There is more than the Swedish system

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THE QUESTION

What makes that academic lecturers engage in knowledge sharing and disciplinary knowledge development with their students?
THE CONCEPTUAL FRAMEWORK

Setting

Interaction
Student - Teacher

Land Administration
Disciplinary Knowledge

Enabling
Factors

RESEARCH APPROACH

• Organizational learning perspective
• Teacher – student interaction → other academic tasks
• Aims to contribute to the theory on the relation teaching-research and in particular to teachers’ disciplinary knowledge development in the teaching process
• Interpretive research and the use of qualitative - interpretive methods
STUDY AREA

International Master of Science Program in Land Management at the Royal Institute of Technology (KTH) in Stockholm, Sweden.

SIDA supported Program; run from 1996 – 2012.

The aim of the field study at KTH was to obtain a first set of theoretical themes and concepts to answer the main research question.

FINDINGS

First emerging dimensions

The meaning of students’ knowledge

Teaching international students

Challenging and difficult

Interesting and rewarding
FINDINGS

Thematic areas under the dimension ‘interesting and rewarding’

- Views and attitudes
- Knowledge development
- Interesting and rewarding
Categories of ways of valuing students' knowledge

Views and attitudes

1. Zero knowledge view
2. Negative knowledge view
3. Positive knowledge view

Thematic areas under the dimension ‘interesting and rewarding’

Views and attitudes

Interesting and rewarding

Knowledge development
FINDINGS

Emerging dimensions of knowledge development

- Knowledge development
- Learning process
- Knowledge output

UNIVERSITY OF TWENTE.
Emerging themes for learning output

- New perspective on Sweden
- There is more than the Swedish way
- Metacognitive and reflective skills
- Elements of knowledge
FINDINGS

There is more than the Swedish way:

• The diversity of different systems
• Weak systems
• Complicated reality
• Importance of corruption, favouritism
• Influence of government and political system in land governance
• Adaptive capacity of societies and systems
• Different interpretation of basic concepts
• Role of history in land management
• Trends and Developments
• Theories and models ‘tested’

DISCUSSION

So, what do you learn from your students?

Thank you for your attention