

Forventningsafstemning/motivation i forbindelse med projektarbejde

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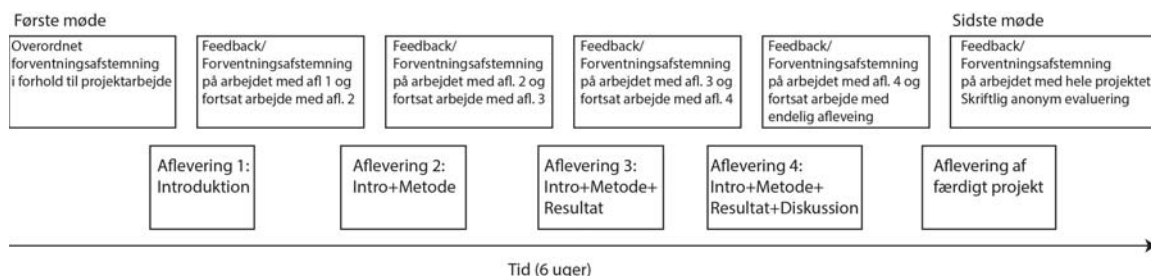
Baggrund

Mit afsluttende projektarbejde i Universitetspædagogikum omhandlende *”forventningsafstemning/motivation”* baserer sig på kurset ”Ornithologi” (læren om fugle), et valgfrit fag, der udbydes på kandidatdelen af biologi på Københavns Universitet. Sammen med kursusansvarlig Kasper Thorup (KT) startede vi dette fag op i 2011 i forbindelse med at KT tog adjunkt-pædagogikum. Vi har derfor fra starten haft særlig fokus på at der er god overensstemmelse mellem læringsmål, undervisning og eksamen (constructive alignment) og at kurset overordnet aligner med studieordningens læringsmål (Biggs, 1999; Andersen, 2010). Derimod har vi haft mindre fokus på betydningen af forventningsafstemning (Wichmann-Hansen & Jensen, 2013), noget jeg dog personligt har bemærket kan have en meget positiv effekt på motivation, læring og ikke mindst den afsluttende præstation ved eksamen. *Jeg har derfor ønsket at bruge mit afsluttende projektarbejde på Universitetspædagogikum til nærmere at undersøge hvordan kontinuerlig forventningsafstemning opfattes af de studerende og hvorledes det bidrager til at øge motivation og læring.*

Helt kort er målet for kurset, at de studerende skal have et bredt kendskab til fugle, således at de kan bestemme fugle i deres umiddelbare nærhed, at de ved, at der er noget der hedder en albatros og en kiwi og at de ved noget om fugles biologi. Som en del af kurset skal de studerende lave et forskningsbaseret projektarbejde (Bonderup & Dolin, 2013; Krogh & Wiberg, 2013), som strækker sig over 6 uger. Projektet tæller 50 % af den samlede karakter. De studerende beslutter sig for et projekt (udelukkende

baseret på en titel) i den første uge og afleverer i uge 2 en introduktion. De får så feed-back på introduktionen og sættes i gang med metodeafsnittet, som afleveres i uge 3. De får så feed-back på metodeafsnittet og sættes i gang med resultatafsnittet, som afleveres i uge 4 og så fremdeles (Figur 4.1). Slutteligt afleveres en opgave på artikelform til peer feedback hos en anden gruppe inden det færdigreviderede projekt afleveres. Således påbegynder de studerende et projekt, hvorfra de kun kender titlen og må i løbet af projektperioden, selv samle viden og arbejde sig frem mod et færdigt produkt i tæt samarbejde med vejleder.

Efter at de har valgt projekt og inden selve projektarbejdet begynder, bruger jeg et par timer på at forklare de studerende hele dette feedback-princip og vigtigheden af, at de studerende tager imod vores tilbud om at mødes og snakke om de kommentarer de har fået på deres delopgaver (Rienecker & Bruun, 2015). Jeg bruger også en del tid på at snakke med dem om at vores feedback altid skal ses som noget positivt og konstruktivt og at de skal sige til hvis de opfatter den som negativ, så vi har mulighed for at justere vores ord-og sprogvalg undervejs (jvf ”Briefing and training of students”, University of Edinburgh (n.d.)). Vi forventningsafstemmer også i forhold til personlige forhold, altså det at de studerende i gruppen har forskellige kompetencer og forskellige personlige forhold der spiller ind på hvordan og hvornår de kan bidrage bedst muligt.



Figur 4.1: Skematisk fremgang af forventningsafstemningsprocessen.

Projektformulering og tilgang til projektet

Dette projekt har haft særlig fokus på at belyse hvorledes kontinuerlig forventningsafstemning, kan motivere studerende til en bedre og mere koncentreret indsats, som i sidste ende vil give de studerende en følelse af forøget læring og udbytte i forbindelse med projektarbejdet. *Ikke mindst er målet*

med projektet at undersøge, hvordan de studerende opfatter denne brug af kontinuerlig forventningsafstemning. Hvis forventningerne til et projektarbejde ikke er afstemt underviser og studerende imellem, er der risiko for et ikke optimalt fungerende eller uproduktivt samarbejde med yderligere risiko for et ringere resultat og nedsat læring. Omvendt kan en grundig forventningsafstemning underviser og studerende imellem styrke de studerendes læring betragteligt (Wichmann-Hansen & Jensen, 2013). Forventningsafstemningen gælder både i forhold til opgavens faglige indhold men ligeledes og måske endnu vigtigere i forhold til projektgruppens medlemmer imellem. Hvordan håndterer gruppe-medlemmerne forskellige faglige niveauer, dygtighed, arbejdsindsats, private forhold etc. Selvom opgaven vil behandle begge aspekter, er det særligt gruppedynamikken, jeg personligt har oplevet udfordringer ved og derfor vil fokusere særligt på i denne opgave. *Ved at komme problemer og udfordringer i forkøbet gennem kontinuerlig forventningsafstemning, forestiller jeg mig at det kan motivere de studerende til en bedre og mere koncentreret indsats, som i sidste ende vil styrke de studerendes læring og udbytte i forbindelse med projektarbejdet.*

Inden projektarbejdet startede udførte jeg en grundig forventningsafstemning med henblik på projektets 1) indhold og 2) gruppens indbyrdes dynamik. Denne forventningsafstemning blev siden fulgt op med ugentlige forventningsafstemninger underviser og studerende imellem, hvor vi løbende justerede forventningerne. De studerendes oplevelse af denne kontinuerlige forventningsafstemning blev slutteligt evalueret anonymt via et spørgeskema umiddelbart efter afslutningen af projektet (se appendix A for svar fra 5 ud af 6 studerende). Resten af denne opgave søger at ud far disse svar at belyse hvilken effekt denne forventningsafstemning havde).

Spørgeskemaet

Spørgsmålene til de studerende søgte at afdække tre overordnede aspekter af forventningsafstemning:

1. Hvilke overordnede forventninger havde de studerende til projektarbejdet inden det påbegyndtes (sp. 1)?
2. Hvilke forventninger havde de studerende til vejleder og medstuderende (sp. 2, 4, 5)?

3. Opfattede de studerende den kontinuerlige forventningsafstemningen som en hjælp til at få større udbytte af projektarbejdet både i forhold til at få det optimale ud af gruppen og af selve projektet (sp. 2, 4, 5).

Afslutningsvis fik de studerende mulighed for frit at dele deres oplevelse af og mulighed for forbedring af vejledning med særlig fokus på forventningsafstemning (sp. 6).

Diskussion

Spørgsmål 1) Fire studerende havde meget vage eller ingen forventninger til projektarbejdet, mens en studerende havde nogle forventninger om at lære nye teknikker inden for ornithologi og fylogeni (slægtsskabsforhold). Selvom flere studerende efterfølgende ønskede at de havde haft mere information, så er der ingen af mine seks studerende, som har gjort noget for at samle mere information på sig. I øvrigt havde de studerende i ugerne op til projektarbejdet fået noget information om projekterne, men det er tydeligt at de studerende ønske sig en mere eksplicit ramme. Meningen med dette projekt er dog netop at de studerende skal arbejde sig frem til et videnskabeligt spørgsmål fra bunden af, hvilket vi altid oplever giver en stor tilfredsstillelse ved projektets afslutning.

Spørgsmål 2) Det er tydeligt at de studerende generelt er forvirrede i starten af projektet både i forhold til hvad der forventes af dem individuelt og som gruppe. Det er vi som undervisere helt på det rene med, idet der ikke er et veldefineret mål eller endog spørgsmål. Det er op til de studerende ud fra det data de bliver forelagt at arbejde sig frem mod et spørgsmål, som deres projekt tager udgangspunkt i. Det efterlader typisk de studerende lidt frustrerede i forhold til at de ikke bare kan gå i gang med opgaven, men først må tænke sig om og finde ud af hvordan de kan dele opgaverne mellem sig. Det får flere til at svare at gruppen er for stor. Men det er jo netop pointen, at de skal løse en opgave sammen. I virkeligheden rammer spørgsmålet nok lidt ved siden af. Det er nemlig blevet gjort klart for dem, at deres opgave ikke er forhåndsdefineret og at det er op til gruppen sammen at finde ud af hvordan de vil gribe det an og hvad opgaven skal handle om. Det får de studerende til at svare at det ikke er helt klart for dem hvad der forventes af dem. Retrospektivt får det mig naturligvis til at tænke at dette aspekt må gøres endnu mere tydeligt, så de studerende oplever det som noget konstruktivt at skulle finde frem til hvad opgave skal handle om.

Spørgsmål 3) Alle de adspurgte er meget begejstrede for den kontinuerlige feedback, som udelukkende opfattes positivt. Det giver dem en positiv opfattelse af at være på rette spor og at arbejdet skrider frem ad. En påpeger endda:” Not at the beginning. It was confusing at first. After some weeks I managed to figure it out what I was supposed to do”. Det er tydeligt at denne studerende skal vende sig til undervisningsformen i begyndelsen, men siden vender sig til formatet og bliver begejstret. Flere studerende benytter dog delspørgsmålene til sp. 3 til at beklage niveauforskellen i gruppen og at det er svært at finde sig til rette i en gruppe med seks studerende. Måden vi har sat projektarbejdet (research-based” undervisning (Jenkins & Healey, 2009)) sammen på sætter store krav til de studerende og på trods af at de til tider er i tvivl om deres rolle og opgave i gruppen generelt, er der ud-sagn der signalerer at forventningsafstemningen i løbet af projektperioden afhjælper mange af disse frustrationer.

Spørgsmål 4) Der er udelukkende positive svar på hvorvidt vejledningen lever op til forventningerne. Dette spørgsmål er i virkeligheden meget centralt, idet min vejledning i vid udstrækning er en stor forventningsafstemning. Selvom de studerende har luftet frustrationer i spørgsmål 2 og 3 viser de ved dette spørgsmål at de generelt har været meget glade for den tætte kontakt til vejleder under projektarbejdet og at forventningsafstemningen har bidraget med en overordnet positiv følelse ved selve projektarbejdet. Det giver sig til udtryk ved at de føler at de har fået mange gode pointer med og at de har fået en bedre forståelse for projektet.

Spørgsmål 5) Dette spørgsmål viser ganske interessant, at det er forventningsafstemningen de studerende imellem, der volder de største problemer: Flere studerende benytter lejligheden til at nævne at de syntes gruppen var for stor, hvilket nok reflekterer, at det er svært at fordele intellektuelt arbejde, når der er forskelle i viden om og interesse for projektet, hvilket i sidste ende gør det svært for de studerende at fordele opgaver og at arbejde sammen. Et par studerende nævner dog at det bliver nemmere som projektet skrider frem, hvilket jeg tror hænger sammen med at første del af projektet handler om at definere projektet og gøre sig bekendt med datasættet, hvilket er udfordrende. Når det er på plads og alle studerende har læst op på emnet, bliver det betydeligt nemmere at bidrage både intellektuelt og konkret med analyser og skrivning. En studerende føler sig generelt overhørt af resten af gruppen. Som nævnt tidligere er det netop den indledende fase af projektarbejdet, som skaber noget forvirring og usikkerhed. Det er min klare overbevisning at det for mig som underviser er noget jeg kan snakke med de studerende om og at netop denne del af forventningsafstem-

ningen er noget jeg bør arbejde mere med i fremtidige grupper. Selvom, det er helt bevidst, at de studerende skal definere deres eget projekt, så kan det være værd at sætte mere fokus på gruppedynamikken og få det gjort klart, at denne del af arbejdet sætter store krav til de studerende og at det er en svær opgave, som de studerende internt i gruppen må bruge noget tid på at få på plads. Meget lærerigt!

Spørgsmål 6) Dette spørgsmål var meget åbent og var mest ment som en mulighed for at få nævnt aspekter, som ikke var dækket af spørgsmål 1-5. Nævnte elementer til forbedring gælder overvejende gruppestørrelse og kendskab til projektet, noget som ikke umiddelbart har med selve forventningsafstemning at gøre, så dette spørgsmål vil ikke blive videre berørt.

Konklusion

Samlet set er det mit indtryk både fra selve undervisningsforløbet og fra evalueringsskemaerne at forventningsafstemningen er blevet opfattet særdeles positivt af de studerende. De studerende får en opfattelse af vigtigheden af gode samarbejdsmuligheder og forventningsafstemning både gruppe-medlemmerne imellem og gruppen og vejleder imellem og at dette leder til en større interesse for projektarbejdet, hvilket i sidste ende leder til bedre læring (Wichmann-Hansen & Jensen, 2013). Hvis man ser bort fra negative kommentarer om at projektet i begyndelsen er svært at overskue og at gruppen var for stor er der adskillige kommentarer som giver udtryk for at forventningsafstemningen har afhjulpet frustrationer og at de studerende er blevet hjulpet i den rigtige retning. Det har gjort dem mere selvsikre og inspireret til at arbejde mere end nødvendigt med projektet. Ydermere er det blevet klart for mig, at jeg bør bruge mere tid på at forventningsafstemme i begyndelsen af projektet.

Referencer

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A Spørgeskemaer fra 5 ud af 6 studerende i mit projektarbejde

Survey on alignment of expectations (forventningsafstemning), participant 1:

1) What were your expectations before the project started?

I didn't really know what to expect, but maybe that I would spend a couple of hours a week working on the project.

2) Was it well explained what was expected of you as a group and individually at the first meeting with your supervisor?

Yes, but it was completely determined by the group what was done individually or as a group.

3) How did the weekly feedback work for you?

I thought it was great. It let us know that we were on the right track each week.

Was it clear what was expected of you?

Yes, though it was hard at the beginning to figure out what we were going to do, after the first two weeks everything was clear.

Was it clear what you were supposed to do next individually and as a group?

Yes

Was it clear if you were on the right track with the project?

Yes

4) Overall, did the supervision live up to your expectations?

The supervision was better than expected I think. The supervisor was easy to reach and always available to answer questions.

5) Did you feel that there was a good match of expectations between you, the rest of the group and the supervisor?

Yes, I think that the weekly meetings were important for this

6) Any suggestions as to how supervision could be improved and lead to a better work process for a project of this kind with particular emphasis on alignment of expectations (forventningsafstemning)?

The only thing that would make the alignment of expectations better would be to have a rubric with everything that should be in each section.

Survey on alignment of expectations (forventningsafstemning), participant 2:**1) What were your expectations before the project started?**

I didn't have many expectations. I didn't know much about the project and seemed a bit complicated at first.

2) Was it well explained what was expected of you as a group and individually at the first meeting with your supervisor?

It kind of was and wasn't, since it was clear that we had to decide what we wanted to do with the project and how do we wanted to focus it, but that a bit confusing to manage. He gave us quite freedom with that but also pointing us into the right track.

3) How did the weekly feedback work for you?

It worked nice. I think it was a good aid.

Was it clear what was expected of you?

I think so.

Was it clear what you were supposed to do next individually and as a group?

Not at the beginning. It was confusing at first. After some weeks I managed to figure it out what I was supposed to do. But the first weeks trying to decide the project direction were a bit hard. Also I misunderstood some points with my group. After the first weeks everything was perfectly clear and smooth.

Was it clear if you were on the right track with the project?

Yes, very clear.

4) Overall, did the supervision live up to your expectations?

Yes. The supervision was better than I expected. Very nice, useful comments and easily reachable.

5) Did you feel that there was a good match of expectations between you, the rest of the group and the supervisor?

Yes, I think it was good. There was always a good atmosphere.

6) Any suggestions as to how supervision could be improved and lead to a better work process for a project of this kind with particular emphasis on alignment of expectations (forventningsafstemning)?

I cannot think of anything that could improve it right now.

Survey on alignment of expectations (forventningsafstemning), participant 3:**1) What were your expectations before the project started?**

I expected to learn more about a specific topic related to ornithology and getting practise in writing a scientific paper

2) Was it well explained what was expected of you as a group and individually at the first meeting with your supervisor?

I think it was well explained what was expected as the outcome/the final paper, and that we should decide ourselves how we wanted to do it. But it took some time to find out how all the group members liked to work, because usually people have different ways of doing things like this.

3) How did the weekly feedback work for you?

Was it clear what was expected of you?

Was it clear what you were supposed to do next individually and as a group?

Was it clear if you were on the right track with the project?

The weekly feedback was very good! It was nice to get all the comments and talk about them so we were sure that we understood them the right way. It was also nice to know if we were on the right track and if we needed to explain something a bit more. After the weekly meetings it was clear how we should continue next.

4) Overall, did the supervision live up to your expectations?

Yes, I think it was good. Many good comments, and I got a better understanding of what is important when writing a paper.

5) Did you feel that there was a good match of expectations between you, the rest of the group and the supervisor?

I think there will always be different expectations to the work and the outcome when you are 6 people in a group. I would prefer smaller groups, also because we work in different ways and some are faster than others to read and write and then it can seem like people are not doing the same amount of work. I also think it varied a lot how much we each knew about the subject and especially phylogenies before we started. But I think the group was good and especially after the first few weeks we kind of knew each others expectations and work styles.

I think it was clear what was expected from the supervisor, and I think it matched our expectations as a group.

6) Any suggestions as to how supervision could be improved and lead to a better work process for a project of this kind with particular emphasis on alignment of expectations (forventningsafstemning)?

It would have been nice to know a little more about the two subjects/projects we could choose from before we had to choose in class. That way we would have been able to read a little and think of what would be interesting to write about. Especially because we had to hand in the introduction already the next week.

But I think it was great that we had the class each Tuesday to work as a group, because with 6 people it's hard to find a time where all are able to meet.

Survey on alignment of expectations (forventningsafstemning), participant 4:**1) What were your expectations before the project started?**

- I did not have a lot of expectations. I thought with this task, that it would be more computer-work. But it was more like writing a scientific article, which was quite nice.

2) Was it well explained what was expected of you as a group and individually at the first meeting with your supervisor?

- Not really. 6 people are DEFFINETILY to many people for one group. I got assigned something, and then someone else made it for me, and overall I didn't get to do much. The stuff I did got deleted without me even being asked, and so I didn't have a good understanding of what we were even doing until I sat down and read it all through myself. So as a group, yes it was. Individually, I guess we were supposed to work that out for ourselves. But that didn't work out well, I think.

3) How did the weekly feedback work for you? Was it clear what was expected of you? Was it clear what you were supposed to do next individually and as a group? Was it clear if you were on the right track with the project?

The weekly feedback was very good, and it was nice with so precise feedback on what we were supposed to revise, and we always got the feedback in time, and we got to talk about it. Very nice, and it helped me get a broader perspective on the stuff I didn't understand, but didn't feel like I could correct in our document myself.

4) Overall, did the supervision live up to your expectations?

Yes, definitely. Knud is by far the best teacher on this course.

5) Did you feel that there was a good match of expectations between you, the rest of the group and the supervisor?

Meh, it was okay I guess. Not the best group work, but it is hard when you can't meet and do all of it together (and with 6 people it would probably take forever).

6) Any suggestions as to how supervision could be improved and lead to a better work process for a project of this kind with particular emphasis on alignment of expectations (forventningsafstemning)?

Well the supervision was good, but in my opinion, smaller groups would create a better group dynamic. At least we got access to the assignment and were able to post questions and corrections

Survey on alignment of expectations (forventningsafstemning), participant 5:

1) What were your expectations before the project started?

- Learn more about research related to ornithology
- Particular for this project I wanted to improve my knowledge related to phylogenies and how to read them
- Learn more techniques on presenting phylogenetic data and analysing them

2) Was it well explained what was expected of you as a group and individually at the first meeting with your supervisor?

- It was explained well. But I personally didn't like to handover the intro before we even know much about our project.

3) How did the weekly feedback work for you?

- Weekly feedback was the best! It helped us to improve our paper as a group and improve our writing techniques. Furthermore, it was helpful to know that we are in the right track.

Was it clear what was expected of you?

- It was clear what we expected. However, I wish we were introduced to the topic week before so we can come up with a study question before writing the introduction.

Was it clear what you were supposed to do next individually and as a group?

- It was not that clear what we supposed to do individually and as a group. Six people are too many for a group and different group members had different levels of expectations for the paper. Also knowledge on the topic varies too much with six people. Therefore, it felt sometimes only few people work on the project while others do a little work.

Was it clear if you were on the right track with the project?

- Weekly feedbacks help us to be in the right track.

4) Overall, did the supervision live up to your expectations?

- Supervision was perfect and also we got opportunities to talk to the supervisor out side designated project time. This flexibility helped us to get answers to our problems quickly.

5) Did you feel that there was a good match of expectations between you, the rest of the group and the supervisor?

- In the beginning it felt like that some of the group members and my expectations didn't match. Some felt like taking it little too easy. This might just be my perspective. However, in the end we all worked together and I think as a group we evolved to work together and got a better out come. I think as a group, our performances matched the supervisor's expectations.

6) Any suggestions as to how supervision could be improved and lead to a better work process for a project of this kind with particular emphasis on alignment of expectations (forventningsafstemning)?

- I think weekly feedbacks are great
- It would be nice to have groups with smaller group sizes
- May be have an extra feedback week after the discussion is submitted to polish the paper