Discussion points at the Storträffen meet up Autumn 2023

Here you can see the table leaders' descriptions of all discussions, demonstrations, and workshops at the Storträff meet up on 4 December 2023.

Vibrant campus

(Gustav Svensson, David Puustinen, THS)
What happens in the premises after scheduled time, how are KTH's resources used when the scheduled time is over? We have examined the study social from a KTH perspective to see which conditions are most important for the study social and why the study social is important for KTH.

Lack of student participation in teaching - why and what are we doing?

(Elsa Berlin, THS, Johan Karlander, Mats Bengtsson)
Is this a problem and if so, for whom? We will discuss these questions and we also try to understand the reasons for low participation. A proposal for a possible solution will be outlined and discussed.

Different is the new normal - workshop on the experience of special needs

(Masood Rangraz, Anne-Kathrin Peters, Dena Hussain, Ali Mohamed, PriU JML)
This will be an opportunity to share experiences and learn about living with special needs and living with people who have special needs. We will share our experiences and invite the participants to contribute with their experiences. We will also present ways to meet special needs, for example through digital tools. Through this workshop we hope to raise awareness of special needs as something that can be seen as normal and how different needs can be met. We will also present and invite you to an ongoing project aimed at improving the situation of teachers and students with special needs.

Challenge-driven education and intractable problems

(Anders Rosén, Lena Gumaelius, PRIU Sustainable Development) The transition to a sustainable society is happening too slowly. Technology, engineers and engineering education have crucial roles in this as they can both act as enablers but are also part of the problem. At this table we discuss how we can give students more opportunities and power to participate in the transition to a sustainable society and a sustainable engineering education. This may involve, for example, student-driven education or education in collaboration with society. Welcome if you have examples to share or if you want to

develop ideas and perspectives.

Diversity in assessment - possibilities and obstacles

(Elin Lindblad, Thashmee Karunaratne, PriU bedömningsmetoder)
Discussion on possibilities and obstacles for enabling diversity in examination. Contribute with input for future development of KTH-wide support!

Chat-GPT and home exams - what are the best practices to minimise the risks of cheating?

(Fredrik Enoksson, Elisabet Lövkvist, PriU digitalisation)
Come and listen to the principles and approaches of generative AI and exchange experiences!

Linguistic expectations for thesis reports

(Susanna Zeitler Lyne, Viggo Kann, Language Committee)
At the Language Committee table we discuss the linguistic quality of thesis reports. What does "good language" actually mean? Why is linguistic quality important? What support do students get through the writing process? And how should students, tutors, course coordinators and examiners relate to ChatGPT and other generative AI?

Talk to the keynote speaker and KTH Pedagogical Prize winner Tomas Ekholm about pedagogy.

(Tomas Ekholm)
Welcome to a reflective dialogue based on Tomas Ekholm's introductory presentation.

Hear about the support for teachers offered by e-learning in higher education pedagogy and language and communication.

(Tecla Malmström, Ida Pinho, Ida Naimi-Akbar)
Are you thinking about changing your course or part of your course but don't know how? Come to this table and we will tell you about the support you can get to discuss, work on and realise your idea.

Demo of the new schedule submission form

(Rosalba Rico) The
new timetable system, Preferences, is
now being rolled out at KTH. We show you how to fill in the information about your course programme in a smooth way.

How can the new engineering skill of being able to use generative AI be incorporated into education?

(Mats Nilsson, Elizabeth Keller, PriU student's perspective)
When students enter the labour market, they will need to be able to use generative AI in their work. How can this skill be practised and examined in education in a safe and secure way? We need to look at this question from both the student and the teacher's perspective.

Lack of student participation in teaching - why and what are we doing?

(Elsa Berlin, Johan Karlander, Mats Bengtsson)
Is this a problem and if so, for whom? We will discuss these questions and also try to understand the reasons for low participation. A proposal for a possible solution will be outlined and discussed.

How do we ensure good quality for students in programmes that are mainly online as part of widening participation?

(Johan Blaus, PRIU broadened recruitment)

How can we increase student participation in formative assessment?

(Camilla Björn, PriU assessment methods)
Formative assessment is important for learning, but it can be difficult to convince students to participate. At our table we will discuss methods that we have tested or are thinking about testing in our courses. You are of course also very welcome if you don't have an idea on how to increase participation in formative assessment moments but are interested in hearing how others think.

Classrooms and course design for active learning

(Charlotte Hurdelbrink, Marika Strömberg, PriU learning environments)
At this table, you are welcome to discuss questions about premises and pedagogy that concern both students and teachers, such as: Is there a need for rooms other than traditional classrooms? What should we do in our classrooms? What does a modern classroom look like? What is an experimental room? Do teachers and students want the same things (halls, course design, active learning)? What can a course design look like to promote active, student-centred learning?

The future of higher education pedagogical training - what and how?

(Ida Naimi-Akbar, Martin Grimheden, PriU KTH teachers' learning)
Welcome to discuss the content and form of education in higher education. What does the future higher education pedagogical education look like and what should it contain?

Hear about the EECS project on quality and diversity in examinations

(Monika Lundell, R&D project)
Presentation of the project phases and the results achieved so far. Joint discussion on what is meant by quality in examination and why diversity is important. Comments and experiences are welcomed. Tips on how other schools can benefit from the project even before it is finalised.

Try out different AI tools and discuss them.

(Björn Ström, Caroline Bern)
Have you heard about generative AI but are not sure how to use it? Come and gain practical experience, streamline your tasks and help your students. Bring your own computer!

Drop in: get answers to questions about digital education and the system support and tools provided by KTH such as Canvas, Möbius and Mentimeter.

(Ebba Leppänen Gröndal, Kardo Blouri)
E-learning welcomes you to drop-in support. You can talk to employees at e-learning and get answers to questions about digital teaching and the system support provided by KTH. This may include the learning platform Canvas or other digital tools such as Mentimeter and Möbius.

Self-study places for students

(Eric Forsell, THS)
THS has conducted a survey on self-study places for students. Come and discuss the results and how study places should be designed in the future.

Students' study habits and study techniques - how can we support good habits?

(Ninni Carlsund Levin)
How does a student study today?
 What is a good, modern technique?
 What do teachers need to emphasise?

Health issues among doctoral students: What can KTH do?

(Andressa Mazur, Daniel Medeiros)
During the spring of 2023, the PhD Student Section conducted a large-scale survey to assess the well-being and experiences of doctoral students at KTH in the areas of education, administration, working conditions, and integration. Unfortunately, the results paint a bleak picture of inadequate administration, deficient working conditions, isolation, and serious health issues associated with doctoral studies. Currently, the majority of doctoral students are international, making them even more susceptible to isolation and a lack of information about their rights. How can we support our doctoral students and improve the well-being in KTH's doctoral programmes?

Chat-GPT and home examination - what are the best practices to minimise the risks of cheating?

(Fredrik Enoksson, Elisabet Lövkvist, Magnus Andersson, PriU digitalisation)
Come and listen to principles and approaches for generative AI, and exchange experiences!

What roles in education should professors/associate professors have?

(Anna Finne Wistrand, Chair of the Employment Committee)
What does KTH's employment regulations actually say? Does it give KTH the right conditions to provide high quality teaching? What role should assistant professors have in teaching and should all professors teach? Should we employ teachers only where there is a need for teaching? How much should external financiers be allowed to control which teachers KTH employs?
 After a brief introductory presentation on what is written in the employment regulations, how the employment board practices it and what challenges we see, the conversation will focus on the questions above.

Strengthened digital competence among students and employees - what are the needs?

(Pontus Juth, Miritt Sizzer, KTHB)
KTH's digitalisation strategy states that students and teachers' digital skills should be strengthened.
 What are the competences that need to be strengthened? Last spring, a survey was conducted with programme managers for KTH's civil engineering programmes and with students to find out the needs. Come to this table to hear the results and discuss how to proceed.

How can we better meet the students' demand for professional and business links in the programme?

(Liz Adamsson, Malin Linngård)
What support do you need as a teacher when it comes to contacts with the business community for example project courses or guest lectures, study visits?
Some ideas that will be discussed are increased information on the web and matchmaking between teachers and industry to provide the link to working life in education.

Conversation on unusual forms of examination for the new Bachelor of Engineering programme in ITM

(Gabriel Montgomery, Bengt Wittgren, R&D project)
Hear about the development of the new Bachelor of Engineering programme in Industrial Technology (TINTE) and discuss innovative forms of examination that can be used in the programme's newly created courses.

Meet KTH's head of security and safety protection and hear about the investment in security to increase safety for students and staff

(Christina Boman)
KTH is now investing heavily in building a new security department to handle a number of different areas. Come and hear more!

Workshop Student-centred learning activities

(Helena Lennholm, Olle Bälter)
Come and try some different student-centred learning activities! Try pure inquiry-based learning and sustainable development dilemmas.