



U N I V E R S I T Y O F B E R G E N

Academic unit

The DigUiB programme – digitalizing learning support at The University of Bergen

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[University of Bergen](https://www.uib.no)



uib.no

Outline

- What constitutes frameworks for teachers' choice of teaching approach?
- What constitutes frameworks for students' choice of learning approach?
- How can infrastructure bring about better teaching and better learning?
- How can educational leadership bring about better teaching and better learning?





Framework for teaching approach: Tradition

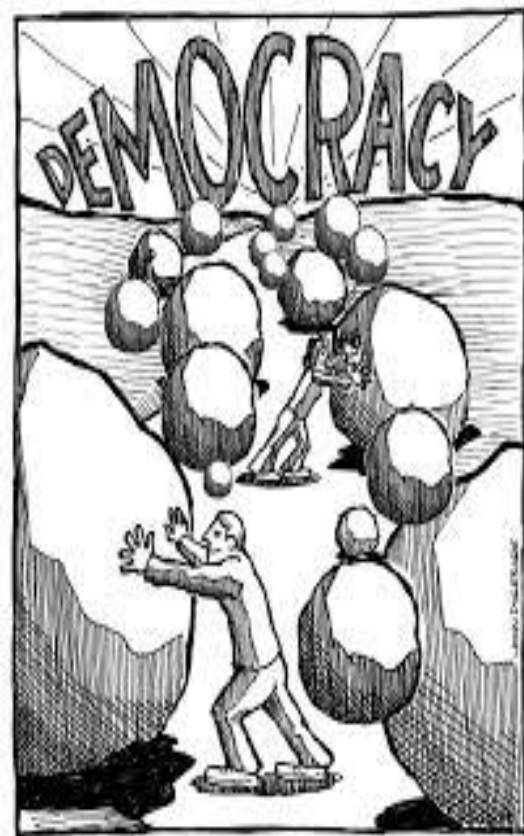




Framework 2000s: Do we still teach as if knowledge is not accessible?



foto: <http://www.maestroweb.org/acpub/upload/publicaciones/1/46/img/pmundo.jpg>



If we want active students
we need to activate them!



The www.generation
has entered university



PODCASTS

wikis

Network

weblogs

InterNet forums

BLOGGING

commuNity

RSS FEEDS

NEWSGROUPS

BLOGS

sOcial

RATING

VIDEOS

media

PICTURES

WEB 2.0

INTERNET

MICROBLOGGING

COMMUNICATION

ARS



Research on e-learning (Mayer 2009)

- Combinations of sound and animation promotes learning:
 - Factual knowledge: 30% increase
 - Holistic understanding: 80% increase

compared to combination of
text and still picture

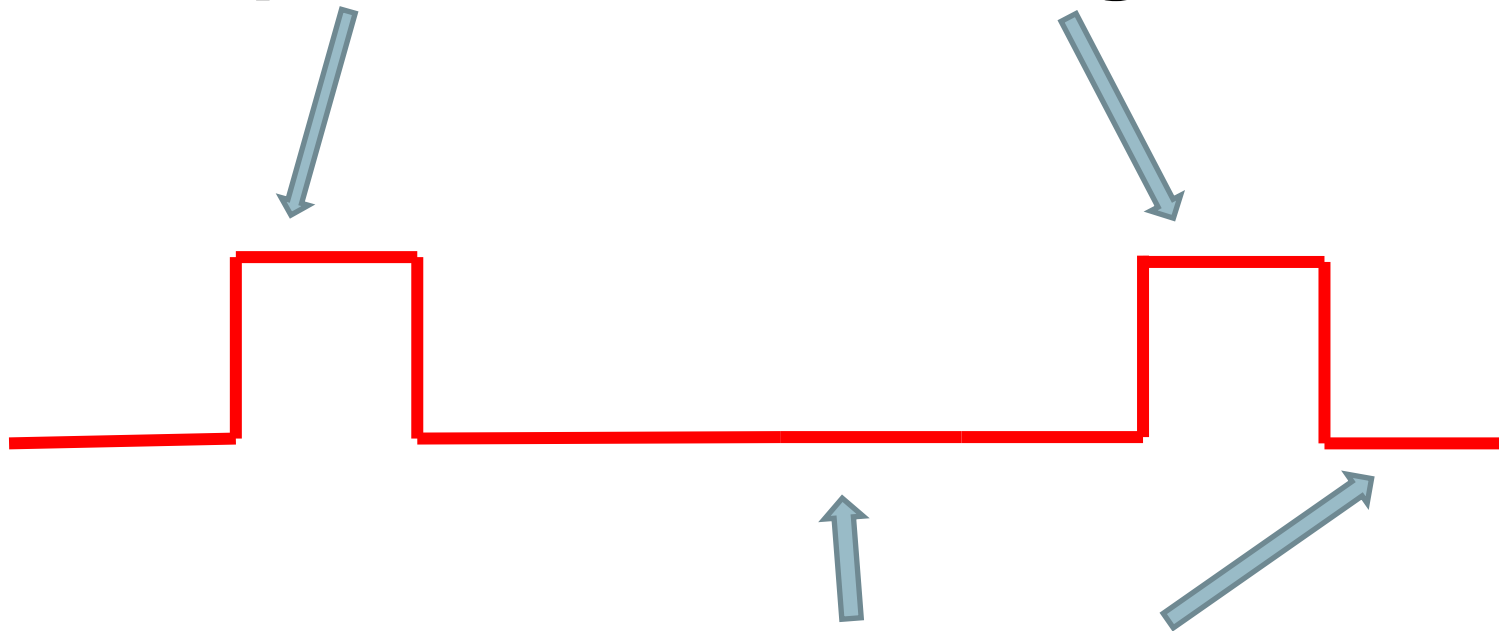


«(...) educational technology in general,
is only as good as the teacher who
uses it» (Castells 2001, s. 258)



Framework for students' learning

Campus based teaching in auditorium



**Individual work in
between**



We can demand and activate more

Campus based teaching in auditorium

Using digital tools to activate

Flipped classroom

**Individual and group work in
between in digital room**



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Discussion

- What is your role at your university and how do you contribute to how teaching is performed at your university?
- How are students supported in their learning and by whom?



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DigUiB

Bringing teaching and dissemination
into the digital age



The DigUiB Program

- Infrastructure
 - Inspiration
 - Innovation

The DigUiB-program

- Infrastructure
- Inspiration
- Innovation



- Teaching
- Assessment
- Dissemination

Infrastructure





Digital assessment

- Digital campus exams on students' own devices
 - 30 % in 2015
 - 60 % in 2016
 - 100 % in 2017



Hard work for administrative units!

Development, production and services

- Lecture recordings and streaming
- Production of digital educational content

Live streaming

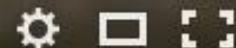


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SENDINGEN STARTER SNART

0:24 / 2:02:54



INTRODUKSJON TIL DRAMASJANGEREN

v. Christine Hamm
Professor i nordisk litteratur, UiB

New learning management system

- Canvas open source

New learning platform

- Canvas open source

” A foundation and catalyst for
teaching innovation
and creation of enhanced
and expansive learning

Fast implementation

- Spring 2015: Testing installation and integration
 - Autumn 2015: Pilots live on Canvas
- Spring 2016: Full scale implementation 2 faculties
- Autumn 2015: Full scale implementation 4 faculties



Hard work for administrative units!

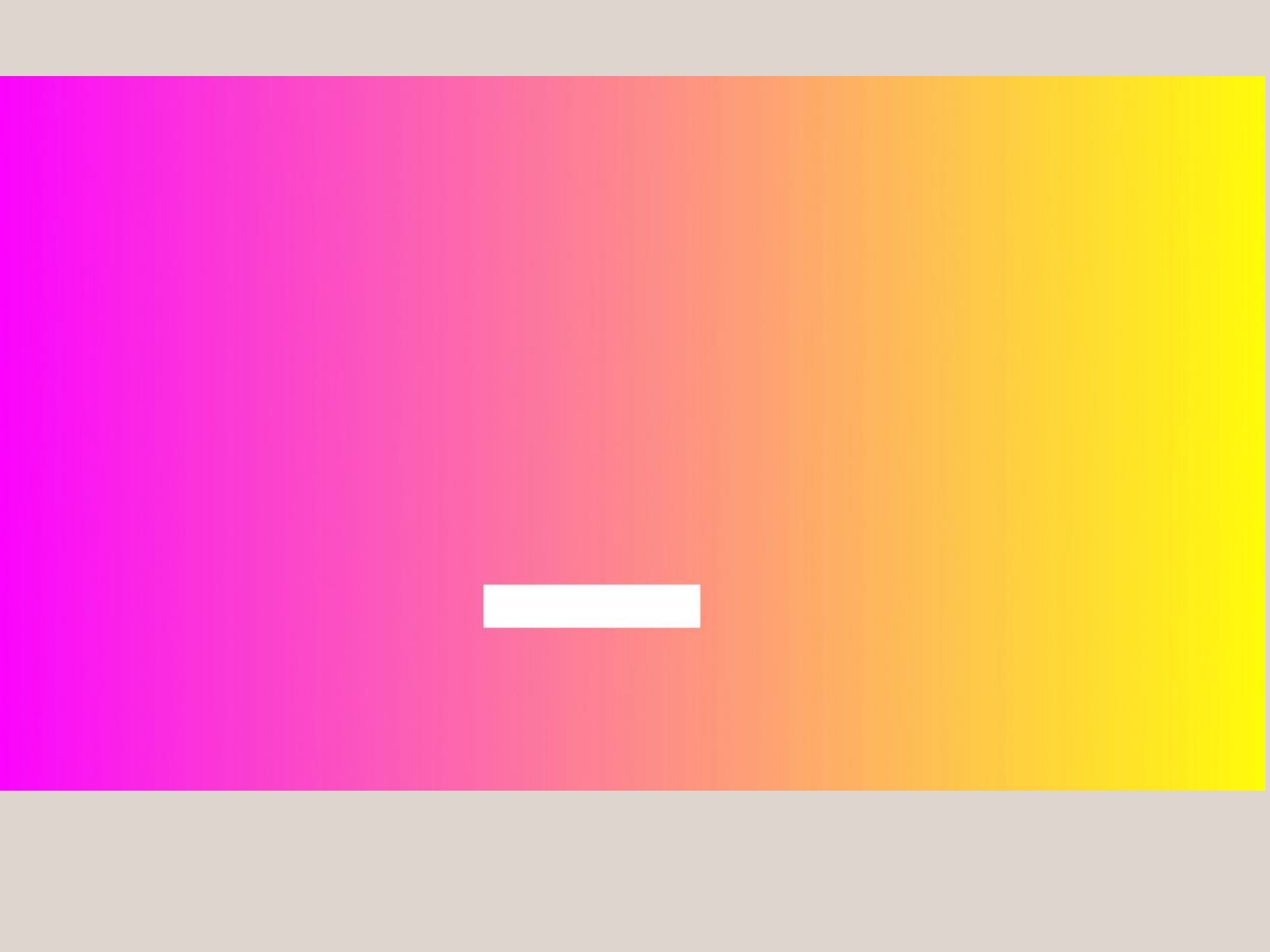
Training

- Spring 2015: Introduction for pilots (teachers and admin staff)
 - Autumn 2015: Dialogue and feedback to pilots
 - Training for faculties implementing spring 2016
- Spring 2016: Continued follow-up and training for autumn implementers



Inspiration and innovation

- Breakfast seminars
 - MOOCs
- Collaboration with media enterprises



Media City Bergen

– opens in 2017





The DIGUiB-programme

[Norsk](#)

About DIGUiB

Projects

Services

Legal issues

Contact

Services and assistance from DigUiB:

[Production services](#)

[Streaming services](#)

[Recorded lectures](#)

[Screencast](#)

[Web meetings](#)

[Digital examinations](#)

[Advice on copyright and teaching](#)

[UiB MOOCs](#)

You can also register your enquiry at [DigUiB In Issue Tracker](#).

RECENT NEWS

Psychology: Online treatment is the future

Massive response for first online course from UiB

→ [News archive](#)

UIB VIDEOS

'Moana: The Rising of the Sea' – Promo Trailer for the European Tour 2015 (2015-05-06)

Close-up: Proteins (2014-12-18)

Ice2Ice (2014-09-14)

The botany of Christmas (2014-01-30)

The Rainmakers (2014-01-16)



Massive response for first online course from UiB

Collaboration across administrative units

- Powerful foundation for organisational development
 - Catalyst for pedagogical development

Educational leadership



Can we improve by combining?



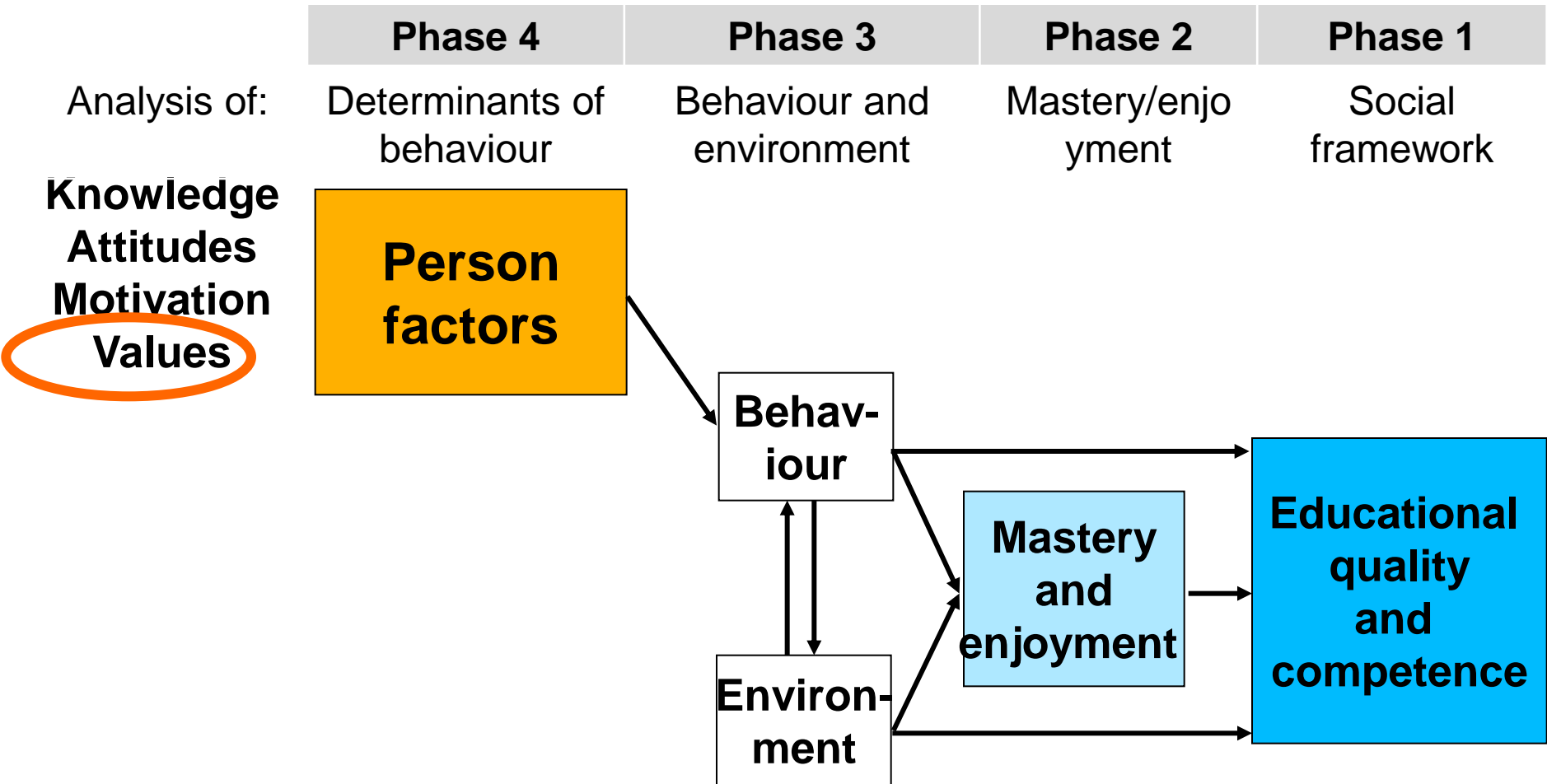
Core issues

- University academics
 - Scientific competence
 - Teaching competence
- Can the teaching be improved?
- Provide training for teachers
 - Based on their own subjects and the specific didactics required
 - Teachers decide how to teach, but should e-learning be compulsory to learn, before deciding not to use it?





HOW: Systematic and goal oriented planning of activities

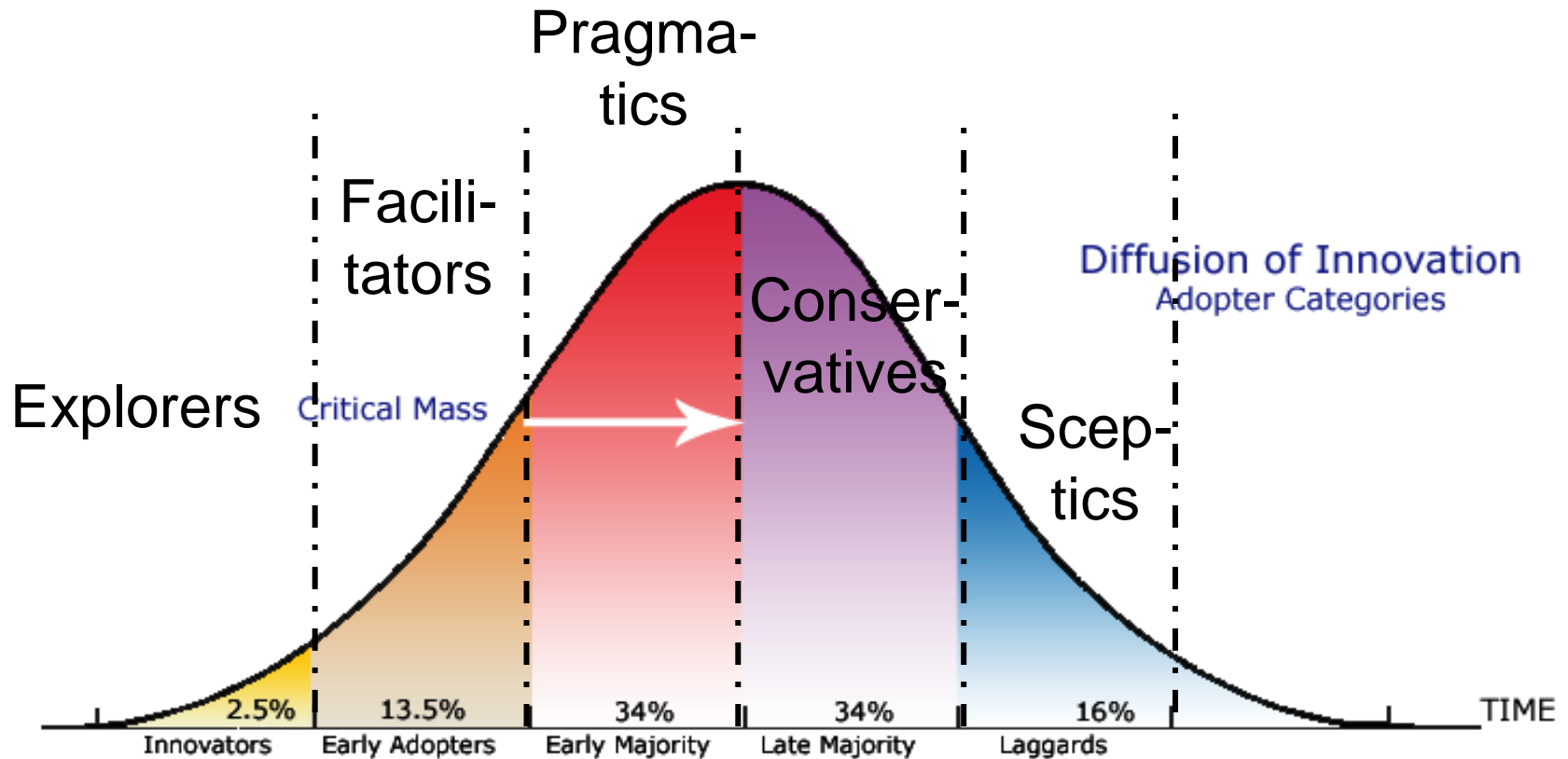


Model for planning, implementation and evaluation of objectives to promote educational quality.

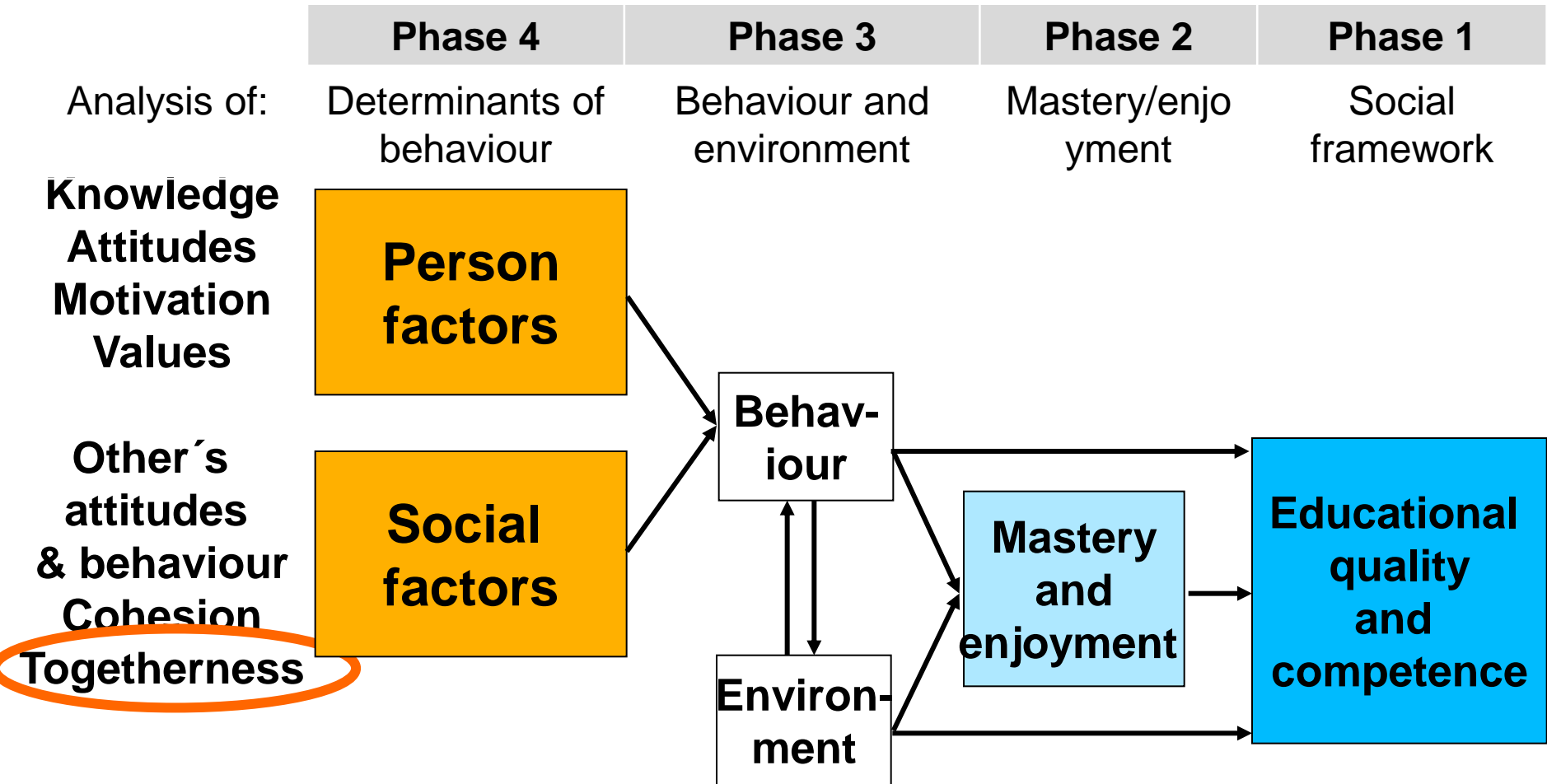
Based on L.W. Green & M.W. Kreuters PRECEDE-PROCEED model (2005).



Who contributes to change?



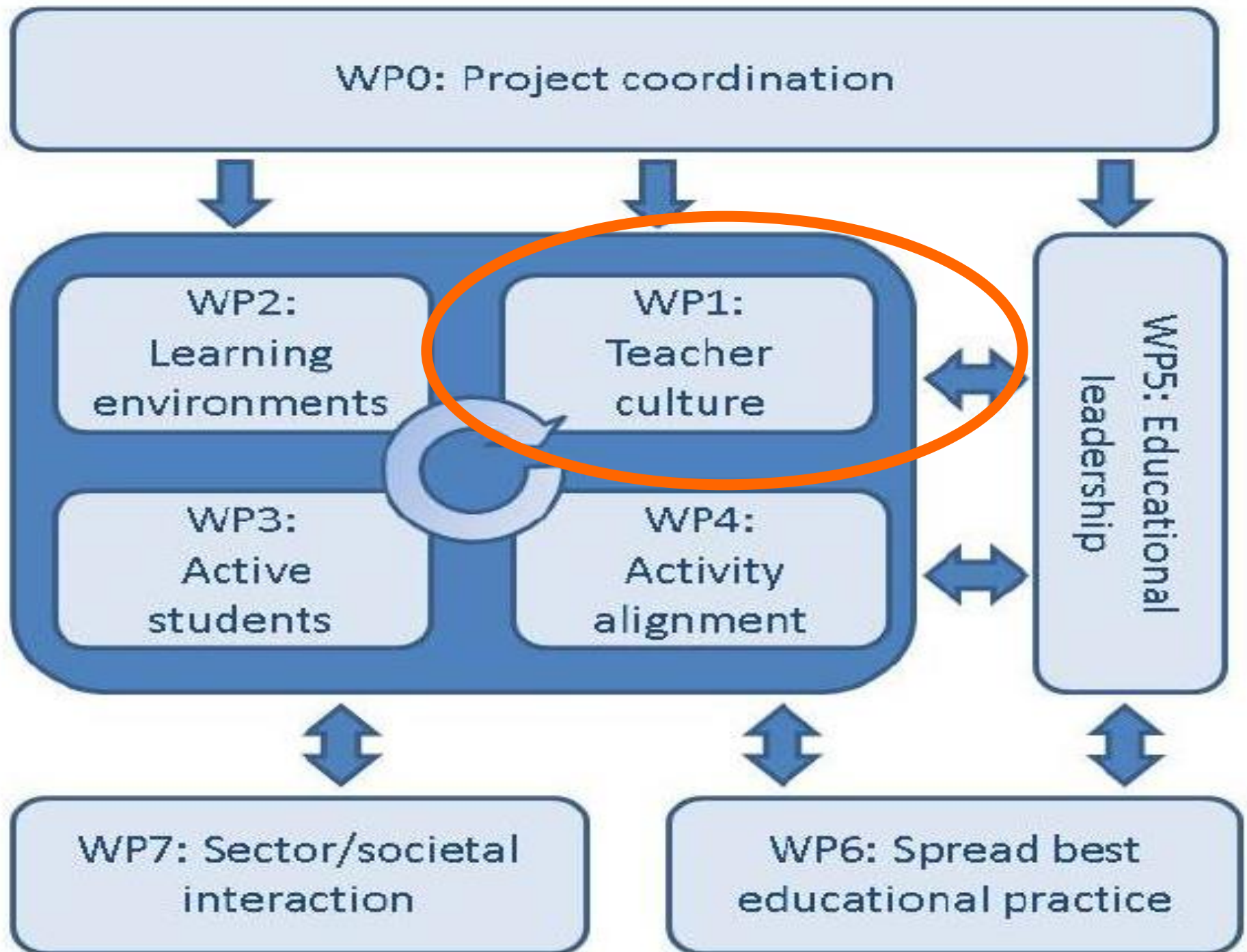
HOW: Systematic and goal oriented planning of activities



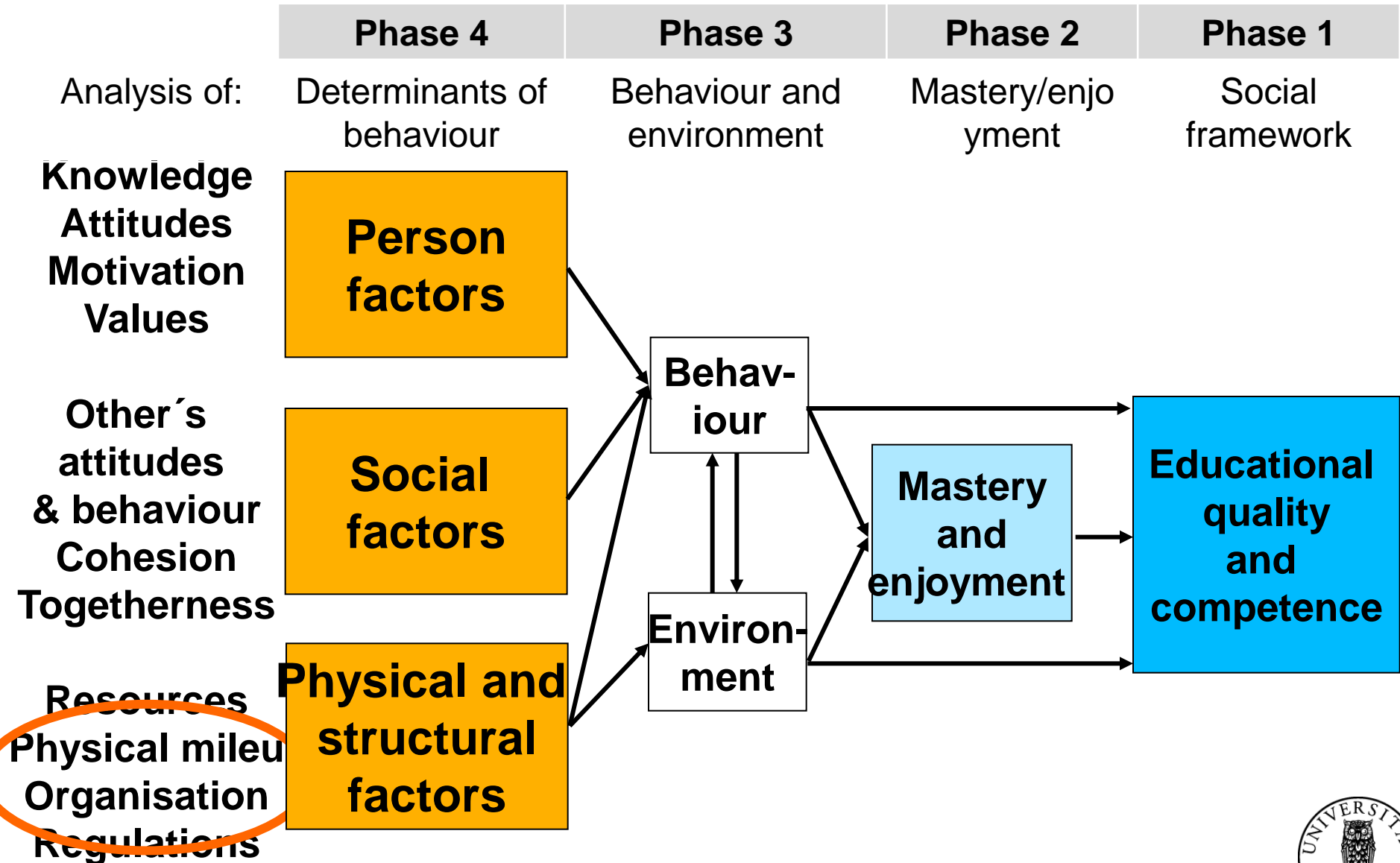
Model for planning, implementation and evaluation of objectives to promote educational quality.

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HOW: Systematic and goal oriented planning of activities



Model for planning, implementation and evaluation of objectives to promote educational quality.

Based on L.W. Green & M.W. Kreuters PRECEDE-PROCEED model (2005).



Leadership through learning platform

- Two educational rooms
 - Auditorium
 - Digital room (online, interaction, activity)
 - Activate before, during and after physical meetings
 - Increase feedback



DigJUS133
 Digital møteplass for rettskilde- og metodelære

Rettskilde- og metodelærens formål Terminologi Forelesningsdisposisjon – Del 1 Forelesning 0603 Forelesninger – uke 11 Forelesninger – uke 12
 Forelesning – uke 13 Oppsummeringsforelesninger

Kursoppgaver
 Arbeidsoppgave 1
 Storgruppeoppgave 1
 Arbeidsoppgave 2
 Storgruppeoppgave 2

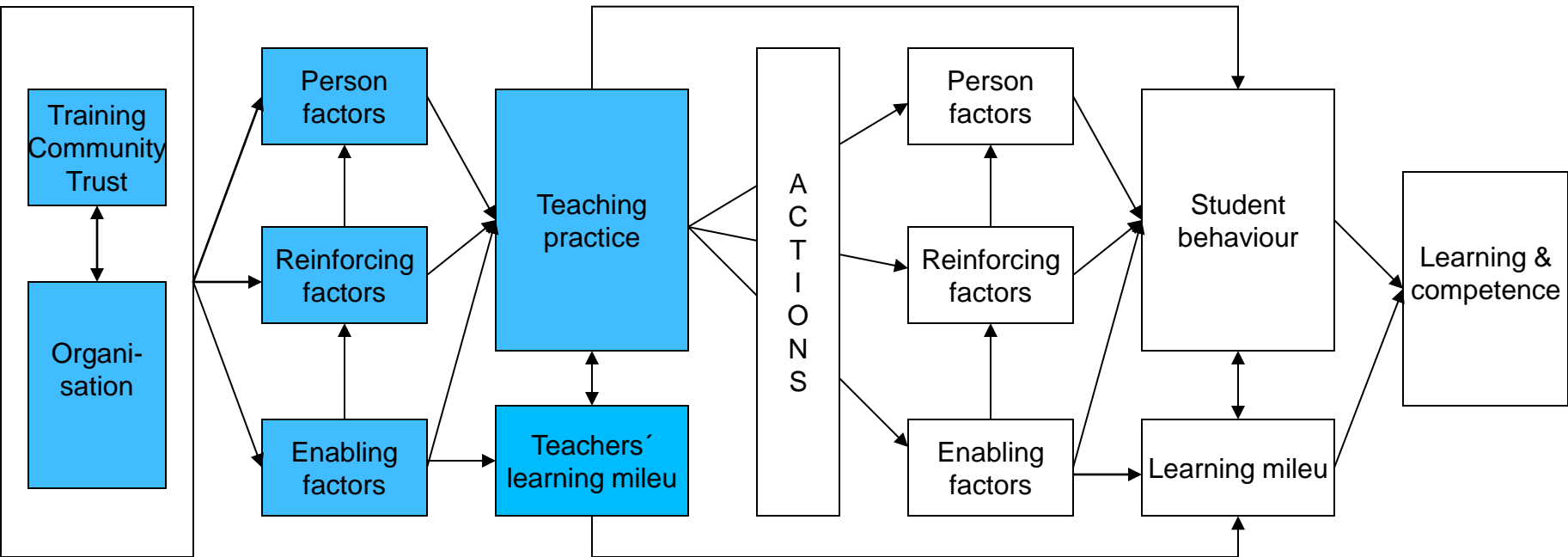
• Siste spørsmål og svar
 jprkt on
 Oppsummeringsforelesninger
 jprkt on Terminologi

Oppsummering av forelesningene knyttet til disposisjonens del 2
 Posted on March 25, 2015 by jprkt
 Edit

Hei, alle sammen!
 En del av dere har spurt etter veiledningen til arbeidsoppgave 2, men jeg kommer med denne først i morgen for ikke å bringe fokus bort fra arbeidet med den obligatoriske kursoppgaven. I det følgende skal jeg likevel oppsummere litt angående de kvalitetssikringselementene som behandles i del 2 av forelesningsdisposisjonen, og som dere kan ha bruk for nå i avslutningen med den obligatoriske kursoppgaven, og da særlig oppgave 1.
 Noe av det sentrale nye i forelesningsdisposisjonens del 2, er å se nærmere på hvordan de ulike rettskildedefaktorene representerer ulike verdier, og hvordan disse verdiene kan ivaretas i problemformulering og argumentasjon, jf. forelesningsdisposisjonens punkt 4 om dette. Dette kan

Teacher level:

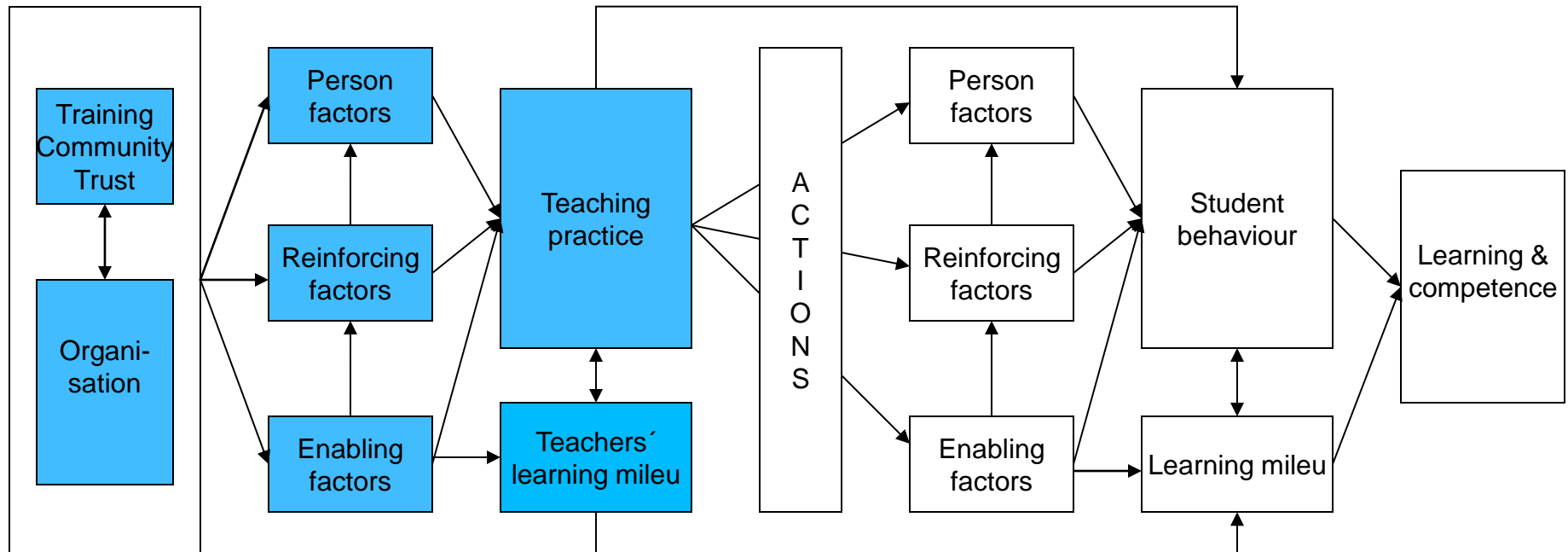
Student level:



Dobbelt loop model for planning, implementation and evaluation of objectives to promote educational quality. Based on L.W. Green & M.W. Kreuters PRECEDE-PROCEED model (2005). uib.no

Administrativ level:

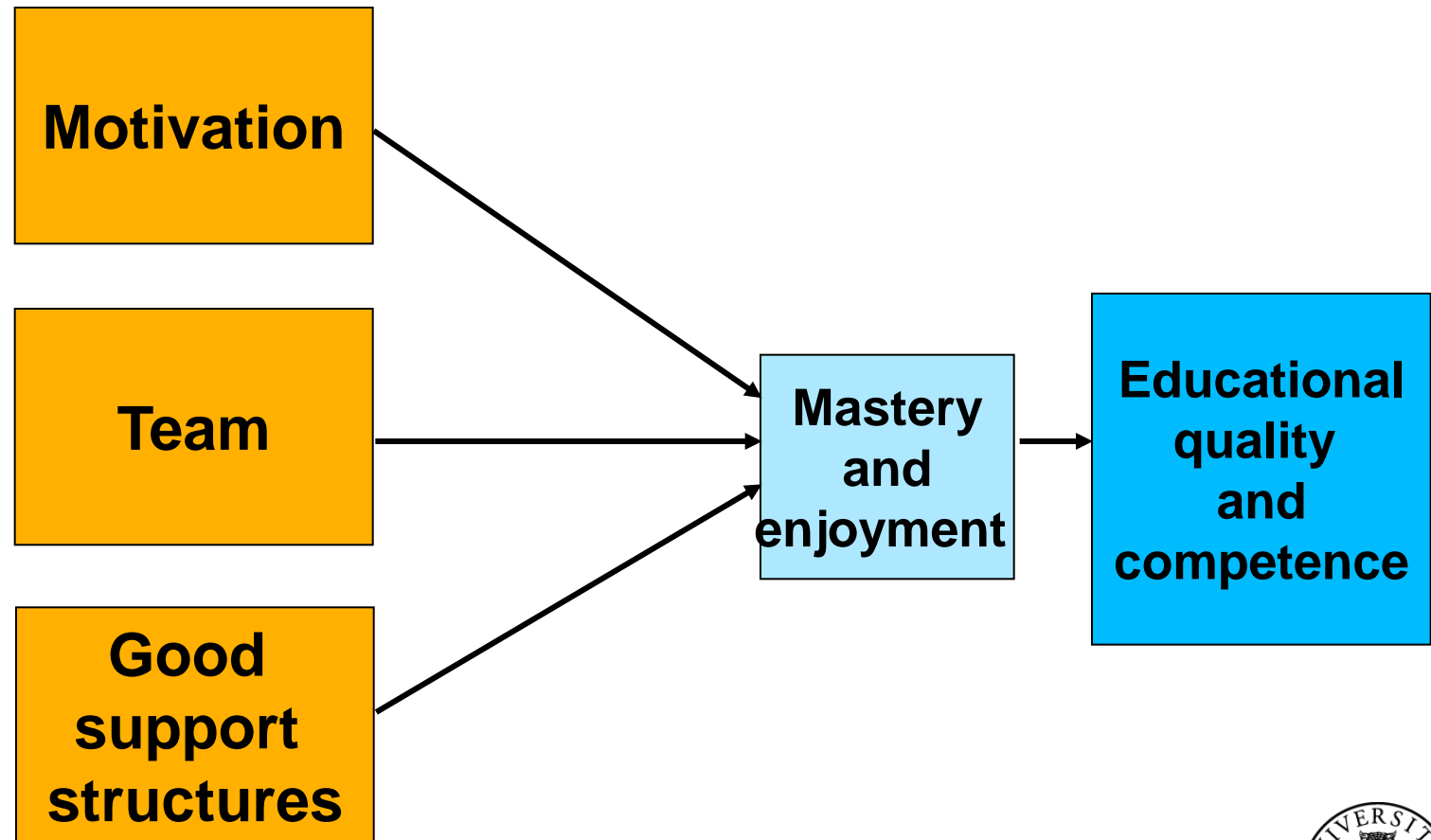
Student level:



Dobbel loop model for planning, implementation and evaluation of objectives to promote educational quality. Based on L.W. Green & M.W. Kreuters PRECEDE-PROCEED model (2005). uib.no



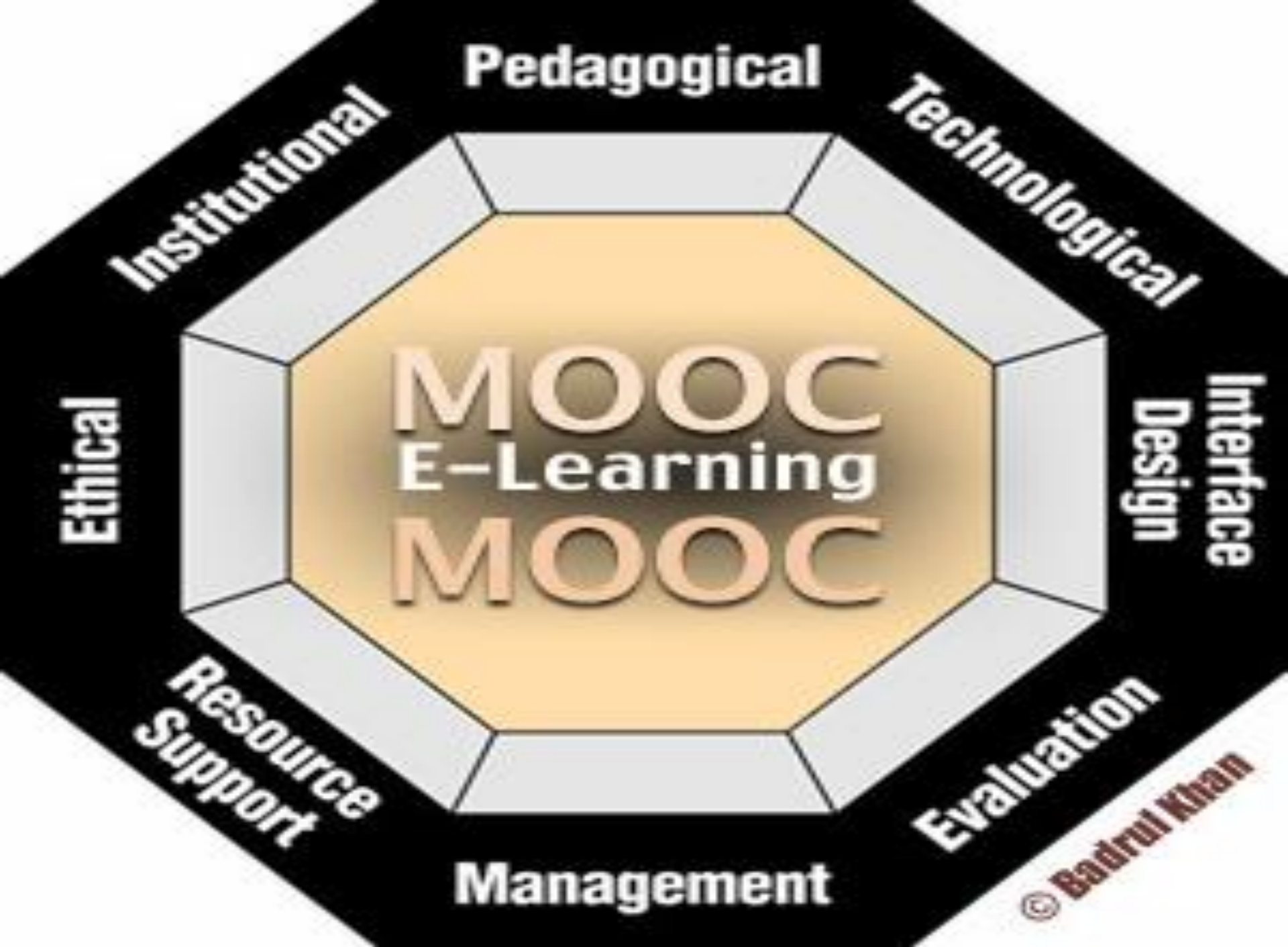
HOW to perform good educational leadership



Model for planning, implementation and evaluation of objectives to promote educational quality.

Based on L.W. Green & M.W. Kreuters PRECEDE-PROCEED model (2005).





© Badrul Khan

Discussion

- What can you in your role do to support teacher in using digital tools to improve teaching at your university?
 - What are main obstacles that you will meet?
- What advice do you have to UiB to continue our development?



Summary

- As an educational leader/supporter you can make a difference
- Structures can make a difference
- Systematic approach will give results
- Training and motivation is vital
- Student centered teaching is the change driver



Illustrations: Colorbox.com



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