctness, nuance, bias, suitability for the target group, and pedagogical concerns. Bring the notes with you to the workshop. Note: For this workshop you need to bring a laptop.</p>	English

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Tid	Plats	Aktivitet	Språk
12.00 –13.00	LUNCH		
	Parallella sessioner:		
13.00 – 14.30		<p><i>Spår 1/Track 1 — Presentation & Workshop</i></p> <p>Teaching controversial issues, Fredrik Portin, The Centre for Teaching and Learning, Malmö University</p> <p>Teaching controversial issues (sometimes referred to as sensitive or moral issues) has become an increasingly important concern in higher education. In a society marked by antagonistic tensions—due to large-scale international conflicts, polemical rhetoric on social media, the erosion of civility in political debate, and the media’s fixation on conflict—it is crucial that teachers learn to address these issues effectively.</p> <p>Fredrik Portin researches and teaches controversial issues at Malmö University. During the presentation, he will make an argument for teaching controversial issues and highlight the risks associated with this approach. To help teachers minimize the risks, he will also introduce an interactive tool that can be used when preparing lessons on controversial issues.</p>	English
14.30 – 15.00	Fika		
15.00 – 16.00		<p><i>Spår 1/Track 1 — Workshop</i></p> <p>Inquiring into one’s own teaching practice and student learning, Katarina Mårtensson, Department of Educational Sciences/AHU</p> <p>It is becoming increasingly common, both in Sweden and internationally, for university teachers to engage in what is known as the Scholarship of Teaching and Learning (SoTL), referred to in Swedish as akademiskt lärarskap. In short, this involves “an approach in which teachers continuously and systematically explore and develop their own pedagogical practice, reflect on its impact on students’ learning, and share their insights collegially” (Bolander Laksov & Scheja, 2020).</p> <p>This session introduces the concept of academic teaching and explores what it can mean to engage in such an approach. For those who are interested, a follow-up workshop will be offered in the autumn of 2026, providing an opportunity to take stock of ideas for participants’ own exploratory projects related to their teaching practice.</p>	English

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13.00 – 15.30 /16.00		<p><i>Spår 2/Track 2 — Workshop (incl. break for refreshments 14.30 - 15.00)</i></p> <p>Group analysis on inclusion and accessibility in Higher Education, Marie Selpulchre, School of Social Work.</p> <p>Please note that this workshop takes max 12 participants – places are allocated at a first registered first served basis.</p> <p>The purpose of this workshop is to analyse specific situations related to disability and mental health in higher education and to develop ideas that can be tested in the fall semester of 2026. The goal is to build on teachers' and students' experiences to create concrete improvements in accessibility and inclusion at Lund University. The workshop will use the group analysis method, which is designed to shed light on a topic from different perspectives and develop solutions collaboratively.</p> <p>During the workshop, each participant will be asked to reflect on a situation related to disability, mental health, inclusion or accessibility in higher education. One situation will be selected and analysed within the group.</p> <p>Language: English. If all participants speak Swedish, the workshop may be held in Swedish.</p>	English

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Tid	Plats	Aktivitet	Språk
13.00 – 16.00		<p><i>Spår 3/Track 3 — Workshop (incl. break for refreshments 14.30 - 15.00)</i></p> <p>From Group to Teams – Turning discussions into decisions through Team-Based Learning, Magnus Hillman, Johan Agardh & Sten Erics, Faculty of Medicine/MedCUL</p> <p>Many teachers experience that group discussions do not always lead to the kind of thinking they intend. In this interactive workshop, participants will experience how Team-Based Learning (TBL) can be used to design learning activities that move beyond discussion and instead require students to make and justify decisions. The workshop focuses on how structure, rather than facilitation alone, can support critical thinking, argumentation, and accountability across disciplines.</p> <p>Before the workshop, participants are encouraged to engage with the following short video resource to become familiar with the basic principles of Team-Based Learning:</p> <p>https://youtu.be/aZd4GBdiwY4?si=4uzTL_Fe98Flhk1t</p>	English
14.30 – 15.00		Fika	