

University Pedagogy Project

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Introduction

Within the last years constructivist teaching has dominated the field of science teaching. Previous studies have shown that teaching methods including activation of students, based on prior knowledge, pre interest and attitudes are more rewarding than traditional authoritative teaching methods (Scott PHM, E.F. Aguiar, O.G., 2006). Involving a learning process based on dialogue and activity, is considered as a main path for students to get involved in learning (Reinecker LJ, P. L. Dolin, J. Ingerslev G.H., 2015). My approach to teaching is therefore relying on the constructivist view with a more active construction of learning.

As it is my ambition to deliver the best possible teaching, I will strive to be a motivator and do my best to challenge and support the students in their learning. In the present assignment within university pedagogy, I will therefore focus on how to incorporate student activity during a relatively short lecture. The course where my activity will take place is a PhD course named *Introduction to Qualitative Methods in Health Science*. Course duration is four days; six hours pr day. I am responsible for two lectures on Day 1 (Table 1). Further information is given in Appendix A.

The content of the course is “*hands on*” and knowledge about “*the do’s and the don’ts*” when doing qualitative research in health science. The course consists of introduction to different approaches to qualitative research and the relevance of including different approaches in relation to specific research questions. Further, there is focus on pros and cons in relation to the specific chosen approach and introduction to several methods of data collection and analysis.

The lectures I give, consist of developing qualitative research questions, choosing best possible qualitative approach, and data

collection methods. The intended learning outcomes (ILOs) is to develop qualitative research questions and choose the best possible qualitative approach and data collection method in relation to the students own PhD project. The overall goal is to increase learning by student activation by working on their own qualitative PhD project.

Table 1. Overview of the four days PhD course.

2023	Day 1	Day 2	Day 3	Day 4
08-09	Lecture: XX Introduction to qualitative methods	Lecture: XX Theory and interpretation in qualitative studies	Lecture: XX Grounded theory	Lecture: XX Phenomenology and interviews
09-10	<i>Lecture: KD Asking qualitative questions & choosing approach, data collection methods</i>	Lecture: XX Ethnography	Lecture: XX Grounded theory	Lecture: XX Phenomenology and analysis
10-11	<i>Lecture: KD Developing an interview guide Exercise: Formulating qualitative questions, choosing approach & developing an interview guide</i>	Lecture: XX Ethnography	Lecture: XX Presentation of a GT study Exercise: XX Generating theory from Grounded theory	Lecture: XX Presentation of a: -phenomenological study -Qualitative study supporting an RCT
11-12	Lunch			
12-13	Presentation of a specific project: XX	Lecture: XX Presentation of an ethnographic study	Workshop:	Workshop:
13-14	Lecture: XX Introduction to qualitative analysis	Workshop:	Workshop:	Workshop

The rationale for this pedagogical project is to motivate and activate the students to get engaged with their own research project. By relating the ILOs to the students own research I believe to increase the congruence between teaching, activities, and ILOs. Experience increased congruence will facilitate the learning of the ILOs.

The participants are PhD students and other postgraduate researchers conducting qualitative studies. I expect the background of the students to be diverse in relation to both country of origin, master education and the level of qualitative research knowledge that the individual student have beforehand of the course. Therefore, it is my hypothesis that individual motivation and activation in relation to the students own research will increase the students' congruence of the course.

Aim

The overall aim of the course is to introduce commonly used qualitative approaches in health science research and to discuss the application and

applicability of each approach. The overall aim for this pedagogical project is to ensure a higher degree of interactivity and exercises during the first two lectures in a PhD course. More particularly, the aim was to encourage students to work more actively with their specific qualitative research questions and chosen approach in relation to their own research. The specific ILOs were: To construct qualitative research questions, choose a qualitative approach, and create an interview guide.

Methods

Fourteen Ph.D. students will participate in the course. Each student has their own qualitative study in relation to their thesis. The students attend the course as they (in most cases) are doing a study that includes qualitative methods. The activity will be implemented from the model of Theory of Didactical Situation (The TDS model).

Devolution

The students begin the lecture by giving a very short description of their project to the peer. Hereafter the peer will present the other students' project. I give a short lecture of 20 minutes about the content and introduce the ILOs and the learning activity.

Activation & formulation

The students do a short description of their own PhD study including:

- Examples of research questions
- Methods
- Data collection
- Analysis

I will circulate the classroom to help, support or discuss if needed.

Validation

- The students give anonymous peer feedback to each other (feedback on two other assignments).

- The students will have their own feedback in return, and then discuss the content of the paper with a third person and what the student will do with the feedback.
- Revision of their description of their own PhD study.

I will be around in the classroom to help, support or discuss if needed.

A template for the activity is shown in Appendix B.

Institutionalization

I will wrap up the overall the headlines and findings (what have emerged from the activity) of the research questions, methods, data collection and analysis, and bring the discussion back to the wider perspective of qualitative research.

Goal for the activity

The first goal for the activity is that the students benefit from the teaching by reflecting about their own qualitative study in relation to their individual research questions and chosen approach.

The second goal for the activity is that the student is clearer/focused about their own research project and can use the activity in relation to their own project.

Evaluation of the activity

I will qualitatively ask the students in the end of the teaching session about their thoughts of the activity.

Theoretical knowledge

The feedback should be given on rationales on pedagogical recommendations in feedback research (Reinecker LJ, P. L. Dolin, J. Ingerslev G.H., 2015). The template (Appendix B) was made to include the most important topics of the feedback of the students' specific qualitative project. The feedback must be formative and learning oriented, be useful and be based on explicit criteria. The time spend on feedback should finally be of quality otherwise the feedback can seem meaningless

to the students. The template was therefore made with specific rubrics aiming to give the most meaningful feedback to the peer.

Results

Outcome of the activity

The students were engaged and seemed focused on the activity. Some students had clarifying questions during the activity period, and other students reflected about the importance of writing a useful interview guide. After the activity we discussed the goals for the teaching as described above. The students reflected in plenum about their own qualitative feedback and explained their new thoughts in relation to their approach and interview guide. They described that they became more focused about their own qualitative study. The students also reflected on the quality of the interview guide and discussed the data/ results in relation to the guide. In relation to the second goal for the activity the students further explain the activity was helpful in relation of becoming clearer about their own project. Finally, specific issues in relation to specific qualitative methods were discussed, and it was in these discussions that the wider perspectives of doing qualitative research was brought up.

Evaluation from students

The qualitative evaluations from the students were overall positive. The students explained they were very engaged with the topic of the activity, and that they thought the activity worked out well in relation to reflect upon their own research in relation to the ILOs. The positive feedback was both in relation for students that had just started the qualitative process, and for students that have already started interviewing. The feedback of the relevance of the activity was overall positive. The students found the activity relevant at the beginning of the course as the activity made them reflect upon their qualitative study in relation to the research question, approach, and interview guide. Some students explained they thought the time for the activity were a bit too short, and that it was difficult to provide optimal feedback. One student suggested

that the activity could be oral instead of a written “assignment”. This could also provide the opportunity for each student to get to know the peers study to a deeper degree, as asking elaborative questions would be a possibility.

My own evaluation

In retrospect, I think the institutionalization of the activity was rather difficult. There might be several reasons for this. The rubrics from the template could have been more specified as this could have targeted the wrap up of the institutionalization. Further, my reflections is that three relatively broad ILOs for the activity were too ambitious. Next time I will prepare the activity with more focus on the development of an interview guide and the specific questions. Maybe the fact having two peers giving feedback might also be too ambitions. Having the feedback given oral in groups of two to three students might have increased the discussion further and might have contributed to increase the level of institutionalization.

References

- Scott PHM, E.F. Aguiar, O.G. (2006). The tension between authoritative and dialogic discourse: A fundamental characteristic of meaning making interactions in high school science lessons. . Educations S, editor.
- Reinecker LJ, P. L. Dolin, J. Ingerslev G.H. (2015). University teaching and learning 1. ed. Reinecker LJ, P. L. Dolin, J. Ingerslev G.H. , editor. Denmark Samfundslitteratur.

Appendix

Appendix A: Description of the PhD course



2022

Compendium-cours

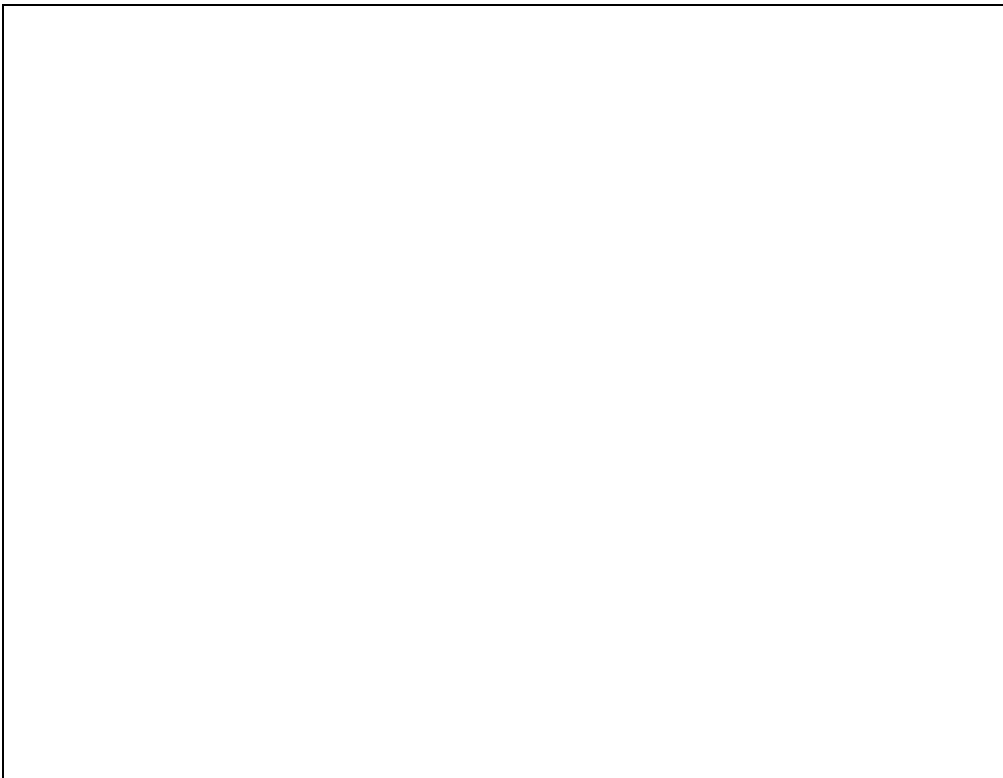
Appendix B: Template for the activity

Short description of your own qualitative study

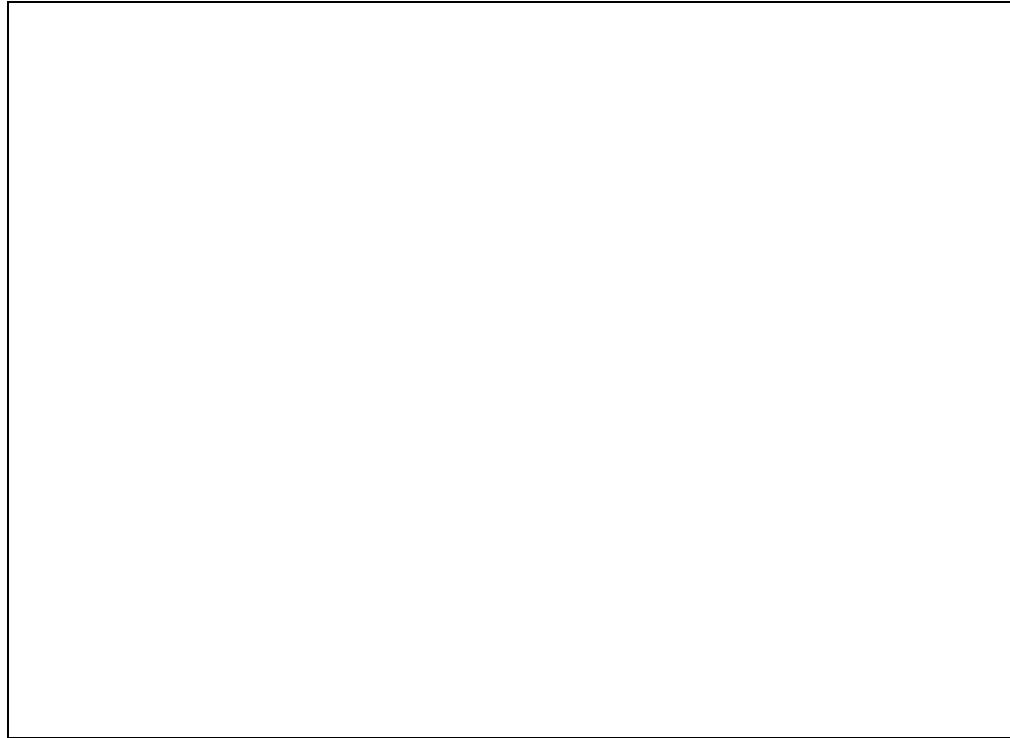
Research Questions



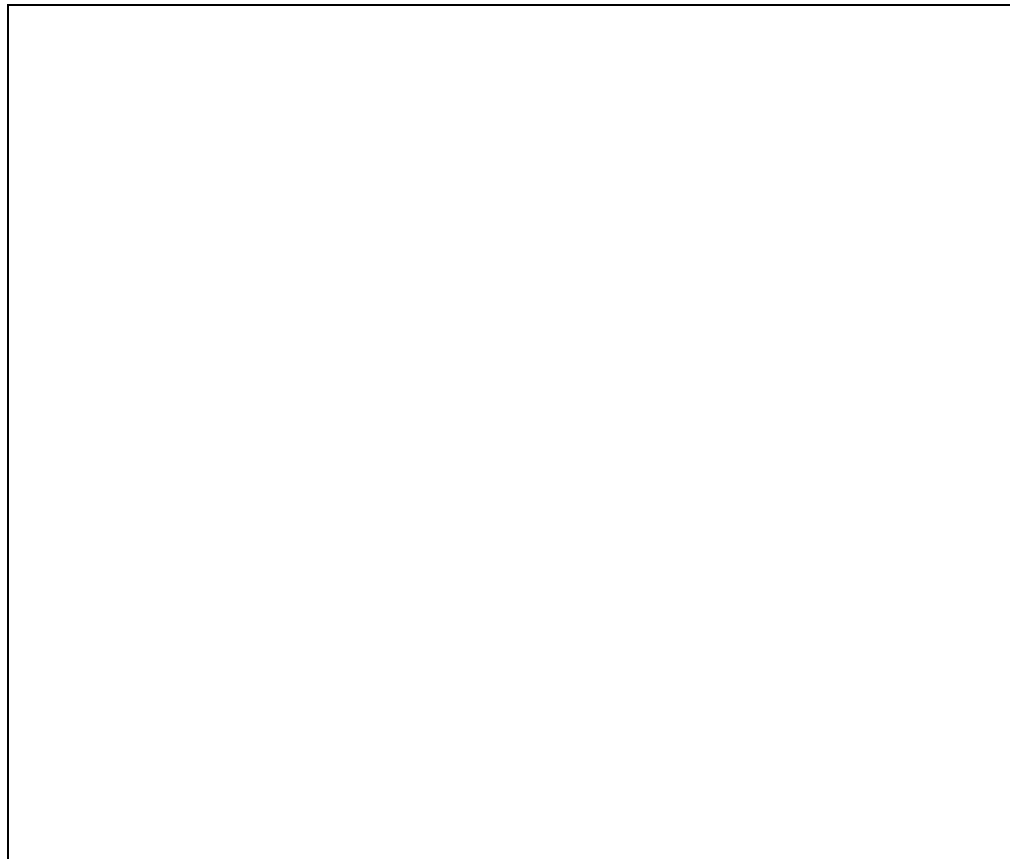
Approach



Interview guide

A large, empty rectangular box with a thin black border, intended for the main content of the interview guide.

Interview guide continued

A large, empty rectangular box with a thin black border, intended for the continued content of the interview guide.

Feedback

First reviewer

1. The most exciting about the study?
2. What caught your attention?
3. What areas of attention would benefit the study?

Second reviewer

1. The most exciting about the study:
2. What caught your attention?
4. What areas of attention would benefit the study?

Own comments after discussion with peer

What surprised you from the feedback?