

Slutt med ikke-obligatorisk undervisning!

En samtale om læringsformer og systematisk kvalitetsforbedring i helseprofesjonsutdanning

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Avdeling for atferdsmedisin

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DEBATT • JARLE BREIVIK

Slutt med ikke-obligatorisk undervisning

Verken studentene, universitetene eller samfunnet er tjent med at vi foreleser for tomme seter.



Førsteamanuensis Margrethe Stang foran et tomt auditorium på NTNU Dragvoll. Arkivfoto: Espen Halvorsen Bjørgan



Professor og merittert utdanner
Jarle Breivik
Universitetet i Oslo

Hvorfor har vi ikke-obligatorisk undervisning?

Hvorfor vi bør slutte med det:

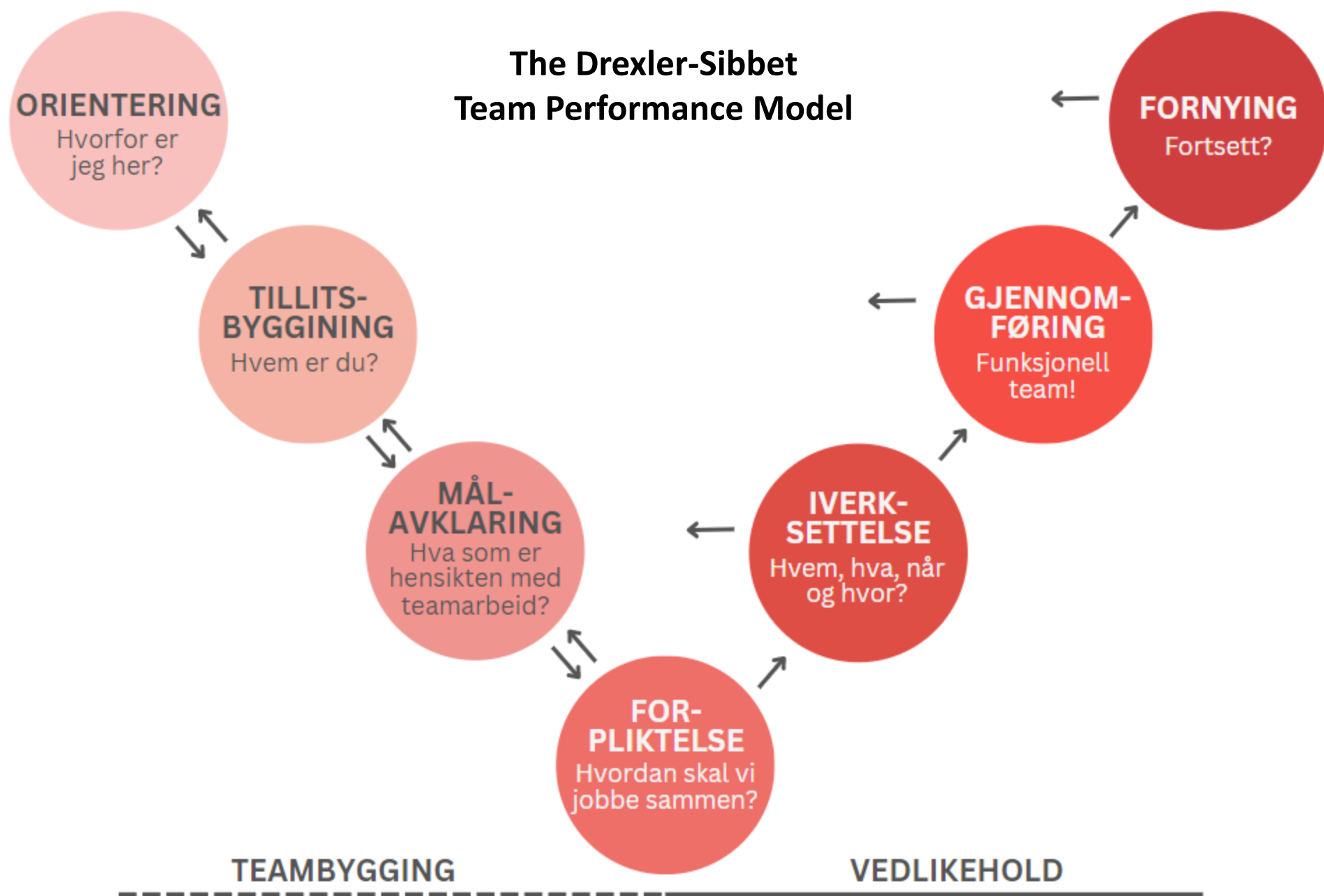
- Et sterkt signal om at undervisningen ikke er viktig.
- Studentene møter i stadig mindre grad.
- Demotiverende for underviserne.
- Dårlig utnyttelse av ressursene.
- Harmoniserer dårlig med normer og forventninger i resten av samfunnet.
- Studenten tilegner seg kunnskapen på andre måter.
- Dårlig utgangspunkt for studentaktive læringsformer.

Hva er alternativet?

- Alt skal ikke gjøres obligatorisk.
- Prioritere det som faktisk krever tilstedeværelse.
- Studenten skal prestere – ikke foreleserne.
- Utdannerne skal tilrettelegge for læring.
- Strukturert forberedelse.
- Samarbeidslæring, flipped classroom, TBL, ferdighetstrening, praksis

LÆRER MER





Forrester, R., & Drexler, A. B. (1999). A model for team-based organization performance. *Academy of Management Perspectives*, 13(3). <https://doi.org/10.5465/ame.1999.2210313>

MonKeyMed –

Monitoring Key Quality Indicators at the Faculty of Medicine

- Et kvalitetsregister for medisinstudiet.
- Følger studentene gjennom studieløpet.
- Samler demografiske data, spørreskjema og læringsdata.
- Kan koble data over tid og mellom datakilder.
- Gir kunnskap om studentpopulasjon, læring og læringsmiljø.

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[Lena Kristin Bache-Mathiesen](#) , [Torbjørn Moum](#), [Reidar Tyssen](#) & [Jarle Breivik](#)

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QILA: Quality Improvement Learning Analytics

JOURNAL OF LEARNING ANALYTICS

SOLAR
SOCIETY for LEARNING
ANALYTICS RESEARCH

Arial 9. Volume 1(1), 1-10. <http://dx.doi.org/10.18608/jla.2018.51.2>

Learning Analytics Needs Quality Improvement: Mobilizing Human Judgment in the Age of Artificial Intelligence

Bache-Mathiesen, Lena Kristin,¹ Khalil, Mohammad,² Frich, Jan,³ Breivik, Jarle¹

Abstract

Learning analytics (LA) aims to turn data about learning into enhanced educational practice, but its impact on higher education has been difficult to demonstrate. Recent advances in artificial intelligence (AI) have accentuated this problem by making educational data easier to summarize, interpret, and act on. Yet more data and faster action do not necessarily lead to educational improvement. The main challenge is how data-informed action can be translated into meaningful and sustainable change. In this conceptual paper, we argue that the principles of quality improvement (QI) provide a methodology for addressing this challenge. QI connects data, interpretation, action, and improvement through systematic testing, stakeholder involvement, attention to context, and learning from variation in practice. Accordingly, we propose Quality Improvement Learning Analytics (QILA) as a framework for connecting AI-enhanced analytics with human judgment to facilitate systematic educational improvement.

Notes for Practice

- Learning analytics has become increasingly capable of producing data-informed insights, but evidence that these insights lead to sustained educational improvement remains difficult to demonstrate.
- This paper proposes Quality Improvement Learning Analytics (QILA), a conceptual framework that integrates learning analytics with quality improvement methodology and human judgment.
- QILA may help educators, students, developers, and institutions plan, test, and refine LA-supported interventions in ways that are context-sensitive, ethically accountable, and oriented toward measurable improvement.

En invitasjon til utviklingssamarbeid

TEAMWISE: A data-informed system for developing collaborative competence in health professions education

Project leader

Jarle Breivik, Dep. of Behavioural Medicine, Inst. of Basic Medical Sciences, Faculty of Medicine

Project description

Effective healthcare increasingly depends on collaborative competence, including the ability to establish psychological safety and work effectively in teams across social, cultural, and professional boundaries. To become an integral part of professional practice, this competence must be developed systematically from the beginning of health professions education.

TEAMWISE will develop and test a ready-to-use education package that enables leaders of health professions programs to systematically develop, monitor, and continuously improve students' collaborative competence from enrolment to graduation. The package will combine structured team training, longitudinal near-peer mentoring, learning analytics, and continuous quality improvement.



