

Best practice for samarbejde mellem kursusansvarlige, instruktører og andre involverede holdundervisere

Baggrund

Studerendes følelse af mestring anses som afgørende for fastholdelse og er derfor et emne til løbende diskussion i fastholdelsesforum. Gennem foråret har vi haft fokus på instruktørernes centrale rolle ift. mestringsfølelse og bl.a. diskuteret dette med repræsentanter fra CED. På mange NAT uddannelser udgør holdundervisning en stor del af førsteårs-undervisningen og varetages ofte af instruktører (men kan også varetages af andre holdundervisere). Fra vores diskussioner står det klart, at mange instruktører står alene med denne opgave uden megen faglig eller pædagogisk støtte. Dette er bekymrende ift. en mestrings- og fastholdelsesdagsorden. Vi vil som forum derfor bede de uddannelsesansvarlige overveje mulighederne for at give samarbejdet mellem den kursusansvarlige, som er leder af instruktørerne/holdunderviserne og kurssets instruktører/holdundervisere mere opmærksomhed på de enkelte uddannelser. Konkret har vi følgende anbefalinger:

Anbefaling 1: der sættes minimum-standarder for, hvor ofte kursusansvarlige, instruktører og andre involverede holdundervisere mødes (med mødepligt) ifm. afviklingen af et kursus.

Et konkret forslag er **som minimum:**

1. Et opstartsmøde (med forventningsafstemning om fagligt indhold, pædagogiske principper, rollefordeling etc.).
2. Mindst to statusmøder i løbet af semesteret (til faglig og pædagogisk sparring).
3. Afsluttende møde (til debriefing og evaluering).

Ved førsteårskurser og større kurser (eks. grundfag) bør antallet af møder overstige minimumsstandarden væsentligt.

CED kan hjælpe med facilitering og/eller kompetenceudvikling. Diskussionerne i fastholdelsesforum har affødt konkrete forslag til indholdet af disse møder (se vejledningen).

Anbefaling 2: der oprettes i hvert kursus en digital platform til kommunikation og samarbejde mellem alle involverede undervisere (instruktører, kursusansvarlig, andre undervisere), herunder deling af undervisningsmaterialer.

Eksempler på lektionsplaner, materiale til undervisningsaktiviteter, rettevejledninger, Q&A etc. i f.eks Brightspace, Teams el.lign. Det kan også udmunde i dannelsen af et instruktørforum, hvor instruktørerne (og andre holdundervisere) kan sparre med hinanden.

Anbefaling 3: ledelsen af en uddannelse træffer beslutning om ansvarsfordeling, implementering og evaluering af anbefaling 1 og 2

1. Hvem indkalder til møderne mellem kursusansvarlige, instruktører og andre involverede undervisere?
2. Hvem opretter og vedligeholder en digital platform?
3. Hvordan skal samarbejdet mellem kursusansvarlig, instruktører og andre undervisere evalueres?

Best practice for collaboration between course coordinators and teaching assistants (and other associated teachers)

Background

Students' sense of mastery is considered crucial for retention and is therefore a topic of ongoing discussion in the Retention Forum. During the spring, we focused on the teaching assistants' (and other educators involved) central role in fostering a sense of mastery and discussed this with representatives from CED. In many NAT programmes, group teaching constitutes a significant part of first-year teaching and is often managed by teaching assistants (or other educators involved).

Our discussions revealed that many teaching assistants are left to handle these tasks alone, with little academic or pedagogical support. This raises concerns regarding the agenda for mastery and retention. As a forum, we urge programme leaders to consider ways to improve collaboration between the course coordinator(s), who supervises the teaching assistants (and other educators involved), and the course teaching assistants within their respective programmes. Specifically, we recommend the following:

Recommendation 1: Establish minimum standards for meetings for how often course coordinators, teaching assistants, and other involved educators should meet (mandatory attendance) during a course.

A concrete suggestion for the minimum is:

1. An initial meeting (to align expectations regarding academic content, pedagogical principles, role distribution, etc.).
2. At least two status meetings during the semester (for academic and pedagogical support).
3. A concluding meeting (for debriefing and evaluation).
For first-year and larger courses (e.g., foundational courses), the number of meetings should significantly exceed the minimum standard.

CED can assist with facilitation and/or professional development. The discussions in the Retention Forum have generated specific proposals for the content of these meetings (see guidelines).

Recommendation 2: Create a digital platform for communication and collaboration for each course to facilitate communication and collaboration among all involved educators (teaching assistants, course coordinators, other educators), including sharing teaching materials.

Examples of materials include lesson plans, resources for teaching activities, grading guidelines, Q&A, etc., on platforms like Brightspace, Teams, or similar tools.

This could also lead to the creation of a forum for teaching assistants (and other educators involved), where all involved in group teaching on the course can exchange ideas and provide mutual support.

Recommendation 3: Programme leadership to decide responsibilities, implementation, and evaluation of recommendations 1 and 2.

1. Who is responsible for convening meetings between course coordinators, teaching assistants, and other educators?
2. Who creates and maintains a digital platform?
3. How should the collaboration between course coordinators, teaching assistants, and other educators be evaluated?