

The theory Y climate applied: Student driven lectures and how a high degree of student freedom can positively influence both teacher and student satisfaction in terms of learning outcomes in a typical human geography course

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Introduction

This essay reflects on the format of a course in human geography at the University of Copenhagen. More specifically it investigates how a high degree of student freedom with regard to the content and format of the course was experienced by both the students and the teacher. It thereby focusses on overall learning outcomes and on the alignment between student expectations, teaching activities (TLAs) and assessment. Subject of analysis is the course “Land use transitions in the Global South”, for which I am the course responsible.

The focus of this essay is on how both students and teacher experienced the course “Land use transitions in the Global South” in the academic year 2013-2014.

The specific research questions are:

- a) How was the overall format of the course experienced by the students?
- b) How did students experience the freedom in setting the content of their lectures (but also being subjected to other groups that set the content)?
- c) Was the format of the course aligned with student expectations and with the final assessment?
- d) How did the teacher experience the course?

Course description

“Land use transitions in the Global South” is a new course that ran for the first time during teaching bloc 1 (September-November) in the academic year 2013-2014. The aim of the course is to provide an overview of the dominant contemporary land use transitions taking place in developing countries. Using case studies from Africa, Asia, Latin America and the Pacific, it explores physical, socio-economic as well as institutional aspects of land use and land use change, and links these to contemporary debates such as economic globalization, global food crises, biofuel production, land grab and nature conservation.

Overall format

The overall course format was designed to facilitate progressive student centred learning over time. Emphasis shifted from initial more teacher facilitated learning to student self-facilitated learning and use and change of concepts (Trigwell, Prosser & Waterhouse 1999). The students in the 2013 course were subjected to the following course scheme (Appendix A):

1. Teacher driven lectures

These lectures were prepared by the teacher, with literature defined by the teacher. The students typically were provided with a session outline beforehand which stated the Intended Learning Outcomes (ILOs), the TLAs and some guiding questions for the readings (Appendix B).

2. Guest lectures

These followed the same scheme as the teacher driven lectures, but were taught by a guest researcher/lecturer. In the 2013 course, two such lectures took place.

3. Student driven lectures

These lectures were effectively a group work exercise. The work consisted of preparing a whole teaching session (including setting the topic, identifying the literature and deciding on the format) per group around the group's specific topic of interest.

4. A wrap-up teacher driven lecture

A part from summarising what students (felt they) had learned during

the course, the last lecture explored an additional topic that the students wanted to learn more about but that had not been accommodated in the previous lectures.

The final assessment of the course was an essay-based examination (Appendix B). Students were asked to write a 2500 word essay around the topic of their group work. The essay had to be handed in one week prior to the exam date. The 20 minute individual oral examination started with the student briefly presenting (orally, not with e.g. power point) his or her essay, after which a short discussion on the essay took place between the student, the teacher and sometimes the censor. Thereafter the student had to answer/discuss one or two additional questions covering other parts of the course.

Student driven lectures

The student driven lectures could be called “a student focussed strategy aimed at students changing their concepts” (Trigwell, Prosser & Waterhouse 1999). The idea behind these lectures was that an exercise in a small group would motivate the students more in learning about the course subject (Springer et al. 1999). During the actual session, the students presented their topic to their peers in class, and initiated and guided the subsequent discussion. By making students teach each other I hoped to optimise learning (William Glasser quoted in Biggs and Tang, 2011: 86). By allowing students to freely choose their session topics, content, format and fellow group members I aimed to create a so called Theory Y climate (Biggs & Tang 2011). This student freedom was however ‘organised’ by clear guidelines (Appendix D).

Already in the very first session of the course, the students were asked to organise themselves around a particular topic of interest related to the overall course theme. Very broad ‘working topics’ were suggested by the teacher, but students were free to suggest new or different themes. An initial (plenary) brainstorm on the working topics and subsequent group formation according to topic of interest were done in an interactive way during this first session. In the following week, the separate groups had to delineate their topic and identify appropriate scientific literature (corresponding to 3 peer reviewed articles) for their session. Deadline for communicating the final topic and literature was in the third week of the course. Prior to this students received teacher feedback and guidance (literature identification).

In the fourth week of the course students received guidance on the proposed format of their session. The first student driven lecture was held in the fifth week of the course. A typical student session would consist of two parts: a first 'presenting' part consisting of a short student presentation and a clarifying discussion round and a second 'discussion' part with small group discussions and a final plenary discussion. The discussion questions for the second part originated from the presenting group and from an 'opponent' group (Appendix D).

Research methods

To evaluate how students experienced 1) the overall format of the course, and 2) the freedom in setting the student driven lectures, a group interview was held during the last session of the course. All students that followed the course in the mentioned academic year participated. Additional information from the official (anonymous) course evaluation is used. To evaluate the alignment between student expectations of the course, the TLA's and the final assessment, I will present teacher reflections on the development of the course and the performances of the students both during the student driven lectures and at the final assessment.

Results

Students' experiences

Overall format

The results of the focus group interview held during the last session of the course indicated that, overall, the students found the format of the course appealing. Students comments in the official evaluation were: "Good discussions and room for influence", "The teacher seems to have given a great deal of thought to how and where improvements can be made so the students have the best learning outcome" and "Good, relevant literature and subjects covered" (Universitet 2013). Other parts of the official course evaluation reveal that students experienced a good coherence between the different parts of the course, that they felt they had achieved the competences promised in the course description, and that the work load had not been too high (or low). With respect to the student driven lectures, most students

held the opinion that the group work stimulated them in profoundly investigating, debating (within the group) and gaining in-depth knowledge of a specific topic. This was something that would not so easily have happened with ordinary teacher driven lectures, according to the students.

Challenges

The following challenges were identified with respect to the student driven lectures: 1) variation in the academic level of presentations of different groups, 2) pace of the discussion during the student sessions and the challenge for students to distil the main messages of the discussion, 3) motivation for reading/preparing for other groups' sessions. With respect to the first challenge, some students expressed their need for a short supportive presentation of the teacher on the topic of the day. This presentation would serve the purpose of framing the discussion presented by that day's group. Emphasis should be on the theoretical and historical background of the topic. The second issue refers to the difficulty students experienced when they were trying to actively participate in a lively discussion and simultaneously annotate what was being said. A part from the presented material (typical power point or Prezi slides) of the presenting group, no written material was provided on the session. Many of the important background or contextual discussions after the presentation were exclusively oral. As a teacher I took notes on what was omitted in the presentation and what aspects of the topic needed to be more thoroughly discussed during the remainder of the session. I then introduced these issues during the discussion. However, students found it very hard to note these points down and at the same time participate in the discussion. One suggested solution was that the presenting group should take notes of the discussion, and post these on the virtual classroom, Absalon, to everyone's benefit. Finally the students declared that they had not been so motivated to prepare and read up on the other groups' sessions since they were not sure what to expect (what (level of participation) would be demanded of them during the session) and because the final assessment focussed predominantly on their own session and the associated essay.

In fact, this last aspect turned out to be a major concern of the students. It was suggested that the topic of the essay should be freer and perhaps even compulsory different from the group work topic. Students said it was 'boring' to work on the same topic. Another general remark was that the guiding questions for the reading for both the student and the teacher driven lectures (posted on Absalon before each session, see Appendix B) were too

specific. Several students expressed the wish for more in-depth, analytical questions. They argued that this would motivate them to read the whole text rather than to look for the answer to the specific questions.

Teacher reflection

Development of the course and overall alignment

As a teacher I was overall very satisfied with this course. Students showed enthusiasm for the proposed course format and were genuinely eager to get started on the group work. All groups kept the deadlines for identifying literature, posting presentations online and sending in essays. All groups successfully prepared and conducted a student driven session and participation rates were high throughout the course. The overall level of the essays was good and most students performed well, if not very well on the exam. Students felt confident talking about their essays and discussing the two additional questions during the oral examination.

Potential improvements to the format

As indicated by the group discussion in the last session, there is room for improvement. With respect to the student driven sessions, I agree with the students that the academic level of the different sessions was subject to variation. It is hence valid and useful to reflect on how a more homogenous output can be achieved or at least how a more homogenous overview of the different topics can be achieved. A short teacher presentation could indeed accommodate any 'missing links' in the group presentation. Another solution could be to present and discuss these 'missing links' explicitly at the whiteboard after the group presentation. A written (e.g. bullet points on the white board) final wrap up at the end of each session could then include these missing links and could to a great extent also accommodate the second challenge identified by the students: combining participation in the discussion and taking notes. This wrap-up summary could, as suggested by the students, be written up in a document and posted on Absalon by the presenting group. The third student concern, the motivation of students to prepare for one of the other group work topics and the related remark that it would be more interesting to write the essay on a different topic than one's own group work, was addressed instantly during the course. Once I realised that several students had the same desire, I released the requirement that the essay had to be on the group work topic. This happened in the last teaching session as a direct result of students' remarks during the plenary evaluation

discussion. It was still in time for most students' essays, since these were due one week later and since most students had not started on their essays yet. However, I will make the essay topic free in next year's course. The essay can then be on any topic related to the topics discussed during the course and still has to show a clear connection to the course. Finally, I will accommodate the student wish for more analytical questions as guidance to the weekly readings.

Additional teacher reflections

In my opinion, the careful planning of the introductory session was crucial for the success of the course (Appendix E). This session served the purpose of identifying and discussing student and teacher expectations and responsibilities. This was done by: 1) explicitly communicating and discussing the structure of the course, of the group work and of the final assessment, 2) asking students explicitly about their expectations and by emphasizing that they could (and were in fact expected to) influence the content of the course, hence giving students a sense of ownership of the course and 3) initiating group interactions for the student driven sessions through a plenary brainstorming exercise. Ample time was reserved for student remarks and questions throughout. Contrary to previous courses, I received very few additional questions and queries from the students during the remainder of the course, indicating that mutual expectations and responsibilities of teacher and students were sufficiently clear from the first session. Finally, the first session was very helpful for the teacher to get a feel for student motivation, dedication and drive. Further along the course, the practical session for literature identification (session 3, see Appendix A) gave me an insight in group dynamics and allowed me to guide the different groups in their topic discussions and in planning their session. The group consultation session (session 7) further supported these processes.

More importantly perhaps, I feel that an open teacher – student communication formed the basis for mutual satisfaction. I found the students motivated and cooperative throughout and students were not shy in suggesting improvements to the course or session format along the way and in willingly implementing them.

Example of a successful student suggestion for format improvements along the way

The discussion part of the first student driven session proved to be too time-demanding (see appendix 4 for the initial format of the discussion

part of the student driven sessions). The students then suggested two improvements: 1) to immediately mix the groups (i.e. to skip the step with the 'specialized' groups), and 2) to distribute the various questions among the discussion groups and then discuss the results of the questions in plenary afterwards (instead of each group going through all the discussion questions). We successfully implemented this during the second student session and kept the new format for the remainder of the course.

Conclusion

Overall, both students and teacher showed a high degree of satisfaction with the current format of "Land Use Transitions in the Global South". The general good performance of the students both on the group work and on the final essay and examination suggests that the course format aligned ILO's, TLA's and final assessment. A Theory Y climate was realised as indicated by overall student enthusiasm and a positive evaluation of the student driven lectures. A comprehensive introductory session setting out clear guidelines and presenting the overall course framework within which student freedom could be exercised were very helpful for the overall success of the course. The theory Y climate for student learning may, in this particular case, be further improved by 1) giving students the freedom to determine the topic of the essay, and 2) inserting a little more teacher guidance in extracting the main points of the student lectures. Finally, the results of this study suggest that a general open communication between students and teacher throughout the course is a premise for successful student engagement and motivation, and ultimately for obtaining the intended learning outcomes.

A Course outline for “Land use transitions in the Global South”

17/09/2013

Land use transitions in the Global South

Course outline Blok 1, 2013.

Teaching times: Mondays: 13.00h - 15.10h, room 11

Wednesdays: 13.15h – 15.25h, room 11

Teacher: Sarah Ann Lise D’haen

Week	Date	Theme	Deadlines
PART 1: INTRODUCTION			
36	2/09	Session 1: <ul style="list-style-type: none"> • Introduction, course outline, and assessment information • Student interests and expectations • Practical information about group work sessions • Land use change/transition: Main concepts and definitions Literature: <ul style="list-style-type: none"> • Lambin, Geist and Rindfuss (2006), 8 pages • Ramankutty et al. (2006), 30 pages 	
	4/09	Session 2: <ul style="list-style-type: none"> • Land use transition: what, how, when? a general overview pathways of change conditions for land use transition impacts of land use transitions Literature: <ul style="list-style-type: none"> • Foley et al. (2005), 5 pages • Geist et al. (2006), 39 pages 	Group formation and registration for group work sessions
37	9/09	Session 3: <ul style="list-style-type: none"> • Group work preparation session (with teacher present) Identification of relevant scientific literature Brainstorm on session format 	
	11/09	Session 4: <ul style="list-style-type: none"> • Measuring land use transitions and detecting land use change with remote sensing Guest lecture by Rasmus Fensholt, IGN, KU Literature: <ul style="list-style-type: none"> • Martinez and Mollicone (2012), 22 pages 	

38	16/09	<p>Session 5:</p> <ul style="list-style-type: none"> Land use planning: Top-down versus participatory approaches <p>Guest lecture by Torben Birch-Thomsen, IGN, KU</p> <p>Literature:</p> <ul style="list-style-type: none"> Dalal-Clayton, Dent and Dubois (2003b), 31 pages Dalal-Clayton, Dent and Dubois (2003a), 42 pages Birch-Thomsen and Kristensen (2005), 14 pages <p>Further literature:</p> <ul style="list-style-type: none"> Agergaard and Birch-Thomsen (2006) Bourgoin, Castella, Pullar, Lestrelin and Bouahom (2012) 	<p>Deadline for suggesting a topic for the last session</p> <p>Deadline for submission of literature list for group work sessions</p>
	18/09	<p>Session 6:</p> <ul style="list-style-type: none"> Land degradation. Case studies from East Asia <p>Literature:</p> <ul style="list-style-type: none"> Lestrelin (2010), 16 pages Heerink, Spoor and Qu (2007), 35 pages Meyfroidt and Lambin (2009), 6 pages <p>Further literature:</p> <ul style="list-style-type: none"> Blaikie and Brookfield (1987) 	

PART 2: CONDITIONS FOR LAND USE TRANSITIONS			
39	23/09	<p>Session 7:</p> <ul style="list-style-type: none"> Group work consultation time No teaching 	Deadline for group 1 to put the outline of their presentation online
	25/09	<p>Session 8:</p> <ul style="list-style-type: none"> Land tenure and resource rights, general debate and empirical examples from REDD implementation <p>Literature:</p> <ul style="list-style-type: none"> Deininger (2003), 32 pages Bromley (2009), 7 pages Naughton-Treves and Day (2012), pages 1-3, 8-7 (5 pages) and 1 selected case study (approx. 7-9 pages) 	Deadline for group 2 to put the outline of their presentation online
40	30/09	<p>Session 9:</p> <ul style="list-style-type: none"> Group 1: Global value chains, cash crops, biofuels, feed crops (globalisation) Discussion with opponent group 4 and fellow students <p>Literature:</p> <ul style="list-style-type: none"> van Gelder and Dros (2002), (not 5; 3.2-3.4) 53 pages 	Deadline for group 3 to put the outline of their presentation online

17/09/2013

		<ul style="list-style-type: none"> • Macedo et al. (2012), 6 pages • Garrett, Lambin and Naylor (2013), 11 pages 	
	2/10	<p>Session 10:</p> <ul style="list-style-type: none"> • Group 2: Land acquisitions in the Global South (globalisation) • Discussion with opponent group 5 and fellow students <p>Literature:</p> <ul style="list-style-type: none"> • Cotula and Vermeulen (2011), 8 pages • Fairhead, Leach and Scoones (2012), 24 pages • Zoomers (2010), 18 pages 	Deadline for group 4 to put the outline of their presentation online
41	7/10	<p>Session 11:</p> <ul style="list-style-type: none"> • Group 3: Urbanisation and rural-urban interactions (economic development) • Discussion with opponent group 1 and fellow students <p>Literature:</p> <ul style="list-style-type: none"> • Padoch et al. (2008), 14 pages • McGregor, Adam-Bradford, Thompson and Simon (2011), 16 pages • Simon, McGregor and Nsiah-Gyabaah (2004), 13 pages 	Deadline for group 5 to put the outline of their presentation online
	9/10	<p>Session 12:</p> <ul style="list-style-type: none"> • Group 4: Community driven change • Discussion with the opponent group 2 and fellow students <p>Literature:</p> <ul style="list-style-type: none"> • Kellert, Mehta, Ebbin and Lichtenfeld (2000), 10 pages • Hajjar, McGrath, Kozak and Innes (2011), 10 pages • Blaikie (2006), 15 pages 	
42		Holiday, no teaching	
43	21/10	<p>Session 13:</p> <ul style="list-style-type: none"> • Group 5: Climate change and land systems (degradation) • Discussion with the opponent group 3 and fellow students <p>Literature:</p> <ul style="list-style-type: none"> • Thomas, Twyman, Osbahr and Hewitson (2007), 21 pages • Morton (2007), 6 pages • Ericksen et al. (2011), 50 pages 	
	23/10	<p>Session 14:</p> <ul style="list-style-type: none"> • Broader discussion on global land availability and the food versus fuel debate • Wrap up and question time <p>Suggested literature:</p>	

		<ul style="list-style-type: none"> • Rudel (2013), 8 pages • Lambin (2012), 4 pages • Ellis et al. (2013), 8 pages 	
44	28/10	Essay preparation time	
	30/10	Essay hand in at 11 am. Three copies in room 04.1.411	Essay hand in
45	6/11	Oral examination	

Literature list

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B Final assessment

02/09/2013

Land use transitions in the Global South

Exam guidelines

- The exam takes place on 6 November 2013
- On the exam, you will briefly orally present (no powerpoint) your essay after which we will have a short discussion about the topic.
- After this you receive 2 or 3 questions about the remainder of the course
- The exam takes 20 min, including grading
- Language: English
- Materials: you are allowed to bring your notes to the exam

C Course outline “Managing the use of land ”

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Copenhagen 19-12-2013

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THE THEORY Y CLIMATE APPLIED:

STUDENT DRIVEN LECTURES AND HOW A HIGH DEGREE OF STUDENT FREEDOM CAN POSITIVELY INFLUENCE BOTH TEACHER AND STUDENT SATISFACTION IN TERMS OF LEARNING OUTCOMES IN A TYPICAL HUMAN GEOGRAPHY COURSE

1. Introduction

This essay reflects on the format of a course in human geography at the University of Copenhagen. More specifically it investigates how a high degree of student freedom with regard to the content and format of the course was experienced by both the students and the teacher. It thereby focusses on overall learning outcomes and on the alignment between student expectations, teaching activities (TLAs) and assessment. Subject of analysis is the course ‘Land use transitions in the Global South’, for which I am the course responsible.

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- a) How was the overall format of the course experienced by the students?
- b) How did students experience the freedom in setting the content of their lectures (but also being subjected to other groups that set the content)?
- c) Was the format of the course aligned with student expectations and with the final assessment?
- d) How did the teacher experience the course?

2. Course description

‘Land use transitions in the Global South’ is a new course that ran for the first time during teaching bloc 1 (September-November) in the academic year 2013-2014. The aim of the course is to provide an overview of the dominant contemporary land use transitions taking place in developing countries. Using case studies from Africa, Asia, Latin America and the Pacific, it explores physical, socio-economic as well as institutional aspects of land use and land use change, and links these to contemporary debates such as economic globalization, global food crises, biofuel production, land grab and nature conservation.

2.1. Overall formatⁱ

The overall course format was designed to facilitated progressive student centred learning over time. Emphasis shifted from initial more teacher facilitated learning to student self-facilitated learning and use and change of concepts (Trigwell et al., 1999). The students in the 2013 course were subjected to the following course scheme (Appendix 1):

1) Teacher driven lectures

These lectures were prepared by the teacher, with literature defined by the teacher. The students typically were provided with a session outline beforehand which stated the Intended Learning Outcomes (ILOs), the TLAs and some guiding questions for the readings (Appendix 2).

49	3/12/12	<p>Session 5:</p> <ul style="list-style-type: none"> • Land tenure and resource rights, case studies from Sub-Sahara Africa <p>Literature</p> <ul style="list-style-type: none"> • Benjaminsen et al. (2009), 8 pages • Toulmin (2009), 10 pages • Deininger et al. (2008), 27 pages <p>Additional literature</p> <ul style="list-style-type: none"> • Fenske (2011), 20 pages • Bassett (2009), 11 pages • Holden et al. (2009), 15 pages
	5/12/12	<p>Session 6:</p> <ul style="list-style-type: none"> • Preparation time: Group session and essay topics preparation. • Supervision of individual groups after appointment
50	10/12/12	<p>Session 7:</p> <ul style="list-style-type: none"> • Preparation time: Group session and essay topics preparation. • Supervision of individual groups after appointment
	12/12/12	<p>Session 8:</p> <ul style="list-style-type: none"> • Land grab • Peter, Morten, Sinne, Line <p>Literature:</p> <ul style="list-style-type: none"> • Zoomers (2010), 19 pages • Dickson-Hoyle and Reenberg (2009), 8 pages • Robertson and Pinstrup-Andersen (2010), 13 pages • De Schutter (2011), 32 pages • Amanor (2012), 19 pages
51	17/12/12	<p>Session 9:</p> <ul style="list-style-type: none"> • Biofuels and oil palm • Ninna, Nina, Maja, Mikkel <p>Literature:</p> <ul style="list-style-type: none"> • Koh and Ghazoul (2008), 11 pages • Gasparatos et al. (2011), 17 pages • McCarthy et al. (2012), 15 pages • Lam et al. (2009), 9 pages • Rathmann et al. (2010), 9 pages
	19/12/12	<p>Session 10:</p> <ul style="list-style-type: none"> • Climate change and land management • Jonas, Giulia, Ragga, Niels <p>Literature:</p>

		<ul style="list-style-type: none"> • Nielsen and Reenberg (2010), 10 pages • Vincent (2004), 50 pages • Adger et al. (2003), 16 pages • Lobell et al. (2008), 4 pages • Robledo et al. (2012), 8 pages
52-1	Holiday	
2	7/1/13	Session 11: <ul style="list-style-type: none"> • Exercise: practical issues in researching land use management Material: please bring all literature we have discussed in the course so far for this exercise Literature: <ul style="list-style-type: none"> • Castella et al. (2007), 15 pages • Dalal-Clayton et al. (2003b): Chapter 2, 31 pages
	9/1/13 <i>Exceptionally only from 15-16h</i>	Session 12: <ul style="list-style-type: none"> • Future land use scenarios using remote sensing. Guest lecture by Rasmus Fensholt Literature: <ul style="list-style-type: none"> • Martinez and Mollicone (2012), 22 pages
3		Essay preparation time with essay hand in 11 am, Tuesday 15 January. Three copies in room 04.1.411
4	21-24/1/13	Oral examination. 20 minutes including grading, no preparation time.

Page count: 557 pages

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D Group work guidelines

02/09/2013

Land use transitions in the Global South

Group work outline

Groups? What, how?

- Work around a theme/topic related to the course, make a choice out of the proposed topics
- From groups of 4 or 5 around a specific topic, 5 groups in total. We will start this process in class in the first session
- Determine the date for your group session together with the other groups in class
- Each group will act as opponents for another group. This means that each group carefully reads the texts and the outline of the presentation of another group and prepares questions and discussion points for the other groups' presentation session. The opponent pairing is as follows:
4->1 (group 4 is the opponent of group 1), 5->2, 1->3, 2->4, 3->5
- All the group sessions and their literature are part of the course curriculum and are material for the examination

Before the group session:

- Post a) an *outline* of your presentation and b) three reflexing questions about the texts on Absalon exactly one week beforehand, so that the opponent group and your fellow students can prepare
- Literature: find your own additional (scientific) literature (e.g. case studies)
Good sources are: www.sciencedirect.com, <http://apps.webofknowledge.com/>, and Google scholar
You get time to start/work on this during one session, on 09/09/13
- Identify 3 key texts that will be part of the curriculum by 16/09/13 the latest
- The *opponent group* comes up with two additional questions by the time of presentation and brings these to the class

During your group session:

- Present and discuss your topic in class – plenary session
- Format:
 - You can choose the form of presentation. This can be a pure oral presentation, a powerpoint, a short film, an illustrative game, etc.
 - Give a short general background about the topic of the session in the introduction. What is it? How important is it globally/regionally, etc?

- Make sure you identify in your introduction how the topic relates to the overall course theme, and why it is a relevant topic.
- Shortly justify why you chose the specific focus of your session and why you think the papers that you selected are representative
- At the end, make a slide or a sheet of paper which sums up the most important take home messages of (the texts on) your topic.
- After the presentation we will hold a small clarifying question round.
- Thereafter, the class will split up in 4 or 5 groups: the presenting group, the opponent group, and two or three fellow student groups. The presenting group discusses the written questions of the opponent group. The opponent group discusses which additional questions they want to ask the presenting group. The fellow student groups discuss all five questions (the three pre-posted questions from the presenting group, and the two additional questions from the opponent group).
- The next stage is a mixing of the groups into 4-5 new groups, each one composed of 1 presenter, 1 opponent and 2-3 fellow students. All five questions are discussed in these groups.
- The last stage is a plenary session where we compare the different discussions that have been going in the different groups.
- At the end of the session, we will together sum up what the most important points were and what we should take home from this session. For this we take point in departure in the sum up of the presenting group.

Practicalities:

- Brainstorm on a more specific focus of the topics during session 1
- Final group formation in session 2
- Literature identification and preparatory group work session during session 3
- Guidance by teacher in week 39. Each group must come see me.

E Introductory session outline

Land use transitions in the global south

Session 1: Introduction

2 September 2013, 13.15h – 15.30h, Lokal 11, Geoinstitut

Topics:

- Course outline
- Student interests and expectations
- Practical information about group work sessions and assessments
- Land use transitions: Main concepts and definitions

Intended learning outcomes:

At the end of the session you should:

- have a clear idea of how the course is structured
- have a clear idea of what the exam looks like and how the exam is aligned with the course work (group work and essay)
- recognize what is expected of you in terms of reading and preparation for the separate sessions
- be able to carry out preparatory work on the group work i.e. organise yourselves in groups around a specific topic and start discussing practicalities such as when you would like to present

Content wise you should be able to:

- identify the main concepts of land use and land cover change
- recognize the importance of land use/cover changes for the global system
- present the general global land use/cover changes over the last 300 years
- discuss the measurement and documentation of land use/cover changes

(It is possible that part of the content-oriented intended outcomes will be achieved in the second session, we will see how we go with the practical matters in the first session)

Activities:

- Conceptual mapping of 'land use transitions in the Global South'
- Expectation of the course: small group exercises
- Brainstorming around group exercise

Readings (to be done beforehand):

- Lambin, Geist and Rindfuss (2006), 8 pages in all but **focus on sections: 1.2 and 1.3**
- Ramankutty et al. (2006), 30 pages

All contributions to this volume can be found at:

http://www.ind.ku.dk/publikationer/up_projekter/2014-7/

The bibliography can be found at:

http://www.ind.ku.dk/publikationer/up_projekter/kapitler/2014_vol7_nr1-2_bibliography.pdf/