**Utdanningsklinikken**

**Teaching & Learning Peer Support**

**Format:**

*Utdanningsklinikken* is a workshop series where participating teachers address specific issues about teaching-learning activities and education. Individual seminar presentations on experienced particular 'problems', from issues with a specific lecture to a whole course structure, are analysed and discussed openly with the group, providing suggestions for a range of possible solutions. This allows a free exchange of ideas and opinions concerning the wide variety of pedagogical methods being used in our department. The length of the workshop is approximately one hour, in order for it to be held during a lunch break.

The format is closely related to peer group supervision activities, with a clearer focus on collegial peer analysis, discussion, and possible implementation and follow-up. Observation is not considered necessary as the starting point for the analysis and discussion is a self-diagnosed or identified challenge.

1. Presentation of challenge [max 15 min]

* What are the intentions, challenges, contexts for the present issue

1. Discussion in plenum:
   * Colleagues clarify assumptions and suggest possibilities while the presenter takes notes and collaboratively identifies possible solutions to implement. Didactic expertise and experience enhance the usefulness of the session.
2. The presenter afterwards *reflects upon* advice given and decides whether, and to what extent, changes should be made.
3. If changes are made, the presenter documents what they are, and if possible what impact the change may have.
4. At a later meeting with *Utdanningsklinikken* the presenter revisits the topic presenting *outcomes, impact and reflections*.

Recommended documentation from the format should be compatible with the framework for recognition of pedagogical merits at NTNU. One page of writing should be enough, and it should be clear that the writing is intended to be a record for future use by the presenter.

1. The presenter should write down the original concerns, including motivation, ambitions for change, doubts about efficacy and adding relevant information about context in preparation of the meeting.
2. Take notes on suggestions, possibilities and background information obtained, with short discussions of relevance and feasibility. If doubts are quelled, the presenter should write down reflections on why this is the case and no change will be made. If a plan for change is adopted, reasons for this need to be motivated in writing.
3. Describe actions taken, and document outcomes and impact.
4. Reflect on how and why the outcomes turned out as they did, and any need for further change”.

The format is well aligned with the quality system at NTNU. The process and format is well served by seminars on published empirical studies on learning in higher education, especially in the fields of science and engineering. Familiarity with the relevant literature enhances the quality of every step in the process.