

Merited Teacher Application

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Introduction

I would like to apply for the merited teacher status at the Western Norway University of Applied Sciences (HVL). I have a permanent position (80%) as an Associate Professor and Coordinator of the online [Master Program in Healthy Ageing and Rehabilitation \(MARE\)](#), at the Section for Global Health and Rehabilitation, Department of Health and Functioning, Faculty of Health and Social Sciences. Since 2017 I have been working at HVL, initially as an Assistant Professor and from 2018 as an Associate Professor.

I work at [World Physiotherapy](#) as an Education Professional Adviser (20%) on a portfolio of education projects. I also volunteer as a visiting faculty at the [Regional Interprofessional Master of Rehabilitation Science](#) at Bangladesh Health Professional Institute (BHPI), an affiliate of the University of Dhaka. As a volunteer at the Learning Disability Association of Kingston, I supervise nursing and medical students on community placement. This professional and voluntary work are complementary to the job at HVL and contribute to my continuing professional development.

This application is presented as a portfolio consisting of three parts:

- Part 1: Becoming a teacher: Presentation of my pedagogical competence development
- Part 2: Educational CV
- Part 3: Attachments

Part 1: Becoming a teacher: Presentation of the pedagogical competence development

Students' learning at the centre

My entry to the education field was in the global south where I facilitated continuing education for interprofessional health, social and education teams that included persons with disabilities. What now appears as three lines on my CV from 1995 to 2014 has made me a teacher and learner who I am today. For almost 20 years I have worked as an educator internationally with learners and experts with disabilities, across cultures and professions, on locations and online. Through one of the international projects, I was introduced to HVL and subsequently hired to lead the development of the first HVL's online Master program in English because of my background in pedagogical competence, online learning, and global health. And that is how my HVL journey has started giving me an opportunity to collaborate, co-create, learn, teach, and grow. My work experiences have sharpened my focus on learners and made them the centre of my attention. I respect the expertise and experience learners bring to learning interactions. I am committed to providing opportunities for learners to express their learning needs and guide their learning to achieve the desired outcomes. I owe my career to the expressed needs of learners for accessible, equitable and quality learning opportunities.

Activist and advocate: beginnings

Unmet learning needs of disability and rehabilitation workers around the world ignited my interest in online learning and how it can facilitate access to high quality learning opportunities. In 2010 at Queen's University, Canada, I developed the first online continuing education program on disability, community based rehabilitation and international development for a global audience. Up to that point, my educational practice was mainly grounded in the disability rights, social justice and human rights based approach to education (UNICEF & UNESCO, 2007). My work was guided by the motto of the disability

rights movement “Nothing about us without us” that I apply to education and learners with whom I worked. I was an activist and advocate for the human rights of persons with disabilities, and that permeated my work as an educator. Active participation was the key for inclusion of persons with disabilities. Although I explored how to facilitate teaching and learning in rehabilitation at that time, my teaching practice was mostly driven by ensuring that all learners including learners with disabilities have a right to accessible, equitable and quality education. By reading Pedagogy of the Oppressed (Freire, 2000) I discovered how aligned the theory of liberation was with human rights based approach to education. Education as consciousness-raising, critical dialogue and collaborative act between teachers and learners to achieve humanization for all inspired me to reflect on my role as a teacher (Freire, 2000).

The online program I developed in 2010 was a turning point for my educational practice. I was impressed by affordances of the educational technology but at the same time realizing its weaknesses and threats. I also became critically aware of my role as a teacher and the fact that there are no neutral decisions in one’s educational practice. Every single step we make is about inclusion and exclusion, from the reading list to guest speakers, from videos to the research evidence we use to support learning – it is about privileging some and marginalizing others.

Online learning also challenged me to engage in improving my educational practice systematically and intentionally by deepening understanding of learning interactions and how they shape learning experiences and outcomes. These experiences drove me to the doctoral program in education (distance education) at Athabasca University. The education doctorate enabled me to dive deep into pedagogy, learning theories, research, and practice as well as to conduct research in experiences of university students with disabilities in online education. From practice to research, students and their experiences were always in the centre of my work. During my days as a doctoral student at Athabasca University I have been profoundly influenced by the world-renowned learning theorists and practitioners who thought me including Terry Anderson, George Siemens, and Martha Cleveland-Innes.

Bricoleur: on becoming a teacher

... instructor as *a bricoleur*, integrating various available technologies and pedagogies empathetically with learners’ needs.

(Dell, Cleveland-Innes, Ostashewski, & Wilton, 2022, p. 1)

My educational practice is informed by this idea of a teacher as *a bricoleur*. My educational philosophy is based on student centered approaches and removal of barriers to learning for all students. What I mean by the student centered approach can be described using the Starkey’s framework that has three dimensions: agentic – empowerment through participation, humanist – knowing students as human beings, and cognitive – student learning progress (Starkey, 2019). The agentic dimension of my teaching practice can be illustrated by an example from the leadership in rehabilitation course that I teach. It is based on facilitating students’ empowerment through a combination of learning activities with peers and mentors/supervisors and individual work that supports students in reflecting about their learning and development as leaders. They critically examine their own positionality and how that shapes their learning, views, actions, and development. The humanist dimension is particularly important in online learning, as technology can influence how we feel and project ourselves as human beings in digital learning environments. I put efforts in knowing my students and learning about their interest, expectations, challenges, and aspirations. Sometimes simple opportunities such as a quick check-in by all students at the beginning of the session is all what one needs to learn about students, catch up, ensure that all voices are heard, and everyone supported. The cognitive dimension is about students achieving outcomes in learning ecosystems that are not neutral, more over that are inherently

inequitable, particularly in diverse international and interprofessional classes like the MARE program where I teach. This awareness of an inequitable opportunities to achieve learning outcomes is closely related to agentic and humanist dimensions of the teaching practice. Hence, I base my teaching practice on caring for students and their learning. I can trace the origin of this orientation to my human rights and social justice work with persons with disabilities.

I believe that learning is a social act of critical examination and reflection, questioning, listening, problem solving, changing, and co-creating knowledge. Theoretically, in my teaching and learning facilitation I draw on theories of interaction (Moore, 1989; Hillman, Willis , & Gunawardena, 1994), community of inquiry (Garrison, Anderson, & Archer, 1999; Swan, Garrison , & Richardson , 2009), connectivism (Siemens, 2004; Siemens, 2005), equity and care (Bali & Zamora, 2022), universal design for learning (CAST, 2018) and critical digital pedagogy (Morris & Stommel, 2018). As the coordinator of the MARE 540 Leadership in rehabilitation course I integrate five practices of exemplary leadership model from the course I teach into my educational work by modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart (Kouzes & Posner, 2010). This bricolage of theories and practices comes together through agentic, humanistic and cognitive dimensions of student centered learning and it comes alive in my educational practice.

As a bricoleur I seek inspiration from a variety of social constructivist and critical pedagogy approaches. I am inspired by bell hooks and her thoughts on love in the classroom that she sees as the foundation for building learning community without power imbalances and domination (hooks, 2010). I am not afraid of showing that I care for my students. Showing care sometimes means allowing a student to remain silent or a quick wellness check a couple of times during the course when I email each student asking how they are doing and if I can help them in any way achieve their learning outcomes.

To care for students and about students I get my inspiration from intentionally equitable hospitality (IEH) that is a critical pedagogical approach that put values in focus. This approach recognizes that IEH is not neutral as it prioritizes social justice, learners' agency and reiterates importance of the awareness how power and oppression outside the learning space may influence it (Bali & Zamora, 2022). I find IEH highly relevant for our program that has a very diverse group of students many of whom come from low- and middle-income countries and less privileged backgrounds. For ideas on active learning and equitable strategies and to reflectively engage with the community of critical practitioners, I go to the Equity unbound website (Equity unbound, 2018; Zamora, Bali , Mehran., & Cronin, 2021).

In order to create multiple and safe learning opportunities for diverse group of students I base my pedagogical and instructional design approaches on the principles of the universal design for learning (UDL): multiple means of engagement, multiple means of representation and multiple means of action and expression (CAST, 2018). Although universal design for learning was initially developed for removal of barriers and inclusion of students with disabilities, nowadays it is seen as an approach that facilitates student-centred learning for all including international students (Fovet, 2019). While I aim to use UDL in all aspects of my practice and provide multiple means for students to engage and represent the content and learning, I find it challenging to create assessments according to the UDL principles within the rigid and prescribed assessment framework we use at our institution.

Using bricolage as an approach to teaching and learning, allows me to situate my work within the overall HVL strategy and action plan for inclusive learning environments. The HVL action plan uses five categories to operationalize the concept of learning environment: physical, psychosocial, organizational, pedagogical, and digital. My educational practice and philosophy contributes to the inclusive

environment as I implement various measures outlined in the action plan (e.g. universal design for learning, integration of international students, social and professional inclusion and orientation at the beginning of the program, establishing safe learning space and caring for the well-being of students).

Team leader and team player

I take a lot of pride in the team that designed, developed, and now is offering the online Master program in Healthy Ageing and Rehabilitation. The program design and development were acts of collaboration, co-creation, reflection, and learning. From the pedagogical perspective, I played the key role in the MARE program development. In a way the process and the program are an illustration of my systematic, research-based and scientific approach to development and implementation of a graduate program. The team that was tasked with the development of the MARE program brought expertise in the study content but had limited experiences in online learning pedagogy and technology. My primary responsibility was the overall pedagogical approach, and its grounding in evidence, theory, and philosophy. I have made a significant contribution to the development and the design of the program. My contribution includes the definition of learning outcomes and their alignment with the National Qualifications Framework for Lifelong Learning (NOKUT, n.d.); mapping out and aligning course learning outcomes with the overall program outcomes; as well as the development of the course structure and template rooted in the pedagogical approach, to name a few.

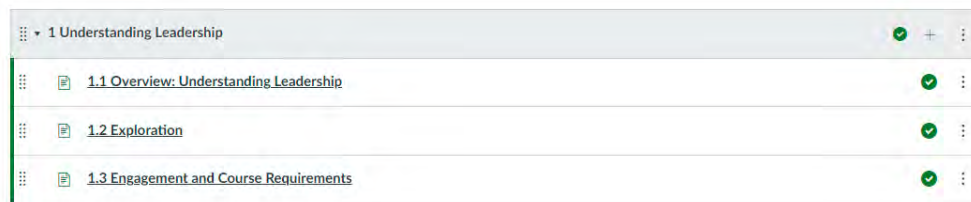
On my recommendation, the MARE program used the Community of Inquiry (COI) theoretical and practical framework as a theoretical basis for the program (Garrison, Anderson, & Archer, 1999; Swan, Garrison, & Richardson, 2009). The COI framework is very well researched online learning framework, and at the time of writing this application, Google Scholar shows that the seminal paper by Garrison, Anderson, and Archer (1999) has been cited 9283 times.

The design and development of the MARE program was an example of knowledge translation and application – putting theory and evidence to practice. COI based online university programs foster active learning and promote three types of interaction: student-student, instructor-students, and student-learning resources (Moore, 1989). A deep and meaningful learning experience is created through the development of three presences (Garrison, Anderson, & Archer, 1999):

- cognitive presence (the extent to which learners can construct and confirming meaning through sustained reflection and discourse),
- social presence (participants' ability to project themselves socially and emotionally as 'real' people in online learning environment), and
- teaching presence (design, facilitation, and guidance of social and cognitive processes for students to achieve personally meaningful and educationally worthwhile learning outcomes).

The use of the COI framework promotes students' engagement, reflection, and deep learning (Richardson, Cleveland-Innes, Ice, Swan, & Garrison, 2012). It is also conducive to interprofessional learning (Evans, Ward, & Reeves, 2017). We used COI to facilitate students' active participation to foster deeper levels of knowledge construction and comparative learning about ageing and rehabilitation globally. Teaching, learning, and assessment forms used in the program reflect the affordances of online education as well as the university rules and regulations. They have been carefully selected to foster critical thinking and enable collaborative and constructivist learning to happen. Given the diversity of our students, we create positive, respectful, and balanced collaborative learning climate among students and instructors.

To ensure that other team members were familiar with digital pedagogy, one of my initial responsibilities was to introduce the COI framework as an evidence based, theoretical and practical collaborative-constructivist framework for facilitating deep and meaningful online learning experiences ([Appendix 1](#)). We took the time to critically examine its application to our program including our role of teachers and facilitators as described in the teaching presence. Based on the COI framework, I had developed the course template ([Appendix 2](#)) that applied the framework to the Canvas learning management system. The template was further transformed and simplified when courses were mounted in Canvas. Today, all MARE courses use the same template (see screenshot below) to ensure ease of navigation for students. Although all courses have the similar structure, course coordinators are left with lot of flexibility to individualize them.



We used the COI framework to create opportunities for students’ active participation to foster deeper levels of knowledge construction and comparative learning about ageing and rehabilitation globally. Teaching, learning, and assessment forms reflect the affordances of online education as well as the university rules and regulations. They have been carefully selected to foster critical thinking and enable collaborative and constructivist learning to happen. Given the diversity of our students, we focused on the need to create positive, respectful, and balanced collaborative learning climate among students and instructors.

Collaboration, co-creation and co-writing were the hallmarks of the MARE program curriculum development. Throughout the process I facilitated regular reviews and reflection. We documented our reflections using autoethnographic approach (Acosta, Goltz , & Goodson, 2015) in an unpublished paper “Going Global: Encountering Biases in Curriculum Design of an Online Interprofessional Master`s Program in Healthy Aging and Rehabilitation” that served as a basis for several conference presentations. Once the program was launched in 2020, I assumed the position of the Program Coordinator.

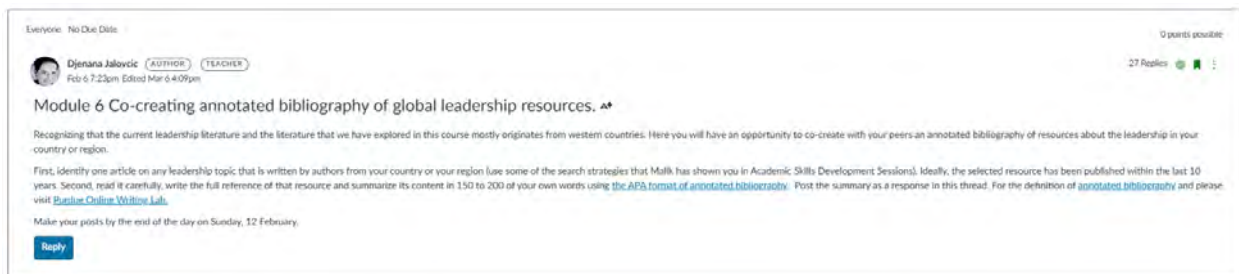
As the Program Coordinator in collaboration with the Head of Section, initially Dr. Tuntland and currently with Dr. Alme, I have the responsibility for the program quality. I facilitate the application of the HVL quality assurance framework to our program (HVL, 2020). We use the framework to implement a critical and reflective process of continuous quality improvement that is based on students’ feedback and our own experiences and reflections. During the implementation of MARE courses together with colleagues, I review, observe, monitor, and reflect on the selected teaching approaches and if they are helping students achieve desired learning outcomes. Based on our review and input from students we make decision for adjustments in subsequent courses. I use a systematic and iterative process from planning, design, implementation, and monitoring, to evaluation, reflection, and adjustment. In all my work I implement these steps to ensure continuous quality assurance.

As an illustration of how the class meeting and the dialogue meeting are used in the program, I have included notes from the MARE 530 Leadership in Rehabilitation, the course I taught in the winter semester of 2023. Class meetings provide me with highly valuable input from students and allow me to

reflect on and act upon their suggestions. The possibility to respond to students' input is also an opportunity to clarify, further explain the approach and present the planned action to address their concerns ([Appendix 3](#)). Similarly, the Dialogue meetings ([Appendix 4](#)) are of great importance for our program as the MARE program and we use them document, our reflections, decisions, and revisions to implement in the future courses and integrate input from the students' final feedback obtained through the anonymous online survey. I also chair the MARE program monthly meetings where we discuss the quality of the program along with all other operational issues. At the MARE program level, I chair the Study Program Council meetings and prepare regular program updates by analyzing and summarizing different inputs from the quality assurance activities ([Appendix 5](#)).

Facilitator of learning

At the heart of the quality process are the courses. I will use examples from the MARE 530 leadership course to illustrate how my educational philosophy, learning theories and evidence are reflected in it. I coordinate MARE 530 together with my colleague Mike Landry. I led the development and revision of the syllabus ([Appendix 6](#)). My commitment to the highest standards of quality in education is at the basis of my educational philosophy described earlier, that I also share with students in my ePortfolio in Canvas ([Appendix 7](#)). Being explicit and intentional about my positionality and philosophy allows me to engage students from diverse backgrounds in de-colonization and co-creation of global leadership knowledge. An example of co-creation is the following learning activity in which students are asked to contribute to the annotated bibliography of global leadership literature.



Everyone: No Due Date

0 points possible

Djenana Jalovic (AUTHOR) (TEACHER)
Fri 6 7:23pm Edited Mar 6 4:09pm

27 Replies

Module 6 Co-creating annotated bibliography of global leadership resources. ↕

Recognizing that the current leadership literature and the literature that we have explored in this course mostly originates from western countries. Here you will have an opportunity to co-create with your peers an annotated bibliography of resources about the leadership in your country or region.

First, identify one article on any leadership topic that is written by authors from your country or your region (use some of the search strategies that Malik has shown you in Academic Skills Development Sessions). Ideally, the selected resource has been published within the last 10 years. Second, read it carefully, write the full reference of that resource and summarize its content in 150 to 200 of your own words using [the APA format of annotated bibliography](#). Post the summary as a response in this thread. For the definition of [annotated bibliography](#) and please visit [Purdue Online Writing Lab](#).

Make your posts by the end of the day on Sunday, 12 February.

Reply

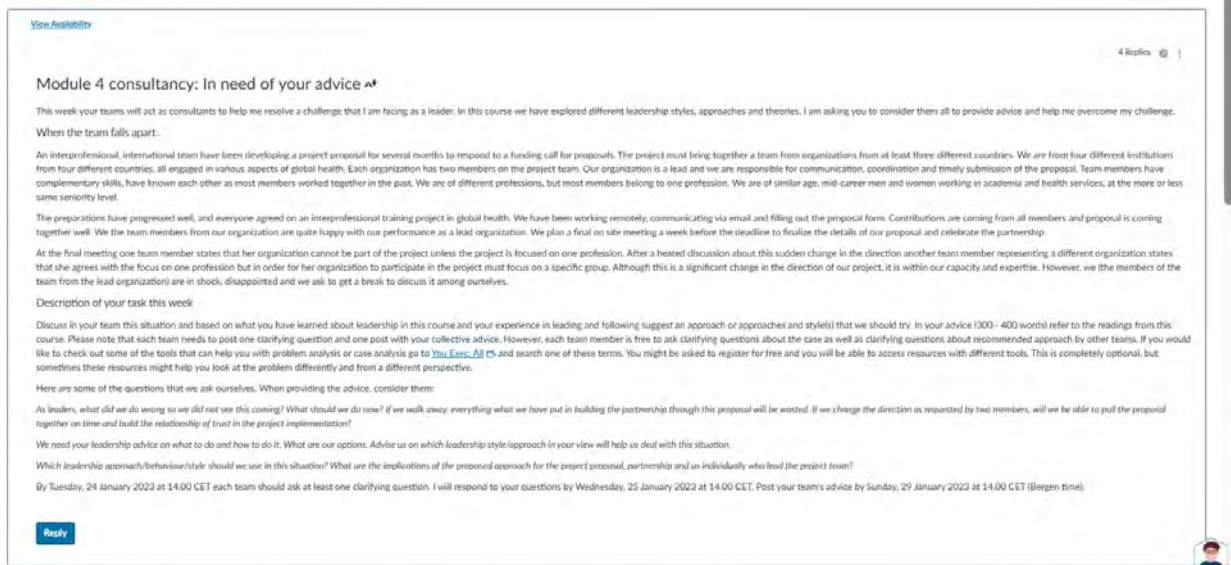
In the MARE program, our students are mature learners with wealth of experience in their fields. They are also individuals balancing multiple commitments including work, family, and academic life. Sogunro (2015) describes eight factors impact motivation of adult learners: quality of instruction; quality of curriculum; relevance and pragmatism; interactive classrooms and effective management practices; progressive assessment and timely feedback; self-directedness; conducive learning environment; and effective academic advising practices.

I make efforts to ensure that their diverse worldviews, experiences, knowledge, and ways of knowing, are presented, expressed, recognized, and respected in the course. To achieve this, both synchronous and asynchronous learning activities are designed to allow individual students to share their own perspectives and experiences in their own environments by engaging in critical inquiry process that includes triggering event, exploration, integration, and resolution (Garrison, Anderson, & Archer, 1999). Each hour of the two-hour synchronous session is divided into three chunks: high quality direct instruction (triggering event), first followed by the group work (exploration and integration) and wrapped up in the class debriefing for integration and resolution. This creates a more interactive learning environment that is easily managed.

To capture the diversity of views and make the course content relevant to variety of situations and contexts, students are engaged in asynchronous activities that require them to share asynchronously their views and relate them to the topic covered in the module. Example below is a screenshot from Canvas discussion.



Another example of a pragmatic, relevant and engaging learning activity is a team consultancy, when teams of three students are asked to provide advice to me on how to resolve the real-life leadership problem in the project that I manage.



Content wise, the leadership course lands itself well to team-based learning that is aligned with the COI and social-constructivist approaches. Teams provide an opportunity to apply, practice and experiment with theories and strategies covered in the course. Teams are magical when they work and a great pain when they do not. Anticipating the challenges, as part of the course design and to help facilitate teamwork, each team is assigned a supervisor/mentor who works with the team and each team member individually. Despite all efforts to support teams, for some students teamwork is not the best learning environment, some teams are dysfunctional and some students do not contribute. This raises the issue of assessment and its fairness.

The major focus of my work is timely feedback and assessment. Throughout the course students receive timely feedback from their mentors, peers, and me. Students are satisfied with feedback, learning activities in general and mandatory learning activities as they help them achieve their learning outcomes. However, they are vocal in expressing their dissatisfaction with the fact that mandatory learning activities do not contribute to their overall grade that is given based on the final exam only. I share this concern with my students, the grade on the final exam is not the true reflection of their learning.

In this course I have selected a portfolio exam that consists of two parts: a briefing note and reflection on the development of leadership skills. The portfolio exam partially addresses some of my concerns and the issue raised by students as draft versions of the portfolio are also mandatory requirements. The first part of the portfolio allows students to develop the briefing note over a longer period of time while receiving support and feedback from their supervisors/mentors. This is envisaged as an opportunity for students to experience effective academic advising practices. The second part provides students with an opportunity to engage in meta-cognition, thinking about thinking and what has changed in it due to participation in the course. Because I am troubled by the current grading system that does not serve learning well, I have started exploring the literature on ungrading and how we can use progressive and authentic assessment to facilitate learning (Bloom, 2020).

Conducive learning environment is an important factor in adult and online learning. Intentionally equitable hospitality as an approach helps me create online learning space that is safe, welcoming, and inclusive. For example, we start every synchronous session with a check-in when each student had an opportunity to share an update. We use multiple methods for check-in such as a prompt question that student can respond on camera or in chat. Check-ins give everyone an opportunity to speak to the class while recognizing that not all students prefer to do that. Silence is respected as I recognize that student's silence is a complex phenomenon and does not necessarily mean disengagement (Duran, 2020). However, these quick insights into individuals' lives help us build an empathetic and trusting learning community. Our students not only have different professional backgrounds, but they also come from very different socio-economic, cultural, and political contexts. Building a collaborative learning community with very diverse students is a work in progress.

Learning for all is another way to recognize diversity and encourage learners' participation by using principles of universal design for learning (UDL). UDL is a framework to optimize learning for all learners. The use of UDL is related to my research interest in experiences of online learners with disabilities in higher education, that was the topic of my doctoral dissertation in online education. Examples of UDL in my course include multiple ways of navigating the course, multiple representation through diverse learning resources, highlighting main ideas and relationships, and integrating self-reflection on learning. In the asynchronous sessions, I have included video presentations, slides, and transcripts for students to select the way they prefer to review it. Learning resources and activities are arranged prior to the launch of the course. During the course itself I add my introductory and concluding address for each module, highlighting the big ideas, relationships and linking them to learning outcomes and contributions that students made through participation in learning activities. Self-reflection is fully integrated into the course at the beginning and the end of the course.

While UDL aims to remove the barriers to learning to all students, individual needs, or unexpected circumstances that impact learning might be overseen. Therefore, I make efforts to get to know students individually. I communicate often with students via email to check on their progress, challenges, and ways to support them. I also make myself easily accessible and available to students, by

responding to students' emails within 24 hours, and having a weekly virtual office hour for students to drop in the zoom room without a prior appointment. Below is screenshot of information provided to students in Canvas about multiple options for communication.

Contact and office hours

If you have any questions regarding the course please post them in the [eRound Table discussion](#) as both your questions and my answers can help other learners. You can also get in contact with me via email djenana.jalovcic@hvl.no any time you have a question or you would like to discuss any course related issue privately. I respond to questions and inquiries within 24 hours. If you have questions that you would like to discuss in a live session with me, you can drop by my virtual office on Wednesdays, between 1 pm to 2 pm Bergen time. No appointment needed, the link is on the Zoom page.

Collaborator

I love to collaborate. I believe that we construct knowledge collaboratively. This act of knowledge co-creation drives my commitment to collaboration and sharing with my colleagues what I know about teaching and learning. I believe in openness, and wholeheartedly support the creation and use of open educational resources. I am enthusiastic about knowledge sharing and ethical use of educational technology to expand the reach and impact of higher education.

Throughout the MARE program development and implementation (2017 – present) I have provided in-service sessions on online pedagogy and strategies for the development of online learning to the MARE team. I have also created and shared resources with my colleagues in a Teams folder (see screenshot below) where I share information, articles, templates, tips, and tools.

Name	Modified	Modified
Accessible docs examples	April 7, 2020	Djenana
COI	October 4, 2018	Djenana
Digital transformation of HE teaching Four pedagogical prescriptions to move active le...	January 5	Djenana
Jalovcic Post COVID Teaching and Learning Online and On Campus 27 May 2020.pptx	May 28, 2020	Djenana

Another example of collaboration that I facilitate is the MARE community initiative to mark the 2023 International Day of Older Persons. This initiative has been developed out of team projects in the leadership course when teams were tasked with the development of a proposal for an initiative to combat ageism. This voluntary extracurricular initiative brings together MARE students and teachers and the invitation to contribute will be extended to the MARE program alumni. The plan is to run a social media campaign One World. Many Ages. in the languages of members of the MARE community. It is an opportunity for students and teachers to co-create the campaign while using digital collaboration tools

to facilitate the project implementation. While the primary goal of this initiative is to run the campaign, the secondary goal is to further develop competences to collaborate across cultures and professions.

I am the coordinator of the Erasmus+ [“Persons with Refugee Experience Education Project – Interprofessional \(PREP IP\)”](#), 2021-2024. It is a strategic partnership project to develop open online resources on refugee health including the online course Interprofessional approach to refugee health and open book. In addition to leading the team coming from five European universities and two service agencies, I am the educationalist on the team responsible for ensuring the use of evidence and learning theories in co-creation of educational resources. As part of the project, we have prepared two education reports:

- [PREP IP Report on micro-credentials](#) This is a brief report on the scoping review conducted to present information on the design and development of micro-credential courses that will be used to inform the implementation model for the PREP IP online course. It may also be useful for other organizations that consider offering educational programmes for health professionals that will use micro-credentials.
- [PREP IP Framework for online interprofessional education on refugee health](#)

We have just concluded piloting of the online course “Interprofessional approach to refugee health” that I coordinated. This course will be revised and offered as an elective in the MARE program this fall. The PREP IP builds on the previous Erasmus+ Physiotherapy and Refugee Education Project in which I participated in the development of an online course, that is currently openly available in Canvas Commons.

I am collaborator in the education and learning components of two other Erasmus+ strategic partnership projects – “Health Equity through Education” and “Embracing a Complexity-Oriented Learning Approach in Health”. Erasmus+ projects are an invaluable opportunity to build pedagogical competences, to innovate with different learning strategies and approaches, and expand learning networks.

What follows are examples of initiatives that I have participated in with the goal of strengthening teaching and learning practices at the Western Norway University of Applied Sciences and beyond:

- In November 2021 I had an invited presentation at the multiplier event of the Erasmus+ project [Strategic Innovative Education Network for Healthy Ageing](#) on “The role of the postgraduate education for health and social professionals: Master in Healthy Ageing and Rehabilitation”
- In May 2021 I was an invited speaker at the European Network for Physiotherapy Education Conference with presentation on “Online Teaching and Digital Strategies to Innovate PT Education”
- In May 2020 I had a presentation [on “Post-COVID Teaching and Learning: Online and on campus” \(Appendix 8\)](#) for teachers at the Department of Health and Functioning
- In 2017, I gave a presentation on), [“Opportunities and potential of online learning in higher education” \(Appendix 9\)](#) to the colleagues from the Department of Health and Functioning.

- In the same year, I was invited by a colleague from the Department of Radiography to give an online lecture to the participants of Erasmus+ eBreast Project on “Pros and Cons of Implementing eLearning Programs”.
- In 2016 I presented on “Digital learning technologies for disability and global health: Promise and potential or inclusion” at the conference “Disability and Global Health: Implications for Rehabilitation” hosted by the Western Norway University of Applied Sciences in Bergen, Norway. This was an opportunity to share my enthusiasm about online learning technologies and their potential to remove barriers for diverse learners across the globe.

In addition to sharing my experiences with colleagues at HVL, in 2019 I presented our experience on “Three critical decisions in designing an online Master’s program for a global audience” at the World Conference on Online Learning held in Dublin.

My work at World Physiotherapy is complementary to my role at HVL. As an Education Professional Adviser, I have been responsible for a portfolio of education projects that contribute to the knowledge sharing, community building and advancement of quality physiotherapist education globally. These include the development of openly accessible documents of global significance for the profession, the organization of knowledge sharing events, and facilitation of the Facebook for physiotherapist educators:

- I led the global team of educators who developed the [Guidance for developing a curriculum for physiotherapist entry level education programme](#) published in September 2022
- I led the final stage of the development of the [Physiotherapist Education Framework](#) published in July 2021. This document is of critical importance for the development of physiotherapy globally as it positions components of physiotherapist education along the lifelong learning continuum and provides guidance for physiotherapist entry level education and continuing professional development.
- I co-chaired with Dr. Nina Rydland Olsen a [networking session for Educators](#) on World Physiotherapy Congress 2021.
- I co-moderated a webinar for a global audience of physiotherapist educators [“Digital solutions for online education”](#).
- I led the development of two [briefing papers](#) exploring the impact of COVID-19 on education, practice, and advocacy issues “Immediate impact on the higher education sector and response to delivering physiotherapist entry level education” and “Immediate impact of COVID-19 on students and the response to delivering physiotherapist entry level education”.
- I administer and facilitate the Facebook group “World Physiotherapy Network for Physiotherapist Educators”.

Prior to my joining HVL I participated in various events, sharing my expertise in online learning as a reviewer and a speaker:

- In 2015, I was invited by the World Health Organization to test the INCLUDE web training program on community based rehabilitation because of my expertise in CBR and online learning.

The goal of the online program was to make CBR guidelines more accessible to for users around the world. Prior to testing the WHO CBR online training I was a peer reviewer of the CBR Guidelines published by the World Health Organization in 2010. The Guidelines are a major milestone in the development of community based rehabilitation globally as they provided invaluable learning resource for CBR practitioners.

- Later in 2015, I was an invited plenary speaker at the Digital Learning Research Network Conference: Making Sense of Higher Education in Stanford, USA. I brought a disability perspective to the panel that discussed socio-cultural implications of digital and networked learning.
- In June 2014 I was invited to present Jalovcic, at 7th Annual Celebration of Teaching, Learning and Scholarship in Health Sciences Education, Queen’s University, Kingston, Canada. My presentation “Learning interprofessionally: Creating opportunities, removing barriers” focused on lessons learned from the implementation of the ICACBR’s online interprofessional program.

Critical reflective practitioner

I continuously reflect on my practice from the course and program level and beyond. I take seriously input from students and colleagues and challenge myself to find better ways of supporting students to achieve their learning outcomes. While I strongly believe that learning is a social and collaborative activity, I am aware of challenges students face in team learning. Assessment, evaluation, and grading represent a challenge for educators in higher education. I recognize the rigidity of the existing exam rules and look for innovative solutions within the existing system that would provide more flexibility and shift the focus from grades in the exams to learning.

I am an educational technology enthusiast. Technology enables students to learn anywhere, anytime. I aim to facilitate learning by focusing on flexibility and accessibility of the course, recognizing the limitations imposed by selection of learning activities, administrative procedures, and access to and technology used. The latest developments in artificial intelligence and the emergence of ChatGPT have profoundly shaken the academic world. This is the final call to rethink our approaches to active learning and assessment in higher education, to rethink our role in preparing students for an uncertain complex world, and how we can harness the power of artificial intelligence for public good and the benefit of humanity.

Artificial intelligence and digital technologies can enable learning but also give educational technology providers an unprecedented access to students’ and our data. Data that are used to train the large language models like ChatGPT are biased and can further perpetuate biases, inequalities, and discrimination. Cleaning data for ChatGPT users, who are mostly in the global north, exposes low paid workers in the global south to explicit content that traumatizes them, leaving us academics with the responsibility to question the ethics of these practices if we are to use it in education. Additionally, we cannot ignore the environmental impact of processing large amounts of data.

Life-long learner

Over the last two decades I have got many opportunities to learn about teaching from my teachers, students, and colleagues. I have been team-teaching with experienced educators and experts in the field of disability and rehabilitation. I have learned and keep learning from very diverse groups of learners including persons with disabilities, practitioners, educators, and undergraduate and graduate students

from all over the world. I myself am a lifelong learner. I look for learning communities to further develop my competences and help me find solutions for my dilemmas. There are four areas that I find challenging in practice despite the growing body of literature that I would like to focus on in my further development:

- Team based learning: How to support dysfunctional teams, how to deal with learners who do not contribute, how to provide multiple learning opportunities and alternative to team based learning recognizing that not all learners learn well in teams, how to assess the teamwork
- Assessments: How to use innovative approaches to assessment within existing rigid rules of assessment, how to develop better assessments, how to use ungrading to advance learning.
- New technologies and education: How to critically engage with new technologies that are used in education ranging from productivity tools to artificial intelligence, how to make pedagogically sound decisions and select educational technologies that are ethical and sustainable, that are not surveillance technologies to monetize learning data
- Active learning and complexity: How to guide students through complex learning ecosystems to learn actively and have agency to direct own learning, becoming and being.

Conclusions

My application for the merited teacher 2023 is supported by Dr. Maria Nordheim Alme ([Appendix 10](#)). In this application I have described various roles I have been playing to illustrate the continuing pedagogical competence development and how I meet the criteria for merited teacher.

1. Emphasizes the students' learning process in planning, implementing and assessing teaching

My activist and advocacy roots stand as a reminder that those who are affected by my actions must be in the centre of my attention. Applied to education this means that I use student centred approaches to learning and teaching, aiming to enable them to have a voice and agency to self-direct their learning. As a bricoleur I work systematically, reflectively, and collaboratively, by use theory and evidence to develop my practice. As a facilitator of learning I create opportunities for student to engage in active learning through critical inquiry.

2. Demonstrates a systematic and scientific approach to teaching

By providing examples from my practice and linking them to theory and research evidence I attempted to illustrate that I am systematic, curious, intentional and reflective in all aspects of my educational practice and quality work. The description of my roles of bricoleur, team leader and team player and the facilitator of learning provide several examples to illustrate it.

3. Collegial attitudes, educational contributions and sharing

Teamwork, collaboration, sharing, openness, respect, and ease of communication characterize my educational practice, that I have detailed in sections describing my role as team leader and team player, collaborator, critical reflective practitioner and a life-long learner. I believe that the best way to describe my attitudes and contributions is by sharing two quotes from letters of reference that supported my application for the merited teacher in 2021:

Djenana Jalovic is a great asset in our MARE team. She is willingly offering her experience and knowledge to her colleagues regarding education in general and online education in particular.

While she has the role of Study Coordinator, I have the role as Head of Section. She has been very helpful for me in my leader role. Whenever I want input on a pedagogical issue, I send the text to her, and she provides promptly valuable feedback and support.

Dr. Hanne Tuntland, former Section Leader

Djenana shows a flexibility that inspires. She listens and manages to find flexible solutions that can fit broad groups of students and teachers. She finds solutions that can be used in changing times and with varying learning needs. This is also important on a structure level. Djenana always develops her teaching to reach the target group in best possible ways. Behind that capability lays a solid foundation of competence and an honest interest and curiosity for her students, colleagues, organisation and working field.

Dr. Maria Nordheim Alme, PREP Coordinator (2018-2021)

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Part 2: Educational CV

Djenana Jalovcic

Associate Professor

Faculty of Health and Social Sciences
 Department of Health and Functioning
 Section for Global Health and Rehabilitation
 email jadj@hvl.no; tel. +47 555 858 48

Education and educational competence

Year	Education		Institution
2018	Doctor of Education in Distance Education		Athabasca University, Canada
2017	Doctoral thesis: Experiences of students with (disabilities in online higher education		
	Doctoral courses taken (3 Canadian credits, 1 semester each)		
2016	Research seminar II		
2015	Research seminar I		
2014	Leadership and project management in distance education		
2013	Teaching and learning in distance education		
2013	Advanced research in education		
2012	Advanced topics and issues in distance education		
2008	Master of Science Rehabilitation Science, Disability in the Community		Queen's University, Canada
1999	Master of Public Administration Health Policy and Management		Queen's University, Canada
1992	Bachelor of Arts Arabic and English Language and Literature		University of Sarajevo, Bosnia and Herzegovina

Year	Continuing development of education competence	Scope	Institution
2023	MyFest 2023 a mid-year "recharge and renewal experience" for educators to explore open educational practices, Artificial Intelligence and digital literacies, critical pedagogy and socially just education, wellbeing and joy and community building and community reflection, running from June to August		Equity Unbound
2022	MyFest 2022 a mid-year festival for educators to explore together open educational practices, open publishing, and digital literacies, critical pedagogy and socially just education, community		Equity Unbound

	building and community reflection, wellbeing and joy, ran June to August	
2021	Digital pedagogy lab: A critical digital pedagogy A week-long online digital learning and teaching event	University of Mary Washington, USA

Possible comment:

Here you give an overview of your work with education.

Work experience

Period	Institution	Position
2020 – present	HVL	Master Program Coordinator
2020 - present	World Physiotherapy	Education Professional Advisor
2018 - present	HVL	Associate Professor
2017 – 2018	HVL	Assistant Professor
2015 – present	Consultancy	Inclusive Development Consultant
2004 - 2015	Queen’s University, Canada, International Centre for the Advancement of Community Based Rehabilitation (ICACBR)	Director
2003 - 2004	Queen’s University, Canada, ICACBR	Associate Director
1995 - 2003	Queen’s University, Canada, ICACBR	Administrative and management positions
1994 - 1995	Istituto Superiore di Sanita, Italy	Program Coordinator
1994	World Health Organization, Special Representative Office for Bosnia and Herzegovina	Administrative Officer
1992 - 1993	Medecins Sans Frontieres Holland, Sarajevo, Bosnia and Herzegovina	Administrative Coordinator

Teaching experience

Period	Institution	Subject/study program	Level	Theme/title
Winter 2023	HVL	FHSU300 The Norwegian Health Care System in an International Perspective (course coordinator)	B	Norwegian health care system
Winter 2023, 2021	HVL	MARE 530 Leadership in rehabilitation (course coordinator)	M	Leadership

Period	Institution	Subject/study program	Level	Theme/title
Fall 2022, 2020	HVL	MARE 510 Healthy ageing: Theoretical foundations (co-instructor)	M	Theories underpinning healthy ageing
Fall 2022	University of Copenhagen	Sustainable ageing (guest lecturer)	M/B	Ageing and sustainability
Fall 2021	HVL	MARE 560 Independent study (course coordinator)	M	Various topics
Fall 2021	HVL	MARE 540 Active and assistive living (co-instructor)	M	Technology and active living for older people, global strategies for assistive technologies
Winter 2019	University of Dhaka, Bangladesh Health Professions Institute BHPI	Leadership in rehabilitation (visiting faculty)	M	Leadership
Winter 2018, 2019	University of Dhaka, BHPI	Health service management (visiting faculty)	M	Health systems policy and management
Winter 2018, 2019	University of Dhaka, BHPI	Facilitating learning in rehabilitation (visiting faculty)	M	Theories and approaches for learning in rehabilitation
Fall 2014, 2015, 2016, 2017	University of Dhaka, BHPI	Research methods (visiting faculty)	M	Qualitative research methods
Fall 2014, 2015, 2016, 2017, 2019	University of Dhaka, BHPI	Public health (visiting faculty)	M	Communications in public health
Fall 2014 -2017, 2019	University of Dhaka, BHPI	Disability and development (visiting faculty)	M	Disability models, human rights, intersectionality and development
Summer/Winter 2008 - 2014	Queen's University	Community based rehabilitation (course coordinator)	M/Ph D	Community based rehabilitation
Summer 2008 – 2011	University of North Carolina	Community involvement in research (online) (guest lecturer)	M	Community based participatory research
Fall 2007 – 2009	Sri Lanka National Institute for	Research methods (visiting faculty)	M	Qualitative methods

Period	Institution	Subject/study program	Level	Theme/title
	Social Development			
Spring 2019	Algoma University	Community, accessibility and the workplace	B	Disability models, human rights, regulations on accessibility
Spring Summer 2011, 2014, 2016, 2018	Algoma University	Disability and community development (face to face, online, course coordinator)	B	Disability models, human rights, regulations, services
Summer 2015	Algoma University	Managing for results in community development (online course coordinator)	B	Results based management
Winter 2015, 2016	Ohio University	Global health research and service (online, course co-instructor)	B	Qualitative methods, community based participatory research
Summer 2013, 2014	Queen's University	Global perspectives in community based rehabilitation (course co-instructor)	B	Community based rehabilitation

Supervision and student guidance

Period	Institution	Subject/study programme	Level	Number of students
2020-2022	HVL	Master in Healthy Ageing and Rehabilitation	M	Master thesis supervisor for one student
2020-present	HVL	Master in Healthy Ageing and Rehabilitation		Supervisor of students in MARE courses
1999-2014	Queen's University	Master of Science (Rehabilitation), Master in Occupational Therapy and Master in Physiotherapy	M	Supervisor of international student placements, co-supervisor of Master's projects

Educational management

Period	Institution	Type of function	Responsibility
2020-present	HVL, Master in Healthy Ageing and Rehabilitation	Study program management	Master program coordinator

2020-present	HVL, Master in Healthy Ageing and Rehabilitation	Subject management	Course coordinator and course co-instructor
	Algoma University, Canada	Subject management	Course coordinator
	Queen's University, Canada	Subject management	Community based rehabilitation (Master/PhD course)
2010-2012	Queen's University, Canada,	Continuing professional development program management	Program coordinator, six-month online course on Disability, community based rehabilitation and international development

Development work and study quality work

Period	Institution	Project/type of work	Role
2017-2019	HVL	Development of the curriculum for the Master program in Healthy Ageing and Rehabilitation	Digital pedagogy and learning lead
2020-present	HVL	Study Program Council, ensuring quality of the MARE program	Chair
2020-present	World Physiotherapy	Providing guidance for ensuring quality of the entry level physiotherapist education globally by developing education framework, guidance for developing curriculum, and the accreditation model.	Education professional advisor

Dissemination and sharing of experience

Author/Year/Title/Conference	Type
<u>Jalovcic, D.</u> (March 2021). Online teaching and digital strategies to innovate PT education (invited keynote). European Network of Physiotherapy in Higher Education (ENPHE) Seminar: Co-Create the Future (virtual).	Invited keynote
<u>Jalovcic, D.</u> et al. (November 2019). Online Physiotherapy and Refugees Education Project - Going Glocal. World Online Learning Conference, Dublin, Ireland.	Peer reviewed conference presentations
<u>Jalovcic, D.</u> (November 2019). Understanding flexibility in online higher education: Listening to the voices of students with disabilities. World Online Learning Conference, Dublin, Ireland.	

Author/Year/Title/Conference	Type
<p><u>Jalovcic, D.</u> (November 2019). Students' testimonials: How online university transformed lives of students with disabilities. World Online Learning Conference, Dublin, Ireland.</p>	
<p><u>Jalovcic, D.,</u> Hjelle, K., Tuntland, H., Van den Bergh, G., and Therkildsen Sudmann, T. (November 2019). Three critical decisions for designing an online Master's program for a global audience. World Online Learning Conference, Dublin, Ireland.</p>	
<p><u>Jalovcic, D.</u> (February, 2019). Online post-secondary education and SDGs: Learning from experiences of students with disabilities. Presentation at the International Council for Distance Education Lifelong Learning Summit 2019, Lillehammer, Norway.</p>	
<p><u>Jalovcic, D.,</u> Kaberuka-Nilelsen, E., Landry, M., Lowe, R., Pettersson, A., Stokes, E., Thulin Wilhelmsen, K., Van Wijchen, J., & Alme, M. (February, 2019). Physiotherapy and Refugees Education Project (PREP): Responding to the Changing Needs of Clients. Presentation at the International Council for Distance Education Lifelong Learning Summit 2019, Lillehammer, Norway.</p>	
<p><u>Jalovcic, D.</u> (October, 2017). Flexibility or how to remove barriers for students with disabilities in online higher education. Presentation at the International Council for Distance Education World Conference on Online Learning 2017, Toronto, Canada.</p>	
<p><u>Jalovcic, D.</u> (October, 2017). Access and flexibility: What is the experience of students with disabilities in online university programs? Presentation at the International Council for Distance Education World Conference on Online Learning 2017, Toronto, Canada.</p>	
<p><u>Jalovcic, D.</u> (May, 2017). Learner's experience (LX): Disability and online university programs. Paper presented at the Canadian Network for Innovation in Education 2017 Conference, Banff, Canada.</p>	
<p><u>Jalovcic, D.</u> (2016, November). Post-secondary students with disabilities and digital learning: What do we know about their lived experiences? Paper presented at the E-Learn 2016 -- World Conference on E-Learning Association for Advancement of Computing in Education, Washington, USA.</p>	
<p><u>Jalovcic, D.,</u> and Moisey, S. (2016, January). Mapping out Canadian disability, higher education and accessibility policies: Are we ready for UDL? Paper presented at the Impact UDL Conference, Edmonton, Canada.</p>	
<p><u>Jalovcic, D.</u> (2015, October). Universal design for learning and students with disabilities: It's about a choice. Paper presented at the Digital Learning Research Network Conference: Making Sense of Higher Education, Palo Alto, USA.</p>	
<p><u>Jalovcic, D.,</u> Krznaric, D., Peat, M., Richan, E. (2013, September). An online continuing education opportunity for rehabilitation practitioners globally. Paper presented at the 12th Congress of European Forum for Research in Rehabilitation, Istanbul, Turkey.</p>	

Author/Year/Title/Conference	Type
<u>Jalovcic, D.</u> , Krznaric, D., Peat, M., Richan, B. (2012, November). Learning online: ICACBR Queen's University online program for CBR practitioners around the world. Paper presented at the 1 st World CBR Congress, Agra, India.	
<u>Jalovcic, D.</u> (September 2020). Things you always wanted to know about accessibility but didn't dare to ask students with disabilities. The ICT4D Non-Conference 2020: Rethinking Safe Inclusive Digital Technology for All (virtual).	Peer reviewed poster presentations
<u>Jalovcic, D.</u> (November 2019). How to ensure that your online course is inclusive: Listen to what students with disabilities have to say. World Online Learning Conference, Dublin, Ireland.	
Ferrazzi, P., Tagalik, S., Christie, P., Grogan, A., & <u>Jalovcic, D.</u> (2017, October). Reciprocal Inuit and Western Research Training in the Canadian Arctic. Poster presented at the Canadian society for Circumpolar Health Northern, Rural and Remote Health 2017, Happy Valley-Goose Bay, Canada.	

Publications and R&D work

Reference	Type of publication
Van Oort, B. & <u>Jalovcic, D.</u> (2023). Towards a Global Knowledge Creation Strategy: Learning From Community-Based Rehabilitation. <i>Journal of Humanities in Rehabilitation (online)</i> , (May 11, 2023).	Peer reviewed journal article
Alme, M. N., <u>Jalovcic, D.</u> , Fricker, I., Peters, S., Vårdal, R., Rocca, P., ... & van Wijchen, J. (2021). Collaborative effort to increase the physiotherapist's competency in rehabilitation of torture survivors. <i>Torture Journal</i> , 30(3), 61-66.	Peer reviewed journal article
Ferrazzi, P. Christie, P., <u>Jalovcic, D.</u> , Tagalik, S., Grogan, A. (2018). Reciprocal Inuit and Western research training: Facilitating research capacity and community agency in Arctic research partnerships. <i>International Journal of Circumpolar Health</i> . Available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5795698/	Peer reviewed journal article
<u>Jalovcic, D.</u> (2017). <i>Experiences of interaction for students with disabilities in online university programs</i> . (Unpublished doctoral thesis). Athabasca University, Athabasca, Alberta, Canada. Available at https://dt.athabascau.ca/jspui/handle/10791/239	Doctoral thesis
<u>Jalovcic, D.</u> (2016). Post-secondary students with disabilities and digital learning: What do we know about their lived experiences?. In <i>Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016</i> (pp.	Peer reviewed extended abstract,

Reference	Type of publication
847-851). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).	conference proceedings
<u>Jalovcic, D.</u> , McCloud-Bondoc, L., & Ralston, A. (2014). Leadership strategies in mobile English as a Second Language training. <i>The International Review of Research in Open and Distance Learning</i> , 15(3). Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/1932	Peer reviewed journal article

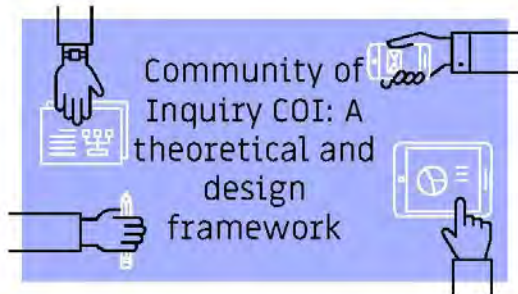
Other relevant experiences

Period	Type of work
2020 - present	World Physiotherapy, Education Professional Advisor Leading portfolio of projects related to entry level physiotherapist education
	<p>World Physiotherapy. (2022, September). <i>Guidance for developing a curriculum for physiotherapist entry level education programme</i>. (<u>Jalovcic, D.</u>, Project Lead 2020-2022). Curriculum framework guidance FINAL.pdf (world.physio)</p> <p>World Physiotherapy. (2021, July). <i>Physiotherapist education framework</i>. (<u>Jalovcic, D.</u>, Project Lead 2020-2021). Physiotherapist-education-framework-FINAL.pdf (world.physio)</p> <p>Stokes, E., <u>Jalovcic, D.</u>, Olsen Rydland, N., Almeida, P., Bury, T., Damascene Gasherebuka, J., Deutsch, J., Alvis Gomez, Karim., Jeng, S., Lowe, R., Masnyk, K., Sanders, B., and de Caro, J. (2020, August). <i>World Physiotherapy response to COVID-19 Briefing paper 4: The impact on entry level education and the responses of regulators</i>. https://world.physio/sites/default/files/2020-08/Education_Briefing_4_Regulation.pdf</p> <p><u>Jalovcic, D.</u>, Olsen Rydland, N., Almeida, P., Stokes, E., Lowe, R., Bury, T., de Caro, J., Damascene Gasherebuka, J., Alvis Gomez, K., Jeng, S., Masnyk, K., Sanders, B., Heinrich, L., Hughes, R., and Lees, J. (2020, June). <i>World Physiotherapy response to COVID-19 Briefing paper 3: Immediate impact on students and the response to delivering physiotherapist entry level education</i>. https://world.physio/sites/default/files/2020-07/Education-Briefing-paper-3-Students-24-June-2020.pdf</p> <p>Stokes, E., <u>Jalovcic, D.</u>, Olsen Rydland, N., Lowe, R., Almeida, P., Bury, T., Damascene Gasherebuka, J., Alvis Gomez, K., Jeng, S., Masnyk, K., and Sanders, B. (2020, May). <i>World Physiotherapy response to COVID-19 Briefing paper 1: Immediate impact on the higher education sector and response to delivering</i></p>

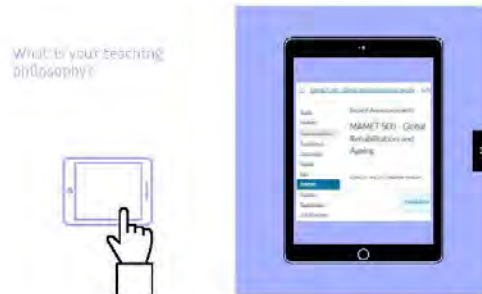
Period	Type of work
	<p><i>physiotherapist entry level education.</i> https://world.physio/sites/default/files/2020-07/Education-Briefing-paper-1-HEI.pdf</p>

Part 3: Attachments

Appendix 1: The Community of Inquiry



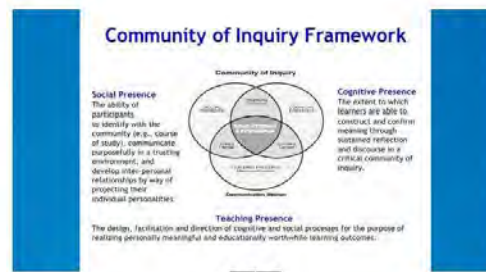
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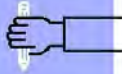
4



5

ELEMENTS	CATEGORIES	INDICATORS (examples only)
Social Presence	Open Communication Group Cohesion Personal Affective	Learning climate/risk-free expression Group identity/collaboration Self projection/expressing emotions
Cognitive Presence	Triggering Event Exploration Integration Resolution	Sense of puzzlement Information exchange Connecting ideas Applying new ideas
Teaching Presence	Design & Organization Facilitating Discourse Direct Instruction	Setting curriculum & methods Shaping constructive exchange Focusing and resolving issues

6



Teaching presence

Evidence



7

How do you see and describe your role as an instructor?



8

Teaching presence is

- Predictive of learners' sense of community (Shea et al., 2005; Wilson et al., 2004)
- Predictive of learners' sense of satisfaction and perceived learning (Shea et al., 2005; 2006)



9

Students:

- Satisfaction and learning are more highly correlated with the teaching presence skills and behaviors of faculty rather than classmates (Shea et al., 2004, 2005)
- Training of instructors results in higher indicators of TP and measures of students' satisfaction and learning (Shea, 2003).



10

Design and organization

- Setting the curriculum
- Designing methods
- Establishing timelines
- Utilizing the medium effectively
- Establishing netiquette



11

Facilitating discourse

- Identifying areas of agreement and disagreement
- Seeking to reach consensus/understanding
- Encouraging, acknowledging, reinforcing student contribution
- Setting climate for learning
- Drawing in participants, promoting discussions
- Assessing the efficacy of the process



12

Direct instruction



- Presenting content and questions
- Focusing the discussion
- Summarizing the discussion
- Confirming understanding
- Diagnosing misconceptions
- Injecting knowledge from diverse sources
- Responding to technical concerns

13



1. Title	1
2. Content	2
3. Summary	3
4. Questions	4
5. Discussion	5
6. Summary	6
7. Questions	7
8. Discussion	8
9. Summary	9
10. Questions	10
11. Discussion	11
12. Summary	12
13. Questions	13
14. Discussion	14
15. Summary	15
16. Questions	16
17. Discussion	17
18. Summary	18
19. Questions	19
20. Discussion	20
21. Summary	21
22. Questions	22
23. Discussion	23
24. Summary	24
25. Questions	25
26. Discussion	26
27. Summary	27
28. Questions	28
29. Discussion	29
30. Summary	30
31. Questions	31
32. Discussion	32
33. Summary	33
34. Questions	34
35. Discussion	35
36. Summary	36
37. Questions	37
38. Discussion	38
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40. Questions	40
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47. Discussion	47
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55. Questions	55
56. Discussion	56
57. Summary	57
58. Questions	58
59. Discussion	59
60. Summary	60
61. Questions	61
62. Discussion	62
63. Summary	63
64. Questions	64
65. Discussion	65
66. Summary	66
67. Questions	67
68. Discussion	68
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What can we do to create collaborative and constructivist learning environments?



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CREDITS

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17

Appendix 2: Course Template



Course Template
9 October 2018

1



Module = Topic = Week
Subtopic = Unit

2



Course Template

- Course outcomes
- Module 1 (week x) High level Topic
 - Overview
 - Exploration
 - Engagement
 - Reflection
- Assessment


3



Module 1 (Week x):
High Level Topic

- Topic (week) Overview
 - Introduction to the topics
 - Intended outcomes
 - Main topics and subtopics
 - Activities
 - Assignments and important dates


4



Module 1 (Week x):
High Level Topic

- Explore
 - Subtopic 1.1
 - Readings
 - Learning Resources
 - Subtopic 1.2
 - Readings
 - Learning Resources
 - ...

5



Module 1 (Week x):
High Level Topic

- Practice
 - Subtopic 1.1
 - Learning activities
 - Learning activities
 - Subtopic 1.2
 - Learning activities
 - Learning activities
 - ...

6



Module 1 (Week x):
High Level Topic

- Reflect
 - Students' reflections
 - Instructor's concluding remarks

7



Module 1 (Week x):
High Level Topic

- Assessment
 - Assignment description
 - Rubric

8



Exploring how canvas tools can be used?
How do COI and canvas mix?

9



10

Canvas tool guide for teachers

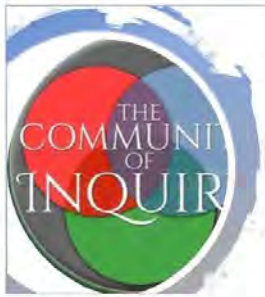
Searching goal	Ease of use	Information transfer	Assessing learning	Communication & interaction	Co-creating content
How easy is it to set up and use this tool?	Is it a tool for disseminating information to your students?	How does this tool allow you to assess your students' learning?	Can I easily communicate with each other and the instructor with this tool?	Can you and your students collaborate on course content together?	Can you and your students collaborate on course content together?
Pages	Can I create content with ease for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?
Pages (student activities)	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?	Can I use this tool to create content for my course?

11



[Tips & Tools](#)

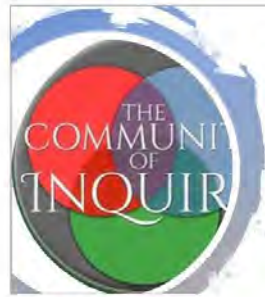
12



Social presence canvas tools

- Profile
- Syllabus
- Communications
- Discussions
- Groups
- Pages

13



Cognitive presence canvas tools

- Groups
- Discussions
- Assignments
- Collaborations
- Pages
- E-Portfolio
- Speed Grader

14



Teaching presence canvas tools

- Modul
- Syllabus
- Pages
- Rubric
- Groups
- Discussions
- Quiz

15

Blended Learning Approach

Learning occurs at least in part through online learning, with some element of student control over time, place, path, and/or pace:



Source: Michael B. Allen and Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools* (San Francisco, Jossey-Bass, 2010)

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16



Faculty of Health and Social Sciences

Minutes – Class meeting

Meeting midway in the course:

- *Written evaluation at least midway in the course*
- *Students are responsible for writing the minutes*
- *The course coordinator is responsible for sending the minutes to the program coordinator*
- *The minutes should not contain sensitive information*

Namn på studieprogrammet	
Name of the course	MARE530
Name of the course coordinator	Djenana Jalovcic, Mike Landry
Name of the student representative	Raquel Murcia and Hanneke van de Haar
Meeting date and name of the secretary	14-02-2023, Hanneke van de Haar

Assessment	
<p>Issues in the meeting</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teaching • Workload • Learning environment and well - being 	<p>Teaching and sessions:</p> <ul style="list-style-type: none"> - The lectures and interactions are felt as engaging and the course is well-presented. - The office hours are great. - The exploration part and literature are messy, there is a lot, and that is nice. But which of these are essential? Some citations or books are not available or cost a lot. Maybe the division of literature into essential readings and optional/additional readings can be used again. <p>Supervision:</p> <ul style="list-style-type: none"> - There was no (findable) description of how much supervision is available per student, indicated in hours/sessions. Students would like to be prepared to be able to divide the time fittingly. - In teamwork, not all supervisors are as quick as others. Some students were a bit anxious but had to wait a long time for answers or are still waiting. Students would like a 'deadline' for answers being given. - Positive that the briefing paper assignment is early in the course, that gives us more time at the end. However, two weeks for feedback for the draft of the briefing paper is very long, students are waiting, and there is a lot to do in the remaining time.

	<p>Especially with the draft only being 500 words and the final being 3000, it feels off. Proofreading might be more fitting, as the briefing paper is also a lot about readability and accessibility, that might be more helpful.</p> <ul style="list-style-type: none"> - Some students mention that supervisors have very different styles of supervising, which is sometimes perceived as confusing. - Additionally, the way of communication is varying a lot: sometimes canvas, sometimes e-mail etc. <p>Workload:</p> <ul style="list-style-type: none"> - Not too much, but the course is perceived as a bit messy, for example all the different assignments sometimes need more clarification. There are a lot of things besides each other which is confusing, as it is not always clear what is expected. - Teamwork is hard when not everybody is involved, it can ask a lot of students to keep the teams together. It is appreciated that the groups could be chosen by the students themselves. - There were some misunderstandings concerning the discussion submission dates, might be helpful to have a clear overview. - This course is perceived as being easier to follow than the other courses. It is enjoyed and seen as positive. - Overall, the workload is perceived as balanced. <p>Learning environment/well-being:</p> <ul style="list-style-type: none"> - Positive interactions, positive atmosphere in sessions. - Students are dropping out; it sometimes feels worrisome for the ones remaining. We don't always know if someone left or not. Are we doing enough to keep all the students here, is everyone heard? <p>Tuition-fee:</p> <ul style="list-style-type: none"> - If students interrupt or temporarily stop with this master's program, if they come back: will they be charged or will they fall under the 'old system' which means no fee's?
<p>Suggestions for improvement/adjustments</p>	<p>Overall, this course is perceived by the students as 'flowing' better than the other courses. The class does not have any immediate 'urgent' matters that came up.</p> <p>Suggestions:</p> <p>Would it be possible to have the courses recur more often in the year: when students need to pause due to personal reasons; it now seems like the only option is to drop out instead of joining soon again. There does not seem to be any 'wiggle' room.</p> <p>There was no feedback until now on the discussions in Canvas, this was always the case in the previous courses, and it is not clear if students are to expect it or not.</p> <p>Students see that the assignments and most of the material is focused on Ageing. Although that is the focus of the program, the name of this course indicates a bigger focus on the rehabilitation aspect as well. Some</p>

	students feel like it might be helpful to learn more about leadership in the whole rehabilitation setting.
Plan for follow-up and feedback	
Comment from course coordinator	<p>Teaching and sessions: Students could access articles through the reading list and exploration page of each module and selected articles are divided in two categories «Readings» and «Additional Readings». An assumption was made that graduate students will be able to understand «Readings» as mandatory and «Additional Readings» as optional/additional. The word «Mandatory» was added to «Readings» for modules 7-10.</p> <p>Please specify which readings are not available online, in the HVL library.</p> <p>Supervision: Students like supervisors are different and have different approaches to learning and teaching. Students must recognize that. One size does not fit all.</p> <p>What we found from previous courses that having the prescribed number of sessions or hours did not work, as some students did not use the allocated time and other students used more. Students are encouraged from the beginning to contact their supervisors and arrange the best individual approach to supervision that would work both for the student and the supervisor. It is important to note that if students do not receive the feedback or do not hear from their supervisors, that they reach out and contact them, and inform the course coordinator.</p> <p>Our expectation is that students proofread their work before submitting it to their supervisors as the role of supervisors is not to proofread students' papers.</p> <p>The issue of supervision will be further discussed at the MARE Team meeting, as students have mentioned it in other courses as well. We will consider setting the period within which supervisors should provide feedback, and how much time supervisors should allocate to each student. In the meantime, students will be asked to provide their views on supervision preferences.</p> <p>The deadline for the submission of drafts was in week six on purpose: to allow students sufficient time to study leadership, to allow supervisors two weeks to provide feedback, and to give students four more weeks to work on their exam after they receive initial feedback. We will consider a shorter period for providing feedback on the briefing paper draft for the next cohort.</p> <p>In the third course of the program, weekly wrap-ups replaced individual feedback on posts from course coordinators. We believe that in the first two courses, students received sufficient guidance on how to post and interact during the asynchronous weeks and that individualized feedback was not necessary. While we pointed out at the beginning that this is a different course, in the future courses, we will re-emphasize at the beginning of the course that students will not receive individual feedback on their posts in asynchronous weeks.</p>

Communication channels: We aim to rely primarily on two channels of communication Canvas (inbox, announcements, feedback on assignments), and students HVL email outside Canvas. Important messages are cross posted (both in Canvas and emails) to ensure that students see them as only very few students ever acknowledge messages from the course coordinators. Students are expected to check both their HVL email and Canvas, acknowledge/respond to communications from coordinators and communicate with them if they feel that the communication is taking longer than expected. The only times when we contact students at their personal emails is when students do not respond to any other communications.

Focus on ageing not rehabilitation: We will use the last three weeks to highlight the issues in rehabilitation. Students are encouraged to watch the Fireside conversations series recorded two years ago with leaders in rehabilitation. We will aim to balance ageing and rehabilitation focus in the next iteration of the course.

Workload:

We will aim to provide a clearer description of the assignment recognizing that there will always be some students who would require additional clarifications. While we believe that deadlines are communicated clearly and in multiple locations (course timeline, assignment deadlines in engagement page of each module and on the description of each assignment/requirement, reminders in the introduction to modules and wrap ups) we will aim to ensure that they are always available in all these places as different students access the course differently. However, we expect students to contact us when they notice that there is incorrect information or missing deadline (as some of you have done, much appreciated).

As for the multiple learning activities happening at the same time, we expect that graduate students should be able to independently set the priorities among multiple and competing tasks. Multitasking and setting priorities have been addressed in a weekly wrap up as they are leadership skills that students should develop to be equipped to deal with confusing and unclear real-world problems.

There is a theory of learning called the transformative learning theory that explains the beginning of the learning process as a disorienting dilemma. Learning continues through questioning – and asking and providing clarification is part of that process.

One of the criticisms of graduate programs in general is that they do not prepare students to solve the real-life problems. This is partly attributed to simplified problems that students are asked to address in the courses conditioning them to think that there is only one right answer, one solution, and that the teachers are in possession of that knowledge. Learning is not a linear process or mere transmission of information. Real-world problems are unclear, confusing, and wicked. Confusion that sets students on the path of inquiry and questioning is positive.

Teamwork is hard, and unequal contribution to the team is a challenge not only in the learning teams but in all teams. It is part of learning and growth as team players for all of us. Concrete suggestions on how to deal fairly with teamwork challenges from learners' perspectives are welcome.

Learning environment/well being

Withdrawals: Our response is based on the whole program not only this course because of its relevance to the program.

We are committed to students' success and aim to support each student to succeed in the program. However, students drop out for various personal reasons. For those who explained the reasons, none of them pointed out a lack of support or unsupportive environment. The most common reason for dropping out is that students do not have sufficient time to devote to the program or cannot manage their other commitments with full-time study. This is a full-time program and by enrolling in it, students commit themselves to study 40 hours a week.

While we try to provide direct support to each student who informs us about dropping out by reviewing different options, often they have made their decision by the time they inform us. Some students do not inform us about their intentions to withdraw, other students stop participating but do not withdraw from the program keeping both fellow students and teachers in the position to count and not count on them. Concrete suggestions on how students and faculty can make the MARE community more supportive are welcome.

Other issues raised about the program

Tuition fees: We do not have any information about the tuition fees and how they will be set and implemented, and what would be the implication for students who started under different conditions.

Frequency of courses: We recognize that some students must leave the program because they do not manage to complete one course that is offered only once in two years. At the moment, there is no possibility to offer the courses more often. The only option for students who did not complete one of the courses is to take the similar course at a different university and apply for the credit transfer. We will take this suggestion into consideration when reviewing the program.

Faculty of Health and Social Sciences

Dialogue - Meeting

The aim of the meeting is to assess the implementation and results related to the course and discuss the need for improvement in the course or in the study programme.

People present:

Michel Landry, Maria Alme, Djenana Jalovcic

Information		
Name of the study program MARE	Course Code MARE530	Semester Spring 2023
Name of the course coordinator Djenana Jalovcic Michel Landry	Meeting date and the name of referent	
The following background information is available:	Minutes – Class/Reference group Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
	Minutes- Dialogue meeting Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
	Anonymous survey (and class meeting) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
External examiner? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Examiner`s Report Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Another information? The Study programme council etc.	No other information.	
Relevant issues	Assessment	Measures
Workload in the course	The course was well balanced.	No action needed.
Organization	The course was well organized.	No action needed.
Learning outcome	Check if/how rehabilitation is included in learning outcomes.	Adjust, if needed
Teaching, learning methods and syllabus	Some teams had issues with the group dynamics.	Emphasize throughout the course that the teams will face conflict and that the conflict is part of the group dynamic as well as part of the course in order to learn how to

	Make sure that rehabilitation is integrated throughout the course.	figure out ways to work through it. Give longer time to teamwork during synchronous sessions In the course content and organization add more emphasis to leadership in rehabilitation, e.g. make explicit links between ageing and rehabilitation or interview more leaders in rehabilitation for fireside conversations, or have a leader in rehabilitation be a guest on a live session
Compulsory learning activities	Compulsory activities are OK.	No action needed.
Assessment	The portfolio exam was fine.	Re-write the exam to include all the details provided in the exam description and the additional resources (see the examiners guide)
Physical conditions	The course conditions are fine.	No action needed.
Other issues		

March 2020

MARE Program Update
Study Program Council
10 January 2023

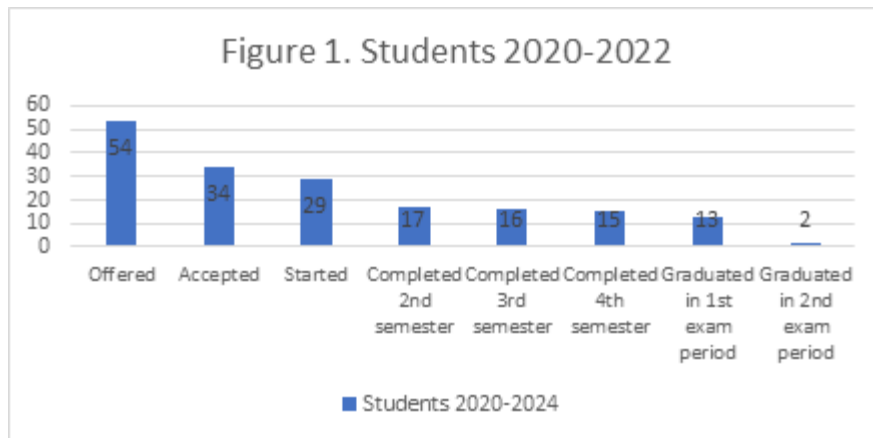
Overview

In the period from August 2022 to January 2023 the second cohort of the MARE students completed the first semester. This is also the period in which two students from the first cohort graduated. Overall, the program was implemented according to the plan and without any major difficulties.

MARE Students

1st Cohort 2020-2022

By October 2022, 15 students who fulfilled requirements to submit their Master theses were awarded the master’s degrees. Fifty two percent of students who started the program completed it within two exam periods. Figure 1 shows the attrition and graduate of MARE students from the offer letter to graduation.



International exchange students 2020-2022

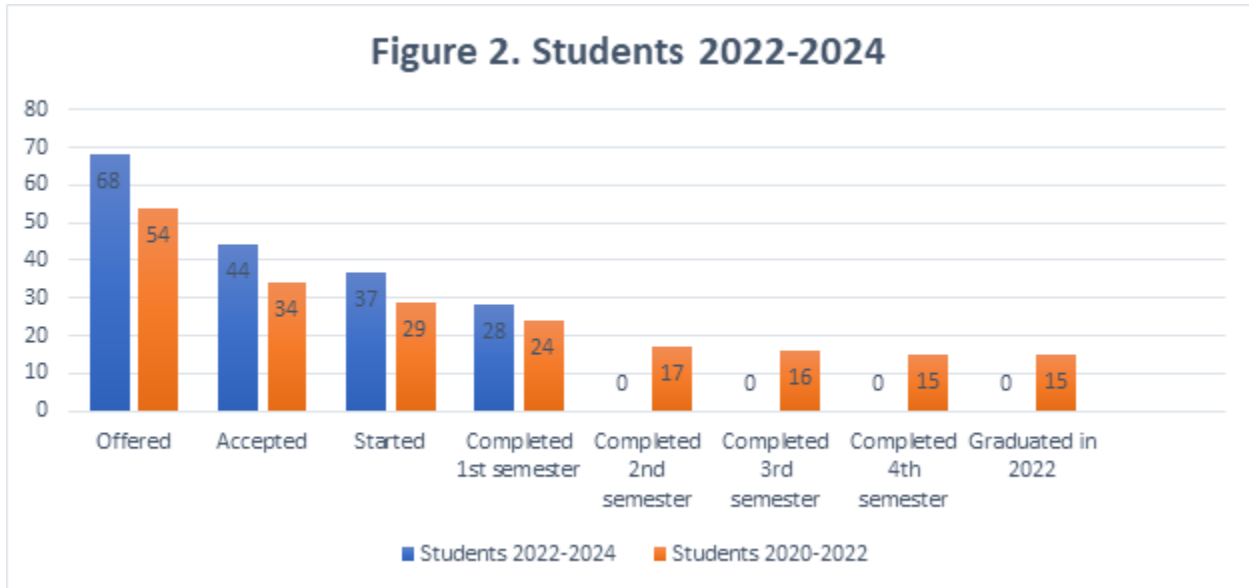
There were no incoming international exchange students in MARE 510 and MARE 530.

2nd Cohort 2022-2024

The second cohort of MARE students started the program in August 2022 with 37 students who completed mandatory registration. Figure 2 shows the number of students starting with the offer to the end of first semester. Figures from the first cohort are provided for comparison. During the first semester 10 students withdrew or took leave of absence. Currently there are 28 MARE students registered in MARE 530.

Students in the second cohort come from 19 countries including Bangladesh, Brazil, Canada, Egypt, Great Britain, Hong Kong, India, Iran, Jamaica, Kazakhstan, Latvia, Lebanon, Nicaragua, Nigeria, Norway, Pakistan, The Netherlands, USA, and Zimbabwe. Students have 9 different professional backgrounds

including: nursing, public health, medicine, physiotherapy, speech language therapy, occupational therapy, psychology, pharmacy, and health sciences.



Courses

Two courses were offered in the autumn 2023: MARE 510 and MARE 520, 15 ECTS each. The average grade for MARE 510 was B. Grades for MARE 520 have not been finalized at the time of the meeting. MARE 530 and MAMET are offered in the second semester of the first year (Table 1.)

Table 1 MARE Program Courses

	Course	Number of ECTS	Average Grade	Course instructors
Year 1	MARE 510 Healthy Ageing: Theoretical Foundation	15	B	Graziella Van den Bergh, Djenana Jalovcic
	MARE 520 Rehabilitation: Theoretical Foundation	15	In progress	Hanne Tuntland, Michel Landry
	MARE 530 Leadership in Rehabilitation	15	In progress	Djenana Jalovcic, Michel Landry
	MAMET 500 Philosophy of Science, Ethics and Research Methods	15	Starting in March	Graziella Van den Bergh, Yaya Yaliso Balla, Mariya Stoyanova Bikova

Program Quality

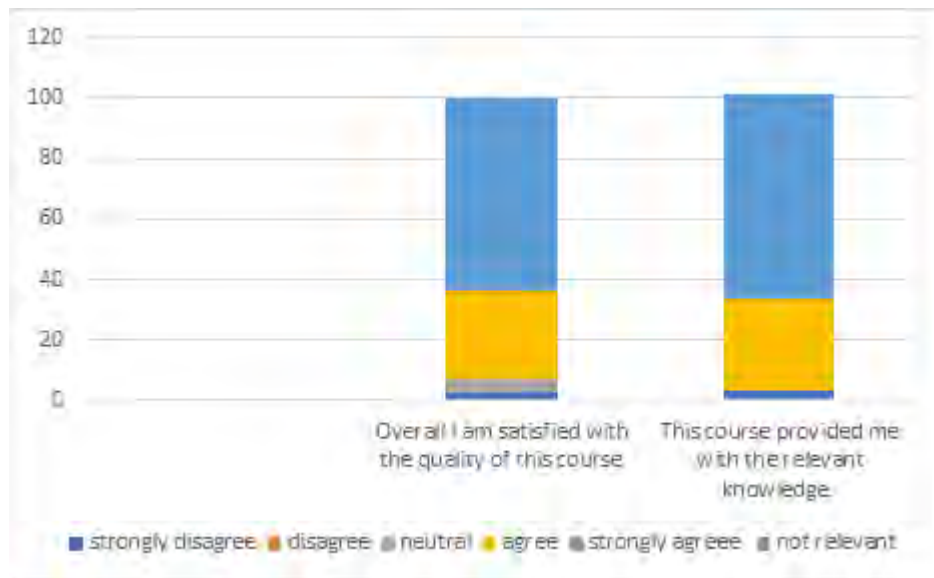
According to the program quality assurance plan, we used class meetings, anonymous surveys and dialogue meetings in all courses to obtain input from students and faculty. This input and the discussions are used to continuously improve the program. External examiners were used in MARE 510. We will also have external examiners in MARE 530, MAMET, MARE 550, MARE 560. MARE 570 Master Thesis always have external examiners.

To support our students, we have implemented the Academic skills development series in collaboration with colleagues from the library and Media Centre. Yaliso Yaya Bala coordinates the series with Djenana Jalovic. All sessions were well attended and popular with students. The following 12 topics were covered during the first semester:

1. Navigating MARE courses, online learning and learning in virtual teams
2. Digital storytelling session with Jennifer D'Amore
3. Introduction to the HVL Library with Gunhild Austrheim
4. Academic Writing with Gunhild Austrheim
5. Academic Writing with Gunhild Austrheim
6. Citing and referencing with Malik Beglerovic
7. Plagiarism and how to avoid it with Gunhild Austrheim
8. Academic information retrieval with Malik Beglerovic
9. Introduction to Zotero with Malik Beglerovic
10. Systematic literature search with Malik Beglerovic
11. Academic writing session with Mike Landry
12. Literature review session with Gunhild Austrheim and Mike Landry

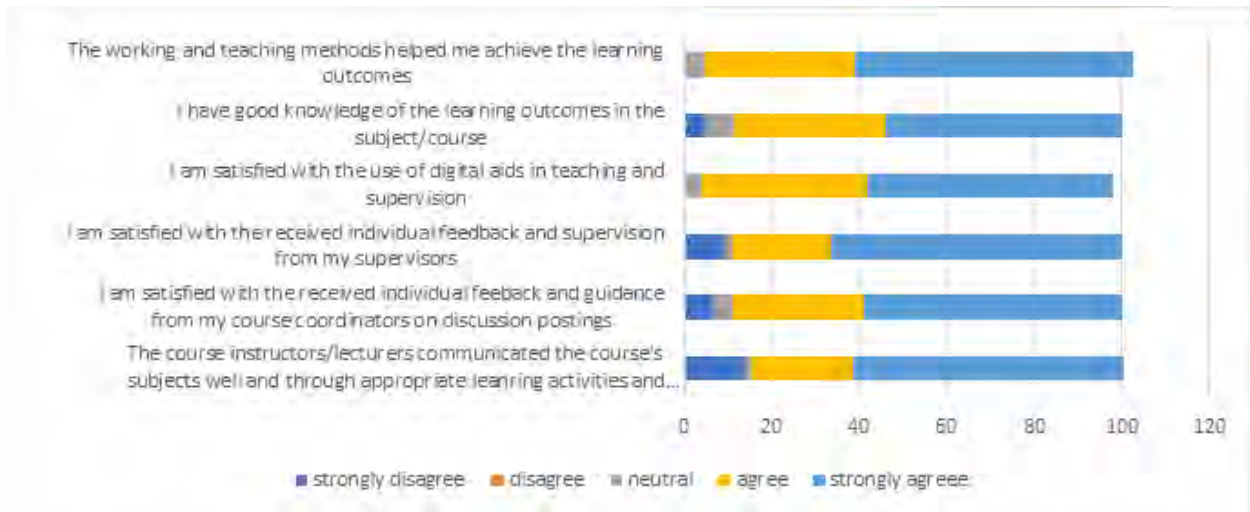
The combined data from students' evaluations for MARE 510 and MARE 520 are presented in Figures 4-7 below. When reviewing the evaluation results, it is important to keep in mind that not all students completed the evaluation forms (MARE 510 – 21 respondents, MARE 520 – 25 respondents). Overall, most students were satisfied with the program as indicated by their agreement, strongly agree (blue) and agree (yellow), with the statements from the University student evaluation form (Figure 4).

Figure 4. Students' overall satisfaction



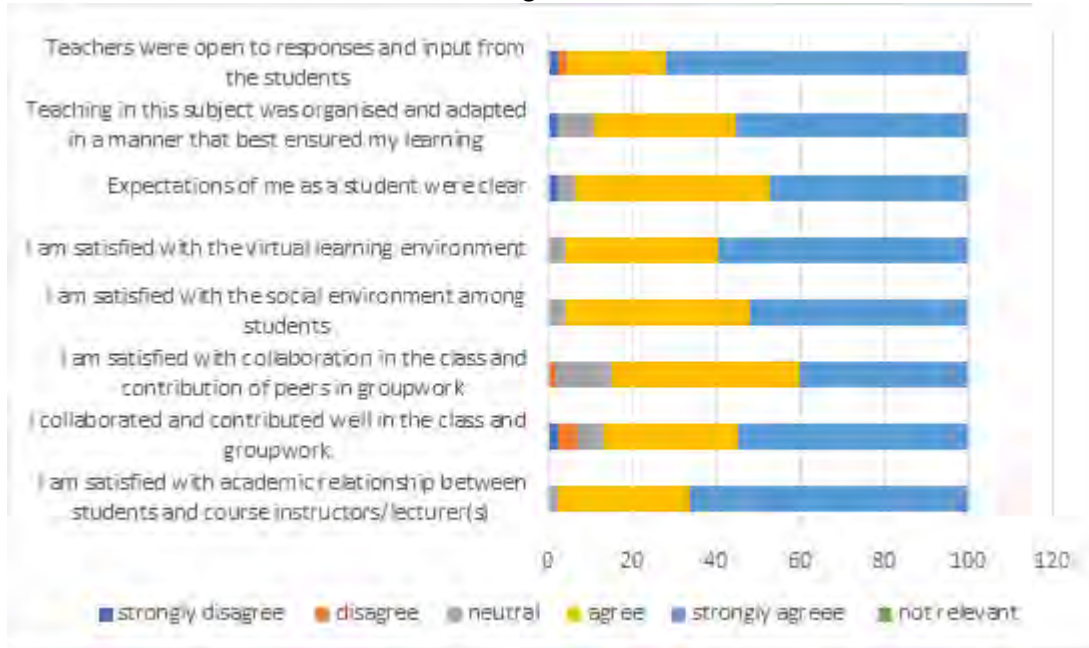
Students agreed/or strongly agreed that the working and teaching methods helped them achieve their learning outcomes. Learning outcomes were clear, students were satisfied with the digital aids used and learning materials were communicated. Ninety percent of students were satisfied with the feedback and supervision they received from teachers (Figure 5).

Figure 5



Students were satisfied with teachers' openness to responses and input from students and with the academic relationships between student and teachers as 96% of students agreed or strongly agreed with the statement. Overall, students were satisfied with courses with less than 10% disagreeing with the statements that teaching was organized and adapted in a manner that best ensured their learning and that they collaborated well with other students. Students in this cohort were satisfied with both virtual and social environments. For details see Figure 6.

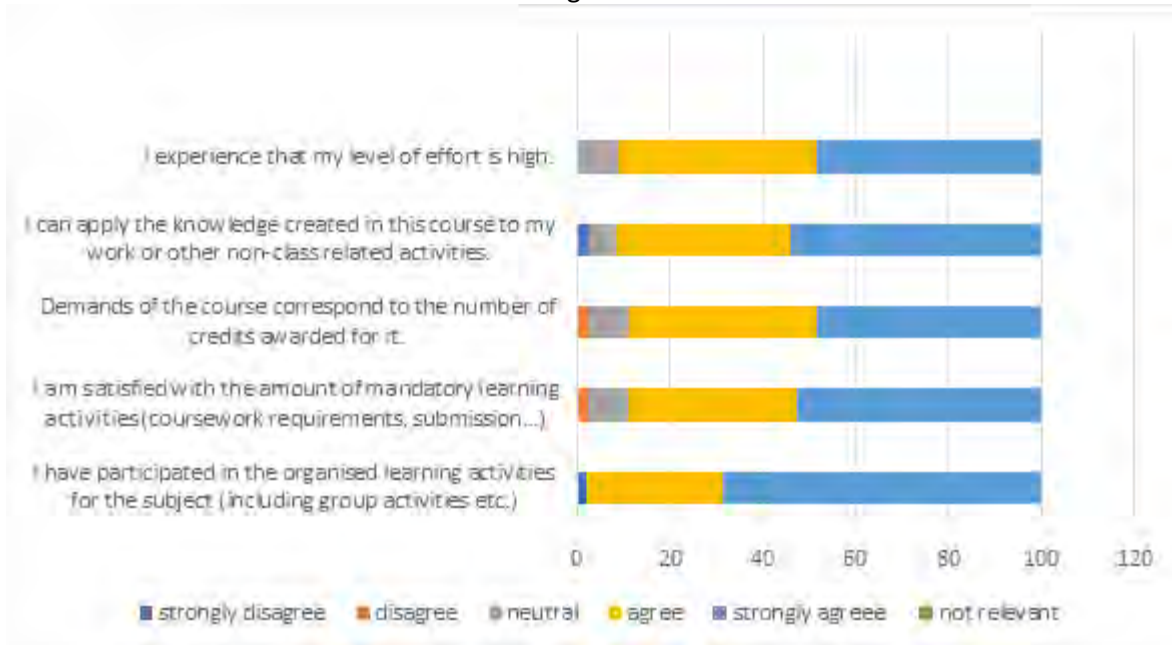
Figure 6



Students stated that their level of effort in courses was high, the amount of mandatory learning activities satisfactory, and that they participated in the organized learning activities. Students felt that

the knowledge gained in the courses was applicable to their work or non-class related activities (Figure 7).

Figure 7



In addition to the presented evaluation results, we revised the evaluation form to add questions about learning activities in each course. Students used a 4-point scale - not useful, useful, very useful, excellent - to assess each of the learning activities. Table 4. is a composite list of all activities in both courses ranked by the percentage of students who considered them very useful and excellent. The list illustrates a wide range and diversity of learning activities used in MARE courses.

Table 4. Ranking of learning activities based on students' feedback

Learning activity	Percentage of students who considered the activity very useful and excellent
Group poster production and presentation	95%
Plan for the term paper	92%
Group digital story production	90%
Individual reflection paper	86%
Streamed lectures by HVL lecturers	84%
Individual article presentation	81%
Streamed discussions between course instructors and guests	81%
Draft term paper	80%
Live lectures with other HVL lecturers	78%
Live lectures with course lecturers	77%
Individual essay	76%
Video triggers and reading materials	73%
Asynchronous discussions	72%
Individual digital story	71%

Streamed lectures by course instructors	71%
Live lectures with external lecturers	66%

Some students highlighted the way we assess in our courses as the area for improvement in the MARE program. Some students commented in both course evaluations that the assessment in courses was based only on the final exam. Mandatory learning activities helped them achieve learning outcomes, but they were not contributing to the final grade. The MARE teachers will consider options within the existing exam HVL regulations to explore how weekly assignments and mandatory requirements could be re-designed to contribute towards the final grade.

Faculty

Currently there are seven faculty members who are responsible for the MARE Program (Table 3).

Table 3. MARE Faculty

Maria Alme	Associate Professor, Head of Section, Global health and Rehabilitation
Yaliso Yaya Bala	Associate Professor
Mariya Bikova	Associate Professor
Djenana Jalovic	Associate Professor, MARE Program Coordinator
Michel Landry	Professor
Hanne Tuntland	Docent Professor
Graziella Van den Bergh	Associate Professor

Recruitment Plan

In our current cohort we have mostly international students and a majority come from outside of EU/EEA. This reflects general trends in recruitment at Norwegian universities that can be summarized as an increase in the number of applicants from outside the EU/EEA and a decrease in applicants from EU/EEA and Norway.

The Government of Norway has proposed introducing tuition fees for international students coming from outside European Education Area. If passed this policy will have significant impact on recruitment to our program.

This spring a new recruitment and communication strategy must be developed for the MARE program to attract students to MARE program, especially from Norway and EU/EEA.

As part of the quality assurance program, we continuously review, evaluate, and revise the program. We have initiated process of reimagining the program to respond to the internal and external drivers that may have impact on the MARE program.

Conclusion

The second cohort of MARE students completed the first semester. The program was successfully implemented, and students are satisfied with the program overall. Given the current recruitment trends and possible introduction of tuition fees for international students, the MARE program faculty will engage in the process of the program reimagining and long-term planning.

Appendix 6: MARE 530 Leadership in Rehabilitation Syllabus

Course code	MARE530 (winter 2023)
Name	Leadership in Rehabilitation
Credits	15 ECTS
Level	Master level
Placement	No
Department	Department of Health and Functioning
Study programme	Master`s Programme in Healthy Ageing and Rehabilitation
Contents and structure	<p>This course reviews theories of leadership and their application in the context of rehabilitation for ageing populations globally. The course deepens students' understanding of leadership theories, approaches, styles, and ethics in relation to policies, delivery models and stakeholders' roles within different contexts. It builds students' skills to be critical and reflective practitioners capable of leading the development and change at the individual, team, organisational, policy and system levels. Students use a critical lens to analyse leadership theory, approaches, and styles and what they mean in different contexts and with different stakeholders. Students examine roles of leaders and followers, power relationships, shared decision making, participation and empowerment. They are introduced to the tools and frameworks, as well as strategies to critically analyse systems at different levels, collaborate in cross-cultural and interprofessional teams, and propose, plan, communicate and negotiate advanced strategic solutions. Through teamwork, individual and team assignments, students have an opportunity to apply theoretical knowledge to practical problems facing leaders in rehabilitation.</p>
Learning outcome	<p>A student who has completed the course should have the following learning outcomes defined in terms of knowledge, skills, and general competence:</p> <p>Knowledge: <i>The student ...</i></p> <ul style="list-style-type: none"> • has advanced knowledge of leadership theories and their application in different contexts

	<ul style="list-style-type: none"> • has advanced knowledge of team leadership that they can apply in different rehabilitation contexts • has thorough knowledge of leadership and its relationship to management • has thorough knowledge of how various economic, political, social, cultural, and policy factors that shape leadership theory and practice within a specific country and globally <p>Skills: <i>The student...</i></p> <ul style="list-style-type: none"> • can work in teams, identify and solve problems, resolve conflicts, make decisions, plan, and negotiate strategic solutions • can motivate and engage users and professionals to participate in decision making process, collaboration, and teamwork • can use various theoretical approaches, analytical tools, and frameworks independently and in teams within different rehabilitation contexts <p>General competence: <i>The student</i></p> <ul style="list-style-type: none"> • can competently facilitate cross-cultural and interprofessional virtual teams • can effectively communicate independent and teamwork related to leadership within of rehabilitation contexts both to specialists and general public, across professions and cultures, locally and globally • can identify and analyse leadership issues relevant to rehabilitation from different perspectives and within country specific and international contexts • can apply leadership knowledge to new environments (e.g. teams, or services) in new and innovative ways
Entry requirements	Admission to Master`s Programme in Healthy Ageing and Rehabilitation
Recommended previous knowledge	None
Teaching methods	<p>Online</p> <ul style="list-style-type: none"> • Synchronous sessions • Asynchronous learning activities • Individual and team work

	<ul style="list-style-type: none"> Supervision and feedback
Course requirements	<ul style="list-style-type: none"> Pre-course reflection paper Participation in 75% of asynchronous online discussions/activities Draft individual paper (500 words +/- 10%) Team presentation (power point, podcast, video, poster, brochure) Team reflection on team functioning and leadership (1000 words +/- 10%) <p>Fulfilled course requirements are valid for three subsequent semesters.</p> <p>The course requirements must be fulfilled in order to take the exam.</p>
Assessment	<p>Individual portfolio consists of:</p> <ul style="list-style-type: none"> An individual written exam on a selected leadership topic (3000 words +/- 10%) Individual reflection paper (1000 words +/- 10%) <p>The portfolio has to be submitted as one document. All papers must be delivered in order to get the portfolio assessed. There will be no weighting of individual papers, but a holistic assessment of the whole portfolio. However, all papers must be passed in order to get the portfolio passed.</p> <p><i>Grading scale</i> The grading scale used is A to F. Grade A is the highest passing grade in the grading scale, grade F is a fail.</p> <p><i>New exam</i> When the grade F (fail) is given, the student can improve their portfolio and hand in the whole portfolio for the new exam.</p>
Examination aids	No limitations
Course coordinator	Djenana Jalovcic
Campus	Bergen
Language of instruction	English
Semester of instruction	Spring

Semester of examination	Spring
Literature	Available in Canvas

Appendix 7: Educational philosophy (posted in Canvas, ePortfolio)

My entry into the education field was through facilitation of continuing education and professional training for interprofessional health care teams in developing countries and through my everlasting thirst for learning. Over the last two decades I had many opportunities to learn about teaching firsthand by team teaching with experienced educators and experts in the field of disability and rehabilitation. I have taught very diverse groups of learners including persons with disabilities, practitioners, educators, and undergraduate and graduate students all over the world. I myself am a lifelong learner. Opportunities to teach hundreds of learners internationally and as well as my personal experiences of being a learner, allowed me to develop my unique style and be the educator who I am today.

My educational philosophy is based on student centered approaches and removal of barriers to learning for all students. It is also based on caring for students and their learning. I am inspired by bell hooks and her thoughts on love in the classroom that she sees as the foundation for building learning community without power imbalances and domination. Therefore, I aim create multiple and safe learning opportunities through interactions with me as an instructor, peers, and materials both in online and face-to-face environments. I believe that learning is a social act of critical examination and reflection, questioning, listening, problem solving, caring, changing, and co-creating.

Learning from learners and learners' diversity

Teaching interprofessional teams internationally taught me about the tremendous knowledge and experience that each learner brings to the classroom. Diversity of learners enriches learning of all. For me learning is a social and participatory activity in which learners interact with peers, instructors, and resources to achieve a new level of understanding, competence, skills, and capabilities. As an educator, I create a safe and accessible learning environment for all in which learners will be able to share and construct their knowledge based on own experience, interests, previous knowledge, circumstances, environment, etc.

Learning for all

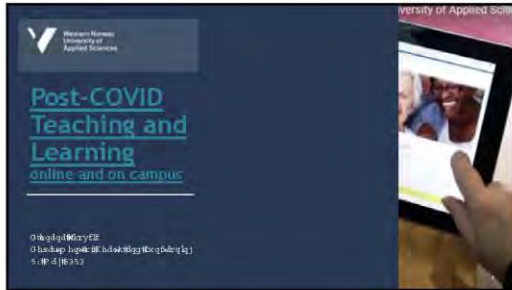
My role is also to facilitate learning and enable all learners to successfully achieve learning outcomes, particularly students with disabilities who may experience physical, digital, attitudinal, and social barriers to their learning. Recognizing that the way we learn is unique as our fingerprints, I aim to design courses with multiple options for students to access materials, engage in learning interactions with others, and express their knowledge. I use principals of Universal Design for Learning to guide my educational practice when setting up learning environment, curating learning resources, defining learning activities and providing positive and constructive feedback.

Learning anytime, anywhere: Flexibility and availability

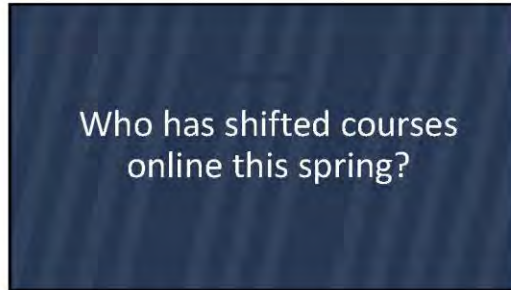
My online learning journey started a decade ago when I realized that many of my colleagues working in the disability and rehabilitation field in the global south do not have many continuing education opportunities. I saw the opportunity in bringing the continuing education to rehabilitation and disability practitioners around the world. But before I embarked on designing a program, I enrolled myself into an online course. Based on my experience of being a learner in the digital classroom and an educator in face-to-face environment, I led the development of the first online continuing education program on disability, community based rehabilitation and international development. In the years that I directed the program we reached hundreds of practitioners around the world. It also moved me to my latest

learning endeavor - education doctorate in online education. In all my online learning experiences both as a learner and as an educator I learned to appreciate flexibility and accessibility.

Online learning allows us to learn and teach anytime and anywhere but at the same time it introduces a distance in time and space between learners and educators. Therefore, as an educator I am committed to flexibility and availability. Being flexible in helping students solve problems they face in their educational journeys and being available for them to reach me in multiple ways outside of our regular class sessions. This approach stimulates and challenges students at the same time and creates a dynamic environment that is conducive to learning and development.



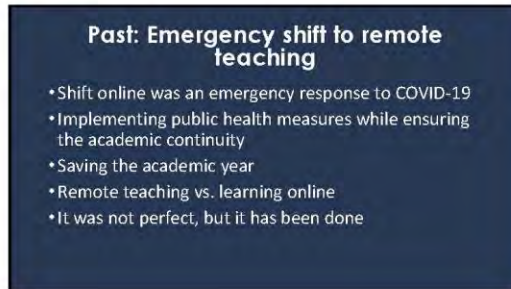
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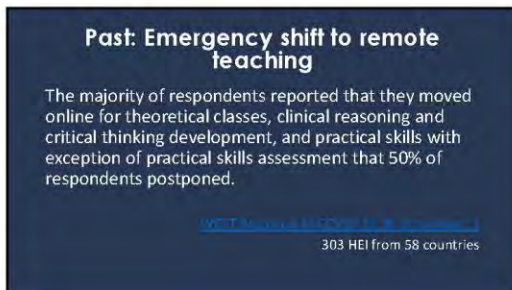
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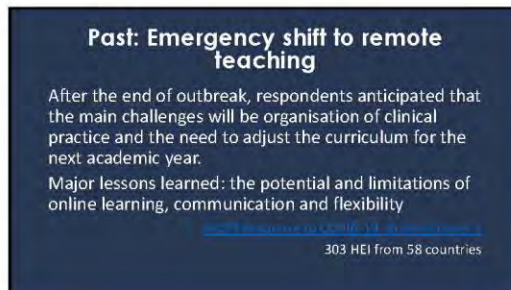
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Present: A moment for reflection

What did you do to transition your courses online?

7

Present: A moment for reflection

- Did you use Zoom for your lectures?
- Did you record videos of your lectures?
- Did you facilitate online asynchronous discussions?
- Did you assign students project work?
- Did you teach using email?
- Did you let students know how they can reach you?

8

Present: A moment for reflection

```

    graph LR
      Consider[Consider] --> Assess[Assess]
      Assess --> Plan[Plan]
      Plan --> Implement[Implement]
      Implement --> Evaluate[Evaluate]
      Evaluate --> Reflect[Reflect]
  
```

9

Present: A moment for reflection

What will you do differently?

10

Future: Reimagining teaching and learning

- Universities beware: shifting classes online so quickly is a double-edged sword
- To stop poorer students giving up on university, we must offer them places now
- I can't get motivated: the students struggling with online learning
- Durham University retracts controversial plan to provide online-only degrees

11

Future: Reimagining teaching and learning

- Shift online was an emergency response to COVID-19
- Implementing public health measures while ensuring the academic continuity
- Saving the academic year
- It was not perfect, but it has been done
- Remote teaching vs. learning online
- Online learning is here to stay, exogenous shocks = lasting change
- Implementing public health measures while ensuring the best learning environment
- Planning for hybrid learning
- Moving from disruption to transformation
- Finding the right balance between teaching and learning online and on campus

12

Future: Reimagining teaching and learning

- An unprecedented opportunity
- Designing for the best online and on campus learning experience
- Ensuring that practical skills are developed in the most appropriate learning environment
- Harnessing the potential of digital technologies for learning

13



Record numbers apply to nursing and medical studies during the coronavirus pandemic

Record numbers of students are applying to nursing and medical programs in the United States, according to a new report from the Association to Advance Collegiate Schools of Business International.

14



Online therapy: Many more people can get help with the fear of public speaking

More people who suffer from public anxiety don't have to cancel a presentation. As a consequence, the public who struggle with fear and the time taken to get ready, a new study shows that online therapy is an effective way back to the stage.

15

Students

- How did the shift online affected students?
- How do we ensure inclusion for diverse student body?
- Is there a digital divide among students?
- What are the barriers that may prevent students from learning online?
- How accessible our courses are for students with disabilities?
- How to protect students' data, use analytics and avoid surveillance?
- How to avoid death by Zoom?
- How to use the best from both learning environments?

16



Thoughtful mix of flexibility and structure

How College Students Viewed This Spring's Remote Learning

17

Teachers

- Who are we as teachers?
- How do we see our roles? How is it changing online or in hybrid learning?
- What is our teaching philosophy?
- What is our pedagogical approach?
- What is our view of technology?
- What are our positionalities, social locations, biases?
- Do we look after ourselves?

18



19

Pedagogy, technology and design

- Using online learning is not only a technological issue
- Mixing online and on campus learning is philosophical, theoretical, pedagogical, technological and design issue
- What works in place, face to face, does not necessarily work online and vice versa
- Grounding decisions about online and on campus teaching and learning and how we mix them are important

20

Reimagine and reshape

Although the primary intention of the survey was to illustrate the first three horizons of the crisis response, resolve, resilience and return, it has also captured lessons learned, benefits and innovative practices. These can be used to inform the next stages - reimagine and reshape.

The main learning outcomes are to be flexible and creative and to recognise the importance of communication:

- learning over teaching
- not everything can be converted online (issues with practical and clinical content)
- e-learning has been underestimated - education should revert more to e - digital education can also be used in the future
- assessment reformulation

WUPT Response to COVID-19, Briefing Paper 1
303 HEI from 58 countries

21

Communication

Structure

Flexibility

Creativity

Agility

22

Our way forward

- Embracing online learning and combining it with on campus in a flexible and agile way to allow us to respond without major disruptions to potential future lockdowns
- Questioning and reimagining what we do, why we do it and how we do it
- Acting now to deal with current challenges while preparing for what higher education will be in 10 - 20 years
- Taking care of students, faculty and staff

23



24

Appendix 9: Opportunities and potential of online learning in HE

Opportunities and potential of online learning in HE
 D. Jalovic
 HVL, December 6, 2017

1

Overview of presentation

- What is online learning?
- Why now?
- Past, present and the future of OL at institutions of HE
- Opportunities** for education of health and rehabilitation professionals

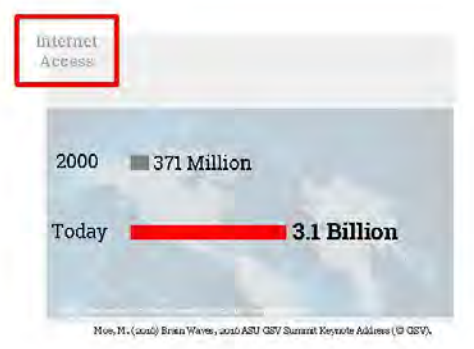
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Separation of the student and the teacher is a fundamental characteristic of distance education. More often, educators are using **technology** to increase the **access** of distant learner to the local classroom, to improve access of all learners to resources, and to make **experience** of the remote student **comparable** with the experience of the local learner.
(Simoneau, Smaldino, Albright and Zook, 2016, p. 28)

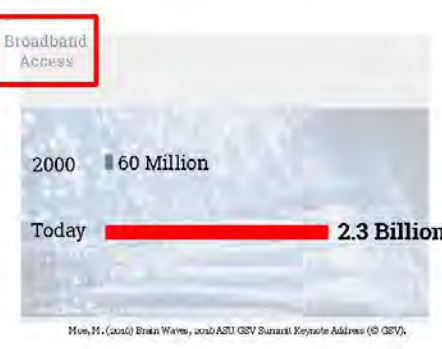
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 Studying online is “The use of the **Internet** to **access** learning materials; to **interact** with the content, instructor, and other learners; and to **obtain support** during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.
(ABE, 2008, p. 17)

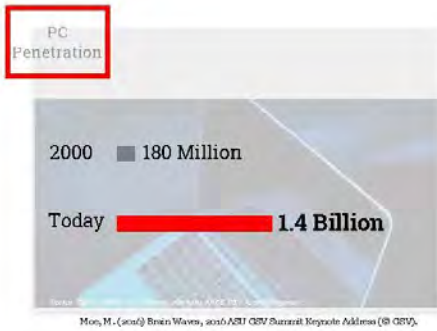
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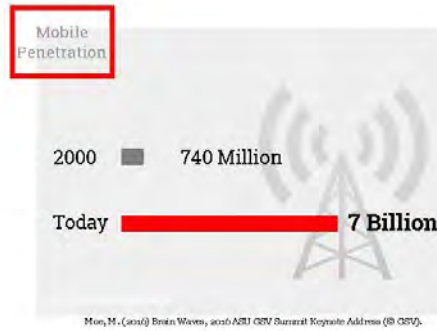
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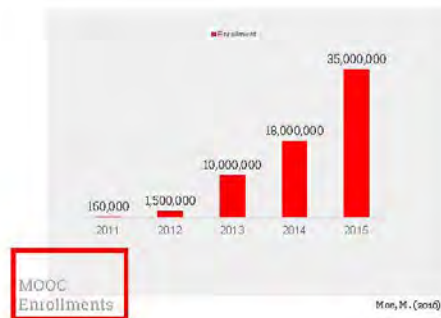
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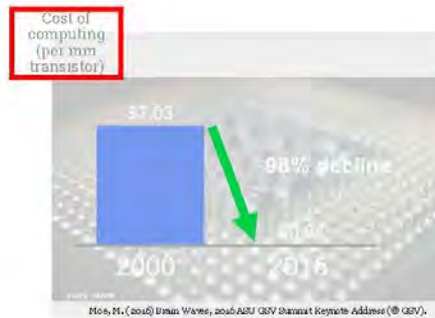
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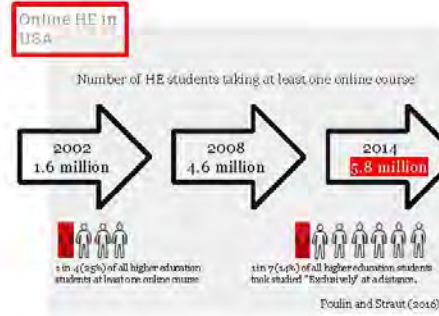
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Flexibility.
Anywhere. Anytime.
 Learning community.
 Global network.




25



No significant difference
Distance education is as effective as f2f in regards of learners outcomes.

Ther, Andrew (2012) Multi, Mobile, and Future of Online Learning

26



*The best current evidence is that **media** are mere vehicles that deliver instruction but **do not influence** student **achievement** any more than the truck that delivers our groceries causes changes in nutrition... **only the content of the vehicle can influence achievement.***

(Clark, 1988, p. 445)


27

This Is What A University Of The Future Looks Like

Nick Morrison
 TALSO
 @UniversityOfTheFuture

A U.K. university today announced a move into online degrees that will give students a glimpse of the future.

Coventry University is to offer 50 wholly online degrees over the next five years, in one of the most significant steps yet in the development of the model of higher education.



28

The Economist

The future of universities

The digital degree

The vital higher-education business is about to experience a welcome year-on-year



29

University of Oxford

Online degrees could make universities redundant, historian warns

THE HISTORIAN

Professionals, jobs, smartly delivered

Devices will replace academic faculty by 2030. The concept of individual campuses will slowly disappear. The two-semester pattern will be replaced by year-round learning

In 15 years, we will have no one to teach. The professional jobs for which we prepare students will be done by intelligent machines

30

How do we co-create the future university?

31

Technology and health professions

telemedicine, tele-rehabilitation, digital imaging, tele-nursing, tele-radiology, tele-pharmacy... health professionals have embraced technology in practice but professional education is slow to pick up digitalization



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usealltheses.tandfonline.com



33

Pedagogy and teaching online



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Online learning pedagogy

- o Cognitive and behavioral
- o Individual training
- o Big data
- o Constructivist
- o Small groups
- o Collaborative learning
- o Connectivist
- o Building learning network of people and resources
- o Creating, curating and constructing network context

35

The future of online HE

Introduction of online teaching and learning in HE is an opportunity to rethink the way we teach and facilitate learning in digital age, and reflect on pedagogy of digital learning.

36

The future is here!

- Access**
Demographic changes, life-long learning, personalisation of the curriculum, new learning opportunities to study online in Norway.
- Quality**
Creating opportunities, removing barriers.
- Support**
Students can study from many places, location and distance are not factors in education anymore.
- Flexibility**
Students can learn any time whenever at their schedule.
- Personalisation**
Trend for the environment, or community, digital learning resources.
- Efficiency**
Trend and opportunities, faculty with personalised resources, lower production cost (open generated content, knowledge management).

37

How do we co-create the future university?

38

Rethinking pedagogy.
Embracing technology.
Improving access.
Enhancing flexibility.



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thanks!

Any questions?

You can find me at
@jalovicjenana
jalovic@hvl.no



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Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Pixabay Michael Gaudi](#)

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Manager's statement for Djenana Jalovcic in connection with the application for merited teacher status

About Djenana Jalovcic

Djenana Jalovcic was central in the development of the digital master's program "Master of healthy aging and rehabilitation", launched in the autumn 2020, and she has been the coordinator of this program since its inception. Jalovcic is particularly strong in pedagogy in relation to digital, team-based, international and interprofessional learning. Our master program is a unique program with a global campus and with students from a broad area within the health and social sciences. We have students with different backgrounds and with different expectations for studying. Jalovcic shows to have international understanding, secure pedagogical anchoring, and cultural flexibility and sensitivity in the educational work, necessary to support the equitable learning opportunities of this group. She cares about her students and their learning. Jalovcic knows HVL well and works closely with scientific and administrative staff for new developments, quality assurance and the daily work. She has been involved in the development of other courses outside the programme, most recently an international course for incoming students at the department. She leads an Erasmus+ project where they have developed an interprofessional and digital course in migrant health, which is now also an elective course within our program. She is also involved in other educational projects (Erasmus+ and HKDIR) where pedagogy and educational development are key points. She excels in her collaborative skills, networking nationally and internationally. Quality in education is in focus in everything Jalovcic does. She is innovative and progressive in how to understand, evaluate and improve quality in education. This includes building strong partnerships with students within the program, with alumni and with external partners.

The role as merited teacher

Jalovcic will focus on four areas: 1) *Active learning and complexity*. How to guide students in a complex learning environment and support active learning where the students take responsibility for directing own learning, becoming and being. 2) *Team-based learning*. Focus on how to strengthen group dynamics, how to provide multiple learning opportunities and alternatives in team-based learning, and how to assess teamwork. 3) *Technology in education*. Critically engagement with new technologies used in education, how to make pedagogically sound decisions on using technologies in education in an ethical and sustainable way. 4) *Assessment strategies*. Developing strategies for assessment in line with aims of educational quality and competence building. These focus areas will be met by research (particularly on team-based learning, assessment strategies, active learning), by further developments of ongoing projects (learning in complexity, assessment strategies), new applications to for example Erasmus+, HKDIR and Nordplus (technology in education, assessment strategies), by continuing building educational networks locally and internationally and by active engagement within and outside HVL.

I hereby confirm that I support Djenana Jalovcic's application for status as merited teacher.

Maria Nordheim Alme

Head of section Global Health and Rehabilitation, IHF, FHS.

mana@hvl.no , 93445929