



## Teaching Environment Assessment for VIA Build Environment *ATCM, KLT and BK*

### Follow-up on the Danish Student Survey 2023

VIA has recently carried out a joint study environment survey and teaching environment assessment in connection with the national quality measurements in the The Danish Student Survey 2023. Follow-up on the results will take place locally at the education programmes – apart from the results regarding the physical facilities at campus. These results will be processed by the campus managements in dialogue with representatives of students and teachers.

Time, place, and participants at the follow-up meetings:

Time and place	Participants	
<b>1st meeting - follow-up of results</b>	<b>Students:</b>	<b>Teachers and management:</b>
Horsens Date: 17th of May 2024	2. semester: Lise 3. semester: Benedicte 4. semester: Lasse 7. semester: Rune	Henrik (HEJA), Vibeke (VIK), Mogens (MP), Mads (MADP), Jane (JBUH)
Holstebro Date: 24th of May 2024	3. semester: Simon 5. semester: Dan 5. semester: Allan	Peter (PEHM), Kathrine (KAAL), Jesper Schrøder (JSCH) og (JBUH)
Aarhus Date: 28th of May 2024	3. semester: Liv 4. semester: Gustav 5. semester: Kristoffer 7. semester: Mads	Damir (DAMH), Kristine (KRNI), Fie (FIEA), Holger (HOM) og René (RELA)
Programme management team meeting Date: 20th of June 2024		René (RELA), Holger (HOM), Alan (AWEI), Jane (JBUH), Trine (TRFO) og Lotte (LOML)
<b>2nd meeting - status of actions</b>	<b>Students:</b>	<b>Teachers and management:</b>
Date: Meeting forum:	[Insert names]	[Insert names]

# TEA action plan for 2024-2025

<b>Supporting a positive study culture</b>	
<p><b>1. Theme</b></p> <p><i>Insert the theme/questions from the survey that the planned action/initiatives part from</i></p>	<p>An overarching question that repeats itself across tenders reads:</p> <p>How do we best support a safe, welcoming and open study culture at VIA Build Environment? Both across campus and semesters as well as internally in class.</p> <p>The dialogue was based on the following statements: Teaching - UMV:</p> <ul style="list-style-type: none"> <li>- 1. <i>I hold back from asking questions and participating actively so as not to risk looking stupid in class</i></li> </ul> <p>Surface learning - Learning barometer:</p> <ul style="list-style-type: none"> <li>- 2. <i>Many of the things I learn, I cannot fit into a larger context</i></li> <li>- 3. <i>I often have difficulty remembering what I have to learn</i></li> <li>- 4. <i>I often find it difficult to understand what I have to learn because it is too complicated</i></li> </ul> <p>Education information - UMV:</p> <ul style="list-style-type: none"> <li>- 5. <i>I can easily find relevant information about my education on Mitvia.dk</i></li> </ul>
<p><b>2. Analysis</b></p> <p><i>Describe the problem in the theme/question response results. Why is it necessary to act on it? And what sustains the problem?</i></p>	<p><i>Statement 1: "I hold back from asking questions and participating actively so as not to risk looking stupid in class"</i></p> <ul style="list-style-type: none"> <li>- Average VIA Build Environment: 3.4</li> </ul> <ol style="list-style-type: none"> <li>1. The participants experience that the students' different study backgrounds and study habits have an influence on whether one abstains from participating actively or not. We need to do better at highlighting the benefits of our diverse student body. We have both students with experience from the construction industry and students who do not, but all come with valuable toolboxes, and all must feel safe in asking questions and sharing their knowledge and perspectives.</li> <li>2. <i>Particularly in relation to Aarhus:</i> the students especially experience that they hold back from asking questions in class when they are in auditorium classes. They do not see it as a big challenge when they work in the project rooms. In auditoriums, the students experience finding more security in participating actively when the lecturers first ask them to hum with the person next to them before they are asked to share their questions and thoughts in plenary.</li> </ol> <p><i>Statement 2: "Many of the things I learn I cannot fit into a larger context"</i></p> <ul style="list-style-type: none"> <li>- Average VIA Construction: 3.4</li> </ul> <p><i>Statement 3: "I often have difficulty remembering what I have to learn"</i></p> <ul style="list-style-type: none"> <li>- Average VIA Construction: 3.2</li> </ul> <p><i>Statement 4: "I often find it difficult to understand what I have to learn because it is too complicated"</i></p> <ul style="list-style-type: none"> <li>- Average VIA Construction: 3.5</li> </ul> <ol style="list-style-type: none"> <li>1. The participants mention that there may very well be a connection between 'statement 1', 'statement 2', 'statement 3' and 'statement 4'. When the students hold back from asking questions, they might miss gaining an understanding of how it fits into a larger context and they might find that it is also difficult to remember what they learn. The students and lecturers emphasize that it is natural and important that students experience some resistance, as the learning curve is steep.</li> </ol>

	<p>However, it must not be so steep that the students cannot keep up. It is important to be able to understand the larger context to reduce complexity. Here it is essential that students make use of sparring and knowledge sharing with both the lecturers and fellow students.</p> <ol style="list-style-type: none"> <li>2. If the challenge primarily occurred in the first semesters, it would be more legitimate - because at that point everything is new. However, data suggests that this applies to all semesters. The students at the follow-up meetings believe, however, that the further they get into the study, the more clearly the connection is experienced.</li> <li>3. The students' assessment of statement 2 "I can't make many of the things I learn fit into a larger context" should be seen in relation to the statements under the theme 'Compliance'. Since 2020, there has been a positive development when it comes to the students' assessment of <i>whether it is clear to them what is expected of the work to be assessed</i>, but there is still a potential for development, as the assessment is currently located at 3.5. However, the students generally agree that: <ul style="list-style-type: none"> <li>- <i>There is a connection between what they are taught and what they are expected to learn.</i></li> <li>- <i>They can see the connection between what they have to learn and what they are expected to work with outside of class.</i></li> </ul> </li> </ol> <p><i>Statement 5: "I can easily find relevant information about my education on Mitvia.dk"</i></p> <ol style="list-style-type: none"> <li>1. The participants express that mitvia.dk is only used to a low extent by the students. This is not appropriate, because they lack a platform where they can access all the professional and social activities that take place at VIA level and in VIA Build Environment. We must make it an advantage to use mitvia.dk, but currently participants experience challenges that hold them back. Experiences and wishes are listed below: <ol style="list-style-type: none"> <li>a. At present, some activities are shared on mitvia, but only by the few who use the platform, so the list of activities is not accurate</li> <li>b. The international site is currently not easy for an international student to find</li> <li>c. Some of the same information is currently shared. on several platforms (itslearning, physically in classes and mitvia.dk) – it must be made clear where what is shared</li> <li>d. More people find that they have to choose a campus etc. even if they are logged in - too many clicks</li> <li>e. e. When you show up on campus, it could be useful to have a mitvia info box, which can help you find your way around and show the activities that are taking place.</li> </ol> </li> </ol>						
<p><b>3. What action are we taking?</b>  <i>Describe what you intend to do, including who does what, when and how - specify the start and end time of the initiative.</i></p>	<p>How do we best support a safe, welcoming and open study culture at VIA Build Environment? both across campus and semesters as well as internally in class</p> <p>The theme is divided into four efforts:</p> <table border="1" data-bbox="568 1704 1479 2054"> <tr> <td data-bbox="568 1704 743 1771">What</td> <td data-bbox="743 1704 1479 1771">We want to succeed in improving students' experience of psychological security in the classroom</td> </tr> <tr> <td data-bbox="568 1771 743 1899">Why</td> <td data-bbox="743 1771 1479 1899">We want to support the development of a study culture where: <ul style="list-style-type: none"> <li>- students to a greater extent have the courage and desire to participate actively in class</li> </ul> </td> </tr> <tr> <td data-bbox="568 1899 743 2054">How and who</td> <td data-bbox="743 1899 1479 2054">The Programme Management is responsible for taking up the challenge and defining concrete actions. The responsibility is divided as follows: <p>BC:</p> </td> </tr> </table>	What	We want to succeed in improving students' experience of psychological security in the classroom	Why	We want to support the development of a study culture where: <ul style="list-style-type: none"> <li>- students to a greater extent have the courage and desire to participate actively in class</li> </ul>	How and who	The Programme Management is responsible for taking up the challenge and defining concrete actions. The responsibility is divided as follows: <p>BC:</p>
What	We want to succeed in improving students' experience of psychological security in the classroom						
Why	We want to support the development of a study culture where: <ul style="list-style-type: none"> <li>- students to a greater extent have the courage and desire to participate actively in class</li> </ul>						
How and who	The Programme Management is responsible for taking up the challenge and defining concrete actions. The responsibility is divided as follows: <p>BC:</p>						

	<ul style="list-style-type: none"> <li>- 0.-2. semester partnership – Aarhus, Horsens and Holstebro</li> <li>- 3.-7. semester partnership – Aarhus, Horsens and Holstebro</li> </ul> <p>ATCM:</p> <ul style="list-style-type: none"> <li>- ATCM associate dean – Horsens</li> </ul> <p>KLT:</p> <ul style="list-style-type: none"> <li>- KLT associate dean – Horsens</li> </ul>
What	We want to succeed in creating educational frameworks that embrace our diverse student population to a greater extent
Why	<p>We want to support the development of a study culture where:</p> <ul style="list-style-type: none"> <li>- students to a greater extent have the desire and courage to participate actively in teaching</li> <li>- we pay more attention to the benefits of the students' different study backgrounds and toolkits</li> <li>- students to a greater extent help each other with academic sparring, both internally in classes and across semesters</li> </ul>
How and who	<p>The Partnership for Guidance, recruitment and well-being is responsible for taking up the challenge and defining concrete actions.</p> <p>The partnership approaches the challenge in connection with the following existing efforts:</p> <ul style="list-style-type: none"> <li>- The good start to studies</li> <li>- Activity coordinator in the 2nd semester</li> </ul>
What	We want to succeed in promoting the students' involvement in social and professional communities
Why	<p>We want to support the development of a study culture where:</p> <ul style="list-style-type: none"> <li>- students to a greater extent help each other with academic sparring, both internally in classes and across semesters</li> <li>- students in higher education experience being part of communities that demand curiosity and openness towards each other.</li> </ul>
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	What	We want to succeed in promoting the use of MitVia.dk with a focus on sharing events that can increase social and professional relationships across education.
	Why	This to make the students' opportunities to participate in interdisciplinary and social communities in VIA more visible.
	How and who	How and who the MyVIA manager in VIA Byggeri is responsible for taking on the challenge together with communication if necessary. with the involvement of KSR.
<b>4. What do we want to achieve with this initiative?</b>	We want to support the development of a study culture where:	
<i>Describe the purpose of the initiative, including what effect you want it to have for the students.</i>	<ul style="list-style-type: none"> <li>- students to a greater extent have the courage and desire to participate actively in the teaching</li> <li>- we pay more attention to the benefits of the students' different study backgrounds and toolkits</li> <li>- students to a greater extent help each other with academic sparring, both internally in classes and across semesters</li> <li>- students in higher education experience being part of communities that demand curiosity and openness towards each other.</li> </ul>	
<b>5. What signs tell us if we are on the right track?</b>	We wish to see a positive development in relation to the following quantitative indicators:	
<i>How will you assess whether the initiative is having the desired effect? Type the characters you expect to see.</i>	<p>Education:</p> <ul style="list-style-type: none"> <li>- 1. I hold back from asking questions and participating actively so as not to risk looking stupid in class</li> </ul> <p>Surface Learning:</p> <ul style="list-style-type: none"> <li>- 2. Many of the things I learn, I cannot fit into a larger context</li> <li>- 3. I often have difficulty remembering what I have to learn</li> <li>- 4. I often find it difficult to understand what I have to learn because it is too complicated</li> </ul> <p>Education information:</p> <ul style="list-style-type: none"> <li>- 5. I can easily find relevant information about my education on Mitvia.dk</li> </ul>	
<b>6. Status of the initiative</b>		
<i>Fill in when a status is taken after e.g. 6 months or 1 year. Describe the status of the planned action.</i>		