

Strategy for Education

Kristiania University College
2020–2025



1.0

Our advantage is a high capacity for innovation and a student-centred focus

For more than a hundred years, Kristiania University College has challenged and changed the education sector in Norway through the development of innovative new education types for the benefit of students. The adventurous growth of the University College, the high levels of student satisfaction and relevance for working life are the result of our ability and willingness to change rapidly and to develop relevant study programmes and high-quality education. As an independent, idealistic University College with an optimal composition of academic areas as well as traditions of innovative pedagogy, there are no other players in the sector with the same outstanding conditions for offering studies at the forefront of the requirements of working life. Our candidates are preferred by working life thanks to their education, which has superior learning outcomes and relevance to working life.

Kristiania University College is striving to become a “working life university”. This means that the education we provide has to be both research-based and relevant to working life. We will continue recruiting and developing outstanding teaching staff, our Kristiania Educators, who, with their academic expertise, are able to turn students into active contributors during their education, equipping them to link both theory and practice. Kristiania University College students will be well prepared for both work and further studies. In line with our mission, the education must therefore be research-based, practice-oriented and student-led.

Research-based teaching is a prerequisite for all tertiary education, meaning this characteristic is essential, but not distinctive. Practice-oriented and student-led education are areas where Kristiania University College will stand out positively. This strategy will therefore primarily address how the University College can achieve this.

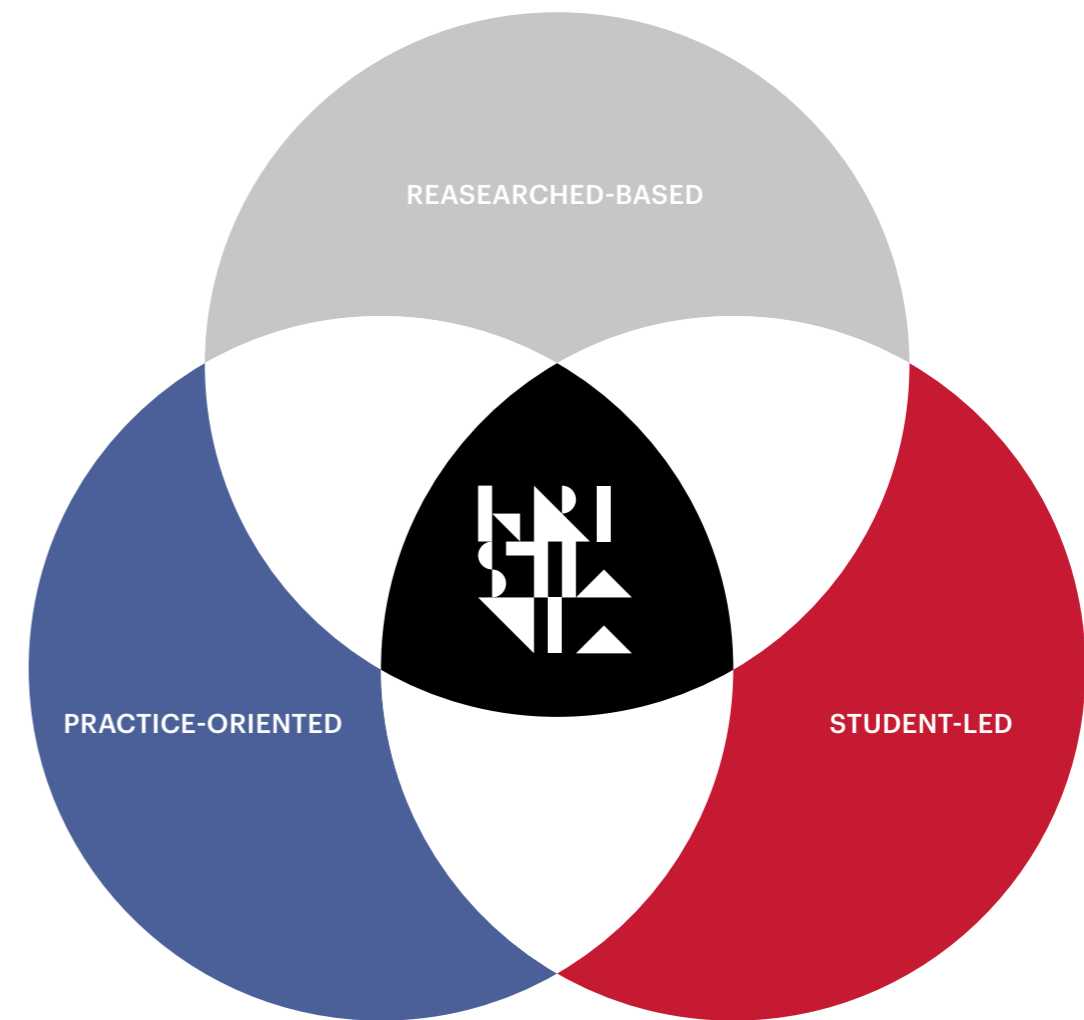


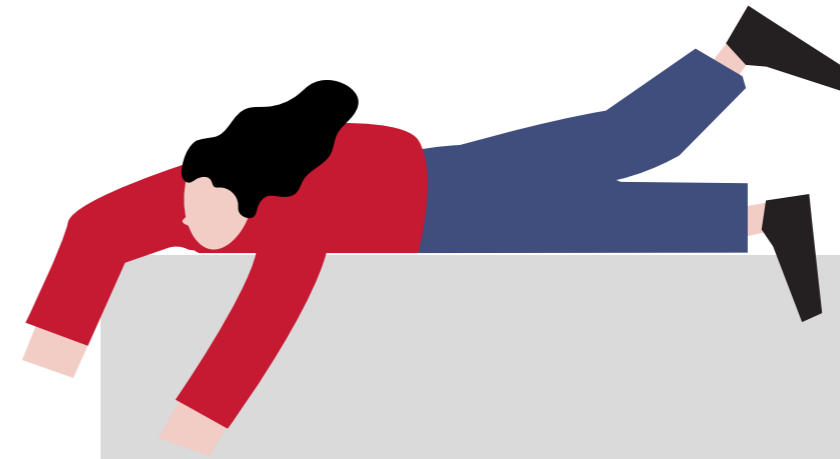
Figure 1: Education at Kristiania University College must be practice-oriented, student-led and research-based.

1.1

Support for the education strategy

The education strategy will help ensure that the objectives of the main strategy are achieved. Excerpt from Strategy 2019–2025, under the focus area “education”:

Kristiania University College offers practice-oriented and relevant programmes of education that are aligned with society’s needs and that prepare students for life after graduation, through an innovative and student-active learning environment.



Kristiania University College will:

- Educate graduates with the right competencies for the current and future labour market
- Adopt new technology to provide students with access to activating and varied learning methods and forms of assessment and evaluation
- Strengthen the opportunities for teachers to develop their teaching expertise and stimulate an investigative approach to teaching
- Establish a Centre of Excellence in Education (SFU)
- Reduce student dropout rates through academic and social integration
- Offer online studies in all disciplines and at all levels within our portfolio and facilitate more flexible education with a portfolio of studies that allows students to switch between distance learning online and on-campus studies

Kristiania University College will meet the students at the level of their entrance skills.

The strategy is therefore also based on the Ludvigsen Committee's* work and subsequent work on the new curriculum for primary, secondary and upper secondary schools. Key elements of this work have been incorporated in the education strategy, including in-depth learning, social and practical relevance, critical thinking and sustainability.

*NOU 2015:8 School of the future:
Renewal of disciplines and expertise



Kristiania University College will prepare its candidates for future working life.

The future is uncertain. This also applies to the societies and working lives our students want to be part of. It is therefore essential that our education strategy is able to predict what expertise our candidates need to hold in order to prepare them for the future. The education strategy will contribute to ensuring that Kristiania University College equips its candidates with the expertise needed for the 21st century.

The education strategy is based around the seven objectives of the quality report*:

1. Challenging and engaging studies
2. Students in the community
3. Clear learning objectives and positive overall experience
4. Varied learning and assessment types
5. Cooperation with working life
6. Teachers with outstanding educational skills
7. Education must be valued

*The report to the Storting (16) 2016-17
Culture for quality (quality report)



The main strategy is also a strategy for growth.

The main strategy is also a strategy for growth. A sharp increase in the number of graduates will be achieved through attractive studies, low dropout rates, and satisfied students who find attractive jobs due to the quality of their acquired learning outcomes. Kristiania University College shall have lower student dropout rates and higher student satisfaction than comparable educational institutions in the sector.

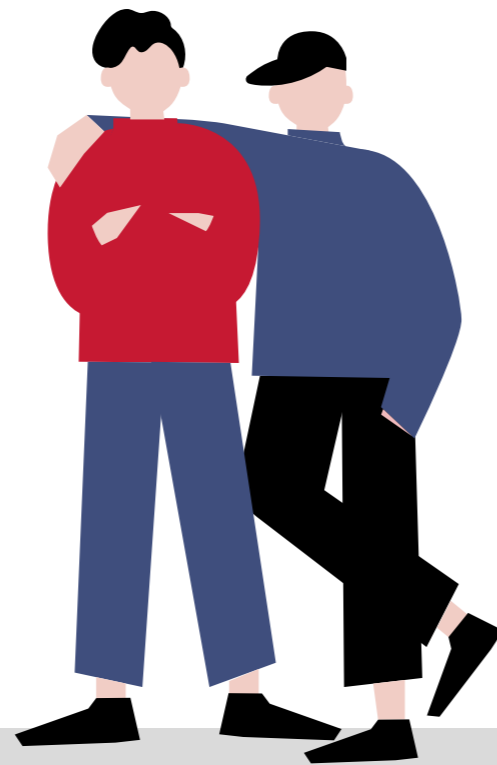
In addition, the number of students will be increased by maintaining and strengthening the university college's leading position in lifelong learning and flexible learning. Our students will experience continuous and rapid changes in their working life and our students should therefore have a lifelong relationship with Kristiania University College.

The University College will at all times have a well-functioning quality assurance system

A well-functioning quality assurance system that provides the necessary insights for continuous quality enhancement, pedagogical development work and research on its own educational activities. Continuous follow-up and improvement, coupled with local ownership and central follow-up, will contribute to a culture of quality.

Sustainability is part of the University College's overarching strategy.

We will ensure that we educate graduates who have the necessary insights to contribute to sustainable development in their fields. The UN Sustainable Development Goals are the world's shared work plan to eradicate poverty, fight inequality and stop climate change by 2030. Kristiania University College therefore uses the UN Sustainable Development Goals as the basis for its priorities within the area of education.



2.0

Goals for the strategy for education

The main goal of the strategy is that employers in those industries we educate people for prefer Kristiania University College graduates.

Our graduates will have a competitive advantage because they have the right expertise and skills.



This will be achieved through an education that is:

Practice-oriented: We provide our students with outstanding practice-oriented education at all levels - from bachelor's to PhD

Student-led: Academic staff with high levels of educational expertise facilitate student-led learning that promotes interaction, interdisciplinary and learning outcomes. Learning-enhancing technologies will be used to facilitate student-led learning and dissemination.

Research-based: Our students will be actively involved in research and/or artistic development work at all levels of education to promote critical thinking and independence

Socially relevant: Our students will attain the academic confidence, ability for critical thinking and ethical considerations that enable them to contribute to social development and innovation.



This strategy document will detail the individual goals, measures and means that will contribute to this.

3.0

Practice-oriented education

Kristiania University College's study portfolio will be practice-oriented and all programmes of study will have learning outcomes that correspond to the expertise, skills and knowledge that are in demand in the labour market.

The education we provide will be ensured relevance through close collaboration with industry partners, in the development, planning, execution and evaluation of programmes.



3.1

The study portfolio as a competitive advantage

Unlike public universities and university colleges, Kristiania University College has complete autonomy when it comes to creating and removing study programmes.

The University College is therefore equipped to offer a much more future-oriented portfolio of study programmes relevant to working life than the public alternatives. Kristiania University College is also the largest private University College in Norway and therefore has an advantage compared to other private institutions.

Kristiania University College's portfolio will contribute to its position as a practice-oriented university. The programmes of study will be characterised by their alignment with real-life needs. The University College's vision is to offer "tomorrow's studies today". This means early identification of the needs and expertise required by working life so that students have received the most relevant education possible upon graduation.



Measure 3.1.1 Effective study innovation

As an autonomous and self-accrediting institution at bachelor's level, the University College is better equipped than most when it comes to staying abreast of requirements in working life when it comes to new, relevant study programmes. This competitive advantage will be exploited through positive and efficient annual processes, including analyses, recommendations for cooperation with working life, venues for interdisciplinary development work and a culture that promotes change and innovation.

Measure 3.1.2 Strategic relevance

All our programmes of study must contribute to fulfilment of the ambition of achieving university status. Each School must therefore have a portfolio strategy that is in line with the main strategy. To achieve university status, Kristiania University College must have at least four PhD programmes with satisfactory student flow. Programmes at all levels should be practice-oriented. This means that the University College has to prioritise the development of PhD programmes in which this

is ensured. This will differentiate the PhD programmes and PhD candidates at the University College.

Measure 3.1.4 Flexibility and online studies

Kristiania University College is the largest provider of online studies in the sector. This is a position we want to cement and develop. Online learning enables more people to get an education and flexible study plans that maintain the respective advantages of both online and location-based teaching will give our students more options, thereby helping position the University College as an attractive educational institution. To be able to develop a competitive offering, the University College must have sufficient expertise, rights and tools for the production of online learning content. An online alternative and/or supplement will therefore be developed for all major location-based programmes, to the extent that this is appropriate. When developing new programmes of study, it must be assessed whether to develop a parallel online offering.

3.2

Cooperation with working life on education

Kristiania University College will be a preferred partner and recruitment arena for employers. This will be achieved through relevant and practice-oriented studies and education in which students learn to apply theories and models to solve practical problems with a high relevance to working life.



Visiting students and business bachelor's

The business bachelor's course spans four years of study and provides a fully-fledged bachelor's degree in addition to 1.5 years of relevant work experience. The scheme is a cooperation with Accenture, Avanade, Visma, Funcom and KPMG.

The Department of Technology has a visiting student scheme for students at upper secondary schools we cooperate with in Oslo. Here, students are given the option to be visiting students in selected subjects at the Department of Technology. The scheme is free of charge for students. Ullern upper secondary school, Elvebakken upper secondary school and Lambertseter upper secondary school have participated in the cooperation so far and a cooperation will be entered into with the Norges Realfag Gymnas (NRG) upper secondary school to participate in the scheme from 2019. Each year, between 10-15 students have completed guest modules in total.

Measure 3.2.1

Working life in the classroom

The relevance of education at Kristiania University College will be ensured through systematic contact with relevant working life. Efforts will be made to ensure that working life is represented in the education. This will be done through the use of lecturers with relevant experience, guest lecturers and speakers from industry, as well as case studies in which students contribute to solving real problems.



Hotel Kristiania in theory and practice

In order for students to get as close as possible to hotel reality, we have established a hotel simulator that we call Hotel Kristiania. Through the PMI (Performance Management Intelligence) system, students have access to “live” figures from an actual operational hotel database. The hotel has been “renamed” Hotel Kristiania in the systems and we do not know which hotel it is in reality. The figures allow us to monitor and observe developments in all key figures relating to earnings and expenses on a daily basis, in particular relating to hourly consumption. This allows us to simulate forecasts for earnings and expenses and to link these simulations to the fictional Hotel Kristiania. We have designed the hotel with various room types, food and beverage departments, as well as course and conference facilities.

Using the operations and management systems used by the industry for everyday hotel and restaurant operations, we are able to get access, in the classroom, to the same reality as industry leaders meet every morning when they turn up for work at their hotels. The aim is to link theory and practice and enable students to apply their knowledge to actual problems faced by the industry.

Measure 3.2.2 Practical training

The University College must offer practical professional training, in which students have the opportunity to gain experience their field, as part of all study programmes through practical modules and/or as an integral part of the course.

Kristiania University College will be among the five institutions with the highest percentage of practical professional training in the sector, according to national measurements. The proportion of students who have a period of practical professional training or work experience during their studies is a good indicator of whether the studies are practice-oriented and therefore relevant to working life. There are various ways of conducting practical professional training. At Kristiania University College, practical training will always be adapted to the norms and needs of the relevant subject area. Kristiania University College will work to ensure agreement between the sector's definition of practical professional training and the practical training available at Kristiania University College.

Practical professional training should be offered in Norway and overseas. Overseas practical training should generally be organised through programmes such as Erasmus+, to ensure good quality and scholarship schemes for students in their practice period.



Credit-giving practical professional training

The University College offers up to one whole term of practical professional training. This provides students with knowledge of how learning takes place in the workplace through social learning processes and the practical professional training community. We develop student awareness of their own learning processes by adding knowledge of subjects such as social-cognitive learning perspectives, self-regulated learning, perspective development and metacognition. During the practical professional training periods, students are challenged systematically when it comes to both work tasks and personal development. Self-regulated learning is used as a tool in the students' learning processes. Tutoring is used to assist students in defining learning objectives and ambitions for their own development, selecting strategies and follow-up through measures, assessments and reflection on their own development and progress.

Lecturers play a key part as mentors when it comes to students' reflection on their own experiences through group tutoring sessions in which students are able to share experiences. Students work on an academically focused project during the period, described in the practical professional training assignment, ensuring that practical professional training also includes knowledge development. In addition to the ability to relate practice to theory, the practical module ensures personal development and contributes towards a sense of accomplishment and academic confidence.

**Measure 3.2.3
Innovation**

All students at Kristiania University College will be offered modules within innovation or entrepreneurship as part of their studies.

Working life is evolving rapidly and there is a growing need for innovation and new solutions. Innovation and entrepreneurship will be encouraged and stimulated at Kristiania University College, so our students can act as agents of change in society.

**Measure 3.2.4
Working life participation
in study programmes**

The working life we educate people for should be integrated into the entire value chain of all study programmes, from idea to alumni. When new programmes of study are being developed, the Council for Cooperation with Working Life (RSA) will be involved from an early phase and all programmes of study will consult relevant industry councils in connection with the development and revision of programmes.



4.0

Student-led education

Student-led education will play a central role in the education provided by Kristiania University College. Student-led education is especially well suited to promoting engagement, reflection and learning*.

Students will take an active role in their education and the University College will utilise digital tools and new technologies to facilitate more student-led education, regardless of the size of the intake.

*Standards and guidelines for quality assurance in the European Higher Education Area (ESG)

Use of student-to-student feedback in large classes

In the joint Organisation and Management module, students sit a group-based home exam in which they select an organisation, present it and subsequently assess the organisation based on the theory they have learned. To improve student learning outcomes, peer-grading was implemented for the home exam drafts. The students received draft submissions for two assignments from other groups (anonymised) that they read and provided feedback on (in accordance with specific criteria) using the Peergrade program. Evaluating the work of others gives students a better understanding of the theories that are applied and what is considered good work. Additionally, feedback on your own work is useful in itself to be able to improve your work prior to submission.

Some additional resources had to be used to ensure quality in the feedback when completing this project. The project received support from the University College's pedagogical development fund. Such a project, with around 1100 students, would not have been possible without this financial support. The Centre for Learning Technology also provided essential technical support for the project. Other success criteria included good planning, good structuring of the peer-grading in Peergrade, adequate training of student assistants and thorough explanations to students with regard to how the system works and the purpose of the learning method.

The NSD has approved, and students have consented to, research being carried out on the data from the project. The intention is to use this data to improve our educational system for students over time. Our students found that the peer-grading was extremely instructive.

One of them said: "It was extremely helpful to see how the other groups had written their work and structured the assignment. We received very positive feedback from two groups. It was extremely useful. The feedback was serious and critical, while also providing great guidance."

4.1

Student-led teaching methods

Kristiania University College students will be active participants in their own learning and will develop the expertise to make their own academic assessments.

Student-led learning activities such as issue-based learning, case-based learning, project-based learning and exploratory learning contribute to increased student engagement, motivation and help integrate students with the academic community*. Student-led teaching methods will be used as part of all modules at Kristiania University College.



* The report to the Storting 16 (2016-2017) Culture for Quality, p. 44

Collaborative teaching in singing, dancing, acting and the Alexander technique

The background to this project was that teaching methods, especially within singing and dancing, were perceived to be contradictory. Terminology, concepts and differing methods and discourse within the academic fields resulted in many students finding it difficult to combine the knowledge gained from the various classes.

This recognition led to a review of research in the field and can be found in the article "To Merge the Arts of Song and Dance". The article highlights multiple factors: There is little research in the field, the responsibility for bringing the main academic fields together into musical theatre is placed on the students and traditional siloed thinking hinders interdisciplinary cooperation.

The article notes that education has a tendency to become instrumental and divided when it comes to explaining terms such as support, centre, alignment and posture. The terms, as understood by the students, stand in the way of gaining a basic understanding of how all skills comprise a continuous interaction between cognitive and physical processes.

The survey resulted in the implementation of several applied research projects. The aim of the project was twofold: to provide educators and students with increased interdisciplinary understanding through collaborative teaching and to provide students and teachers with better insight into psychophysical processes using the practical Alexander technique method, which is all about the interaction between the body and cognition. In this way, we wanted to expand the knowledge base within the field of embodied cognition, not only as theoretical knowledge but as a platform for education itself when it comes to musical theatre, in order to increase students' ability to combine the three main disciplines.

Measure 4.1.1: Skills training as part of studies

Students actively contribute to their education and studies. Students have the opportunity to practice skills relevant to the field. This is a natural part of the education for large parts of the portfolio, such as within music and stage performance, but other fields that are not traditionally associated with skills training will also be characterised by business simulations, other simulations and practical professional training. Where possible, students will obtain relevant certifications in addition to their degree and will be able to master software and systems they are likely to need in the professions for which the education is preparing them.



Somewhere in Northern Norway, year 2119: An interdisciplinary relay project

A cooperative project between several study programmes at the School of Arts, Media and Design.

The study programmes are working on the same project but within their own fields. Bachelor in Art Direction students are creating conceptual sketches, before the project moves on to the Bachelor in Script Writing students, who are writing the dialogue. The project then moves on to the Bachelor in Masks and Hair Design students, who develop the characters based on the conceptual sketch. Bachelor in Film and TV students direct and instruct Bachelor in Acting students, before the project moves on to the Bachelor in Sound Design and VFX students, who will manage recordings and completion. Finally, the project returns to the Bachelor in Art Direction students, who finalise the project by adding visual branding and designing elements such as logos, credits and marketing.

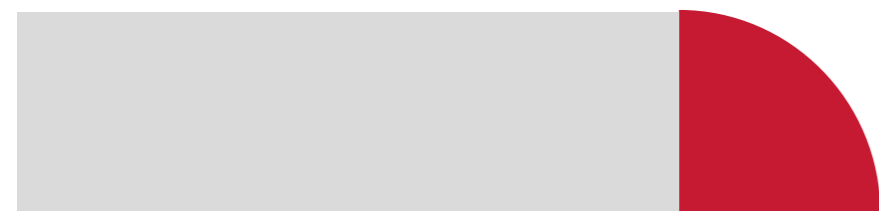
The project provides students in these study programmes with a realistic learning experience for a film project spanning multiple specialist fields. The students have an opportunity to apply their specialist expertise while also gaining experience and understanding of other specialist fields.

4.2

Student participation throughout the entire educational value chain

Students will actively participate in the development and quality assurance of education at Kristiania University College.

Kristiania University College will ensure student participation at all levels and students play a central role in the development of new and existing study programmes, the selection of teaching and learning methods, as well as in the evaluation and improvement of education and study programmes. Student feedback will be characterised by a willingness to improve and will be a central aspect of the quality system at the University College.



Measure 4.2.1 Councils and committees

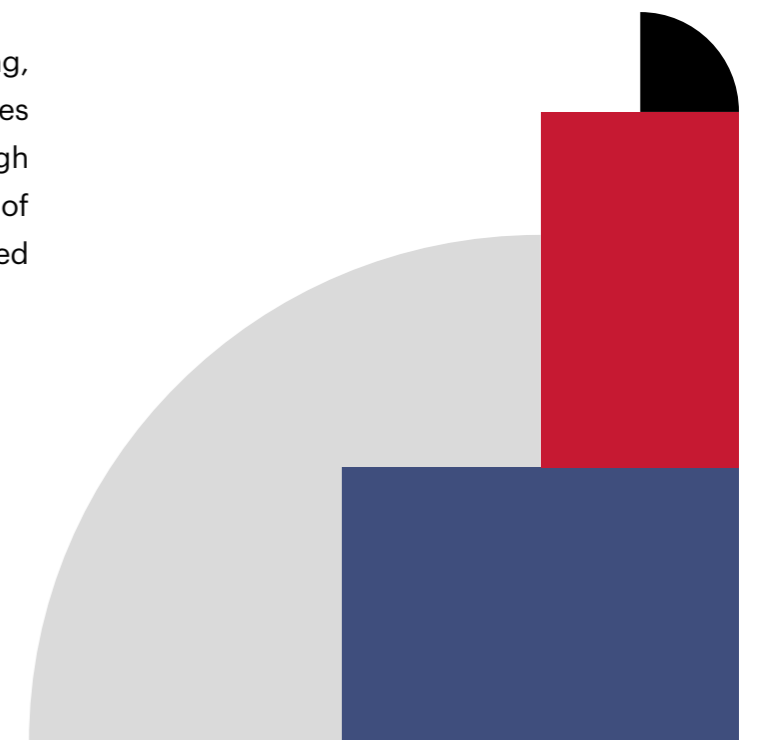
University College students will be represented on all councils and committees that deal with matters relating to the learning environment and education. Kristiania University College will ensure student participation on councils and committees by offering courses for student representatives for the purpose of raising expertise among elected representatives and inspiring increased efforts.

Measure 4.2.2 Development and revision

Students will be involved in the planning, development and revision of study programmes and modules on campus and online through the fora in which revision and development of modules and study programmes are addressed and adopted.

Measure 4.2.3 Quality assurance

Students will have the opportunity to influence the quality of their studies. Students will participate actively in the quality assurance of the teaching online and on campus through summative and formative module evaluations. Students will have access to the assessment results associated with their studies and the results will provide an important basis for the development of the quality of education and the study portfolio overall.



4.3

Research-based education

Students will be involved in research and/or artistic development work at all levels of education at Kristiania University College.

Research-based education will allow students to master critical reflection and independence throughout their study period at Kristiania University College. The University College will provide research-based education anchored in the latest knowledge within our fields. Our teachers will use research-based teaching methods and build on best practice in education. Our candidates will learn how research-based knowledge is produced and will be able to apply research and scientific methods to solve tasks during their studies and in working life.

Teaching and learning methods at Kristiania University College will be based on research on what constitutes good learning. Our educators will apply their research expertise to develop and research study programmes, teaching and student learning.

Behavioural Lab – research-based teaching and students as researchers

The purpose of the Behavioural Lab is to apply behavioural science, technology and design to demonstrate differences in society. The goal is to increase understanding of human behaviour in areas such as consumption, health, sustainability, etc.

The research is founded on behavioural science, behavioural economics and economic psychology. Research projects are often conducted in collaboration with researchers at Kristiania University College (Department of Technology) and other international researchers. The lab also acts as a venue for research-based teaching to the extent that master's students are associated with ongoing projects. Students are supervised on their master's project throughout the term in the lab. Multiple master's projects associated with the Behavioural Lab have been published as articles in international journals and presented at international events.

4.4

Teaching excellence

Teaching excellence is a priority at Kristiania University College and will directly affect our standing as an educational institution.

Enthusiastic, skilled teachers are a prerequisite for teaching excellence in general and student-led learning in particular. In addition, varied teaching methods provide a better learning outcome and help involve the students as an active element in the teaching. Academics who have a broad knowledge of various teaching methods and the ability to apply student-led educational tools contribute to teaching excellence.



Measure 4.4.1**Recruitment of outstanding teachers**

The recruitment of academics is an essential strategic tool. The University College will prioritise documented ability and desire to provide excellent teaching when appointing academic staff at all levels.

Measure 4.4.2**Education management and professional development.**

The University College will work systematically to improve the teaching skills of its academic staff through various continuing professional development initiatives. By 2025, the following continuing professional development measures will have been implemented:

- All employees in teaching and research positions will have university teaching qualifications
- Training for academic staff in the development of online study programmes and tutoring of online students
- All departments and institutes will be represented in a didactic group, which will conduct research into their own teaching.
- All heads of study programmes will undergo training in study programme management and leadership. This will contribute to professional education management with clear anchoring of processes, responsibilities and routines at all levels of the academic organization.

Courses for study programme managers

Based on the quality report and the new role descriptions for study programme managers at Kristiania University College, training for study programme managers was implemented during autumn 2019. The purpose of the training is to comply with the quality report requirements on holistic coherence in study programmes. The contents of the training programme include quality of education, links to working life, study programme design, learning environments, research, artistic development work and internationalisation. The training predominantly takes place digitally via Canvas. Work on a submission assignment has also been arranged at the departments, as well as a final gathering spanning two days with an emphasis on sharing of experience.

The aim of the training is to provide all study programme managers with the knowledge and expertise required to perform their roles as study programme managers in line with the job description, to contribute to the exchange of expertise and to ensure holistic coherence in study programmes.

Measure 4.4.3

Educational culture

In addition to continuing professional development, a strong teaching culture will be nurtured, in which pedagogical development work is valued and teaching is constantly improved and discussed. It is a goal that Kristiania University College will be known for its research on its own educational activities, and that it has a culture of sharing both internally and externally.

Various measures will help promote a strong teaching culture:

- The University College will have an attractive merit scheme that helps promote the strong teaching culture and pedagogical development work
- Pedagogical development funds must promote educational innovation and initiatives
- Pedagogical development work will be a fixed item on the agenda for employees' professional development appraisals and in the work plan
- Pedagogical development is one of the performance indicators on which deans and heads of department are monitored
- Establish an incentive scheme for pedagogical development work
- Each school must develop at least one study programme or a portfolio of modules that use experimental and/or innovative teaching methods.

Foundational pedagogical skills - skills development and culture building:

The University College has developed a foundation module for University College pedagogy in the form of a module of 15 credits spanning two terms. The module is offered to all academic staff and comprises a total of five modules addressing:

- (i) teaching at higher education institutions
- (ii) perspectives of learning, motivation and implications for teaching practises and assessments
- (iii) planning of education and learning outcomes
- (iv) guidance: theory and practice – colleague guidance and tutoring of students digital tools and new teaching practises.

The module starts each term and there are a total of 25 places. By the end of 2019, a total of 75 employees will have completed the module in foundational skills for University College pedagogy. The module started in both Oslo and Bergen during autumn 2019 and had a total of 35 participants. The plan is to provide the foundational skills for University College pedagogy training in English for the first time in 2020, ensuring that academic staff that do not speak Norwegian have the opportunity to take the module.

The regulations on employment and promotion in education and research roles stipulate that educators and researchers must complete a minimum of 200 hours of courses in University and University College pedagogy. In addition to fulfilling this requirement, the course also gives an educational boost for the academic staff at Kristiania University College.

Participants have described the course as the best culture-building measure at the University College. It contributes to a culture of quality, interdisciplinary community and improved teaching across the departments. Participants have provided excellent evaluations of the course. Among other things, they highlight as positive the opportunity to exchange experiences with colleagues and the varied teaching methods, which include lectures, group work and colleague guidance.

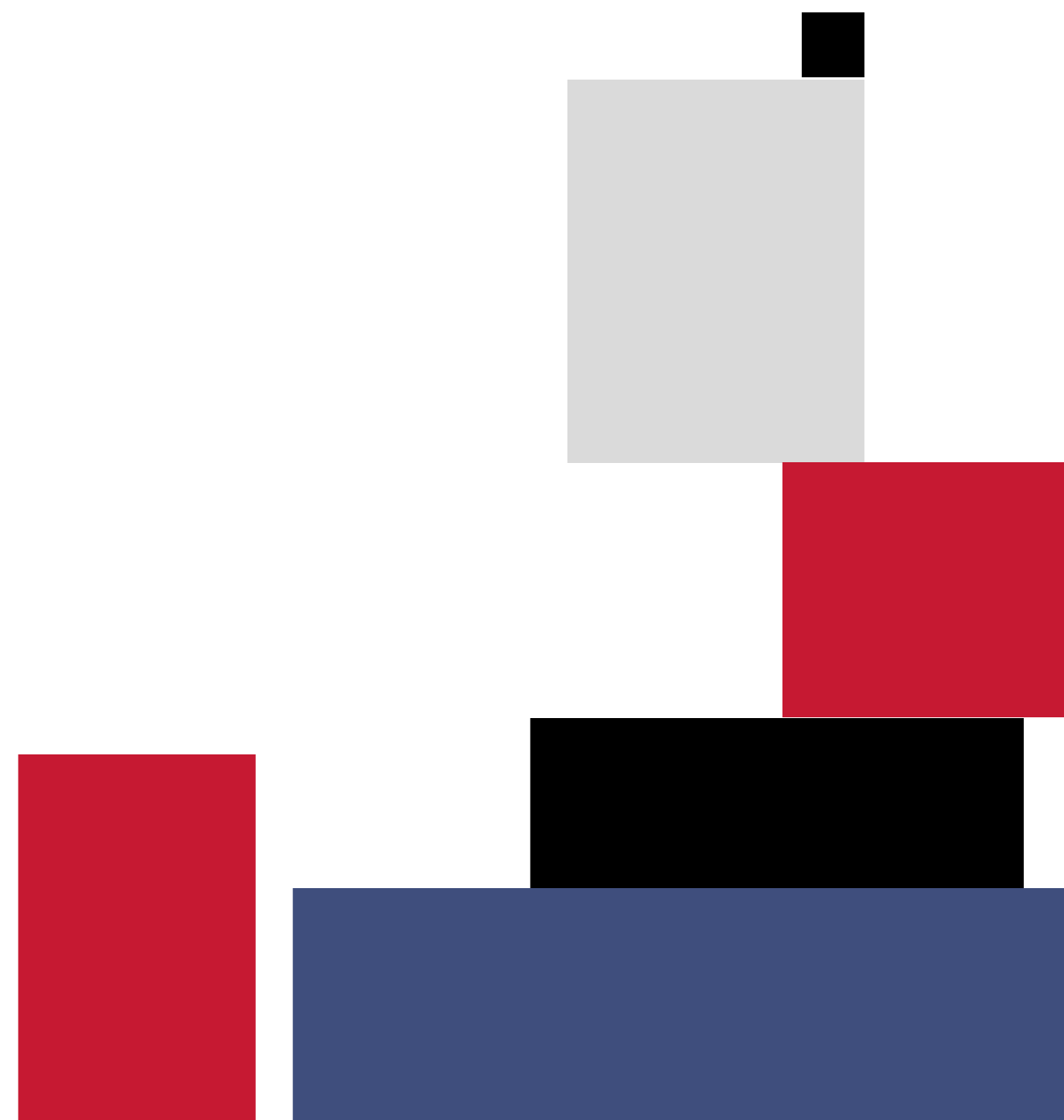
4.5

Centre of Excellence in Education

The University College will have been recognised as a Centre of Excellence in Education (SFU) by 2025.

The SFU scheme is a national scheme to promote quality development in higher education, funded by the Ministry of Education and Research.

The scheme creates an opportunity for the development of educational practices and educational expertise over time and will be a strategically important contribution to the further development of quality of education at Kristiania University College.



4.6

Learning-enhancing technology

Educational quality can be improved through increased use of learning technologies. To this end, the University College will need sufficient expertise, technological infrastructure, tools and support systems to be able to take full advantage of the opportunities afforded by learning technologies.

Pepper the robot in teaching and dissemination

Since acquiring Pepper the robot, we have been carrying out interdisciplinary work between the Master's in Human-Computer Interaction and the Master's in Applied Computer Science, with research being carried out on this type of interaction, the technology and not least the challenges associated with man to machine interaction.

Now that we have got to know Pepper better, as well as the opportunities (and limitations) it offers, we have integrated Pepper into our teaching and have created an educational system around the robot. During spring 2019, Pepper was used as an examination task in the master's module MH210 Multimodal Interaction, in which students were exposed to, trained in and gained specific experience of the robot through active learning methods, workshops and lab work. Throughout the education and examination programme, students had independent responsibility for Pepper and, under our guidance, they implemented two examination papers on how Pepper could address the issue of loneliness among the elderly. Another group implemented the robot as a physical trainer for older people and yet another group implemented a solution in which you could play board games with the robot.

In both cases, Pepper provided unique insight for students when it came to seeing how modern and future technological solutions can be used in practice. They gained first-hand experience of the technical and interactional challenges through having to implement solutions rather than just reading about them in literature. The work sessions appeared to be extremely intense and very challenging and we consider the students to have achieved excellent learning outcomes from the work. We also found that the students considered it extremely interesting to gain hands-on experience of this type of technology.

After the module, the students' examination paper resulted in a research article for the Multimodal Interaction and User Experience track at the International Conference on Human-Computer Interaction. Additionally, one of the students from the module has chosen to continue working on issues within communication with robots on the basis of the experiences gained from the module.

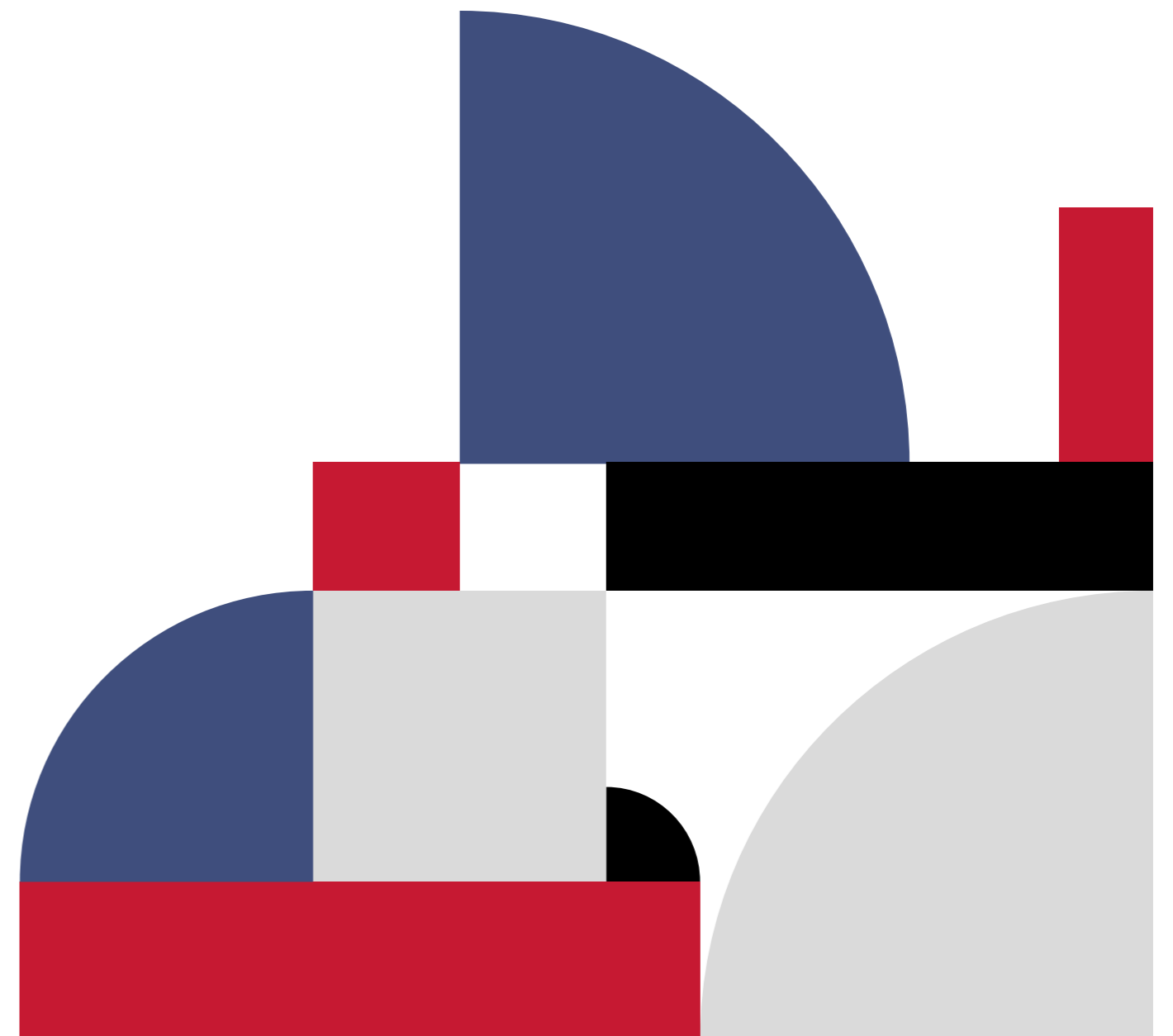
Pepper the robot received pedagogical development funds in 2018

**Measure 4.6.1
Learning platform**

The University College will be the best in the sector in terms of use of the learning platform to provide outstanding learning for the students.

**Measure 4.6.2
Future-oriented technological solutions for online studies.**

Kristiania University College will use the digital tools and technological solutions that result in the highest perceived quality of study, throughput and achievement of learning outcomes in its flexible studies. Kristiania University College has the widest selection of online programmes in Norway and has been a pioneer and leader in this field for some time. Nevertheless, developments are rapid and many educational players will make substantial investments in this area. Investments are therefore necessary in order for us to be able to maintain and further develop our position in this area. This applies both to the underlying technology and platform, and to competencies and human resources. In addition, necessary investments must also be made in academic resources in order to implement and complement online studies. With sufficient investment, it is not unrealistic to entertain an ambition of being the leader in the sector in terms of the use of future-oriented technological solutions for online students.

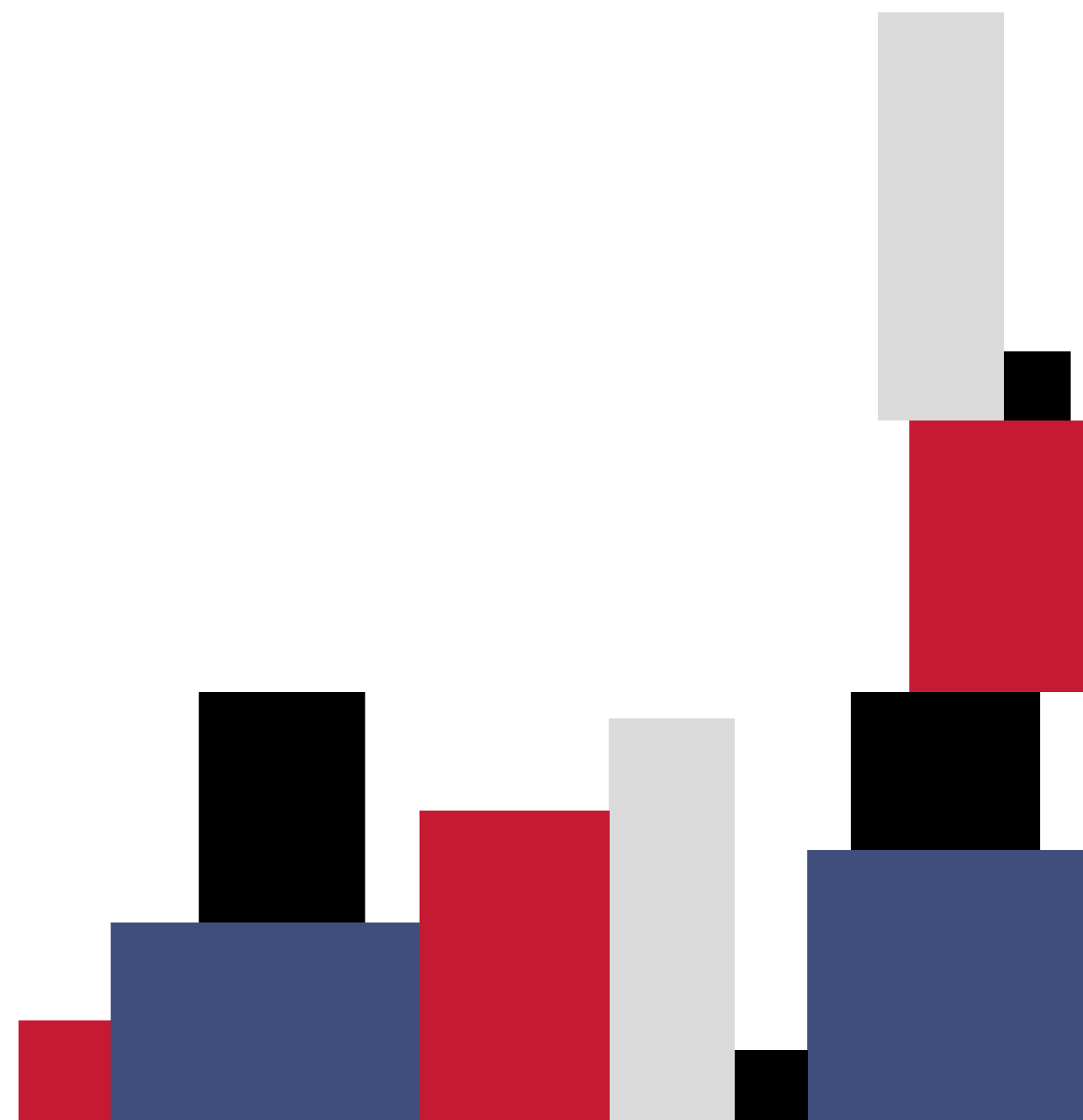


4.7

Learning environment

Students will encounter an inclusive learning environment with the infrastructure to support future-oriented forms of learning.

To promote active student participation in their education, the University College must provide an inclusive and positive learning environment. The learning environment comprises both the physical and the psychosocial environment and this is reflected in the measures.



Measure 4.7.1

- Physical learning environments whose design and use of buildings and physical surroundings promote learning and learning activities.
- Equivalent facilities at all the University College's campuses in terms of infrastructure, training and support for academic staff in use of technology for learning.
- A pedagogical learning environment with teaching activities that ensure that everyone can take part in and benefit from the teaching.
- A psychosocial learning environment with good meeting places, social activities and systems that promote a culture of openness, respect and co-determination.

Mental tools: "The little red helper"

Life as a student can be exciting, enriching and fun.

For many, student life represents the first steps on the road towards finding their own place in the myriad of possibilities this world offers. For some, it is the first time they have complete freedom to make their own choices and set their own course. For many, student life is also filled with challenges, uncertainty and a sense of feeling overwhelmed. We have created the "Mental tools" book to make the transition to higher education studies a little easier. The theme of the book revolves around the challenges that we know from experience that many students will face during their time at Kristiania University College. We highlight topics such as overthinking/worrying, perfectionism, dealing with expectations and mindfulness. The focus of the book is positive and it normalises rather than pathologises.

In "The little red helper", students can read some background, find examples, as well as tips and tricks for what they can do should they ever experience dark thoughts.

5.0

Social mandate

Educational activities must provide the greatest possible number of people with access to education and personal development from a lifelong learning perspective for the benefit of society.

The education provided by Kristiania University College must contribute towards solving major societal challenges and provide students with the expertise and skills necessary to deal with such challenges.



5.1

Education for all

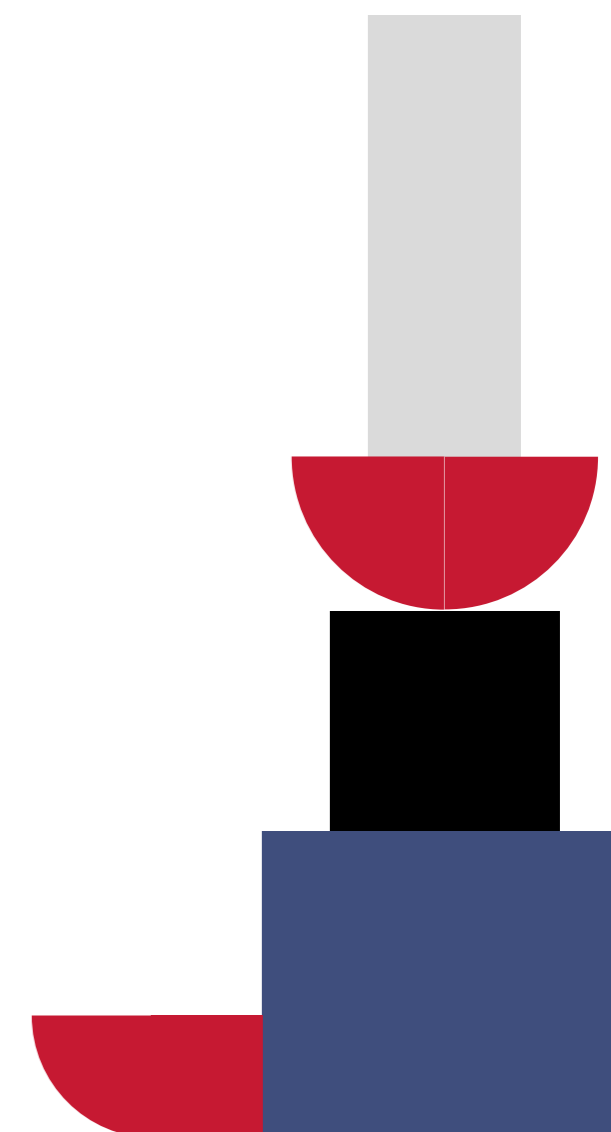
Our mission is for Kristiania University College to provide the greatest possible number of people with access to education and personal development from a lifelong learning perspective.

Kristiania University College students will therefore have diverse backgrounds and starting points. In order for all our students to have the opportunity to complete the education they have embarked upon, our teaching methods must be flexible and student-led.*

*NOKUT: Student-led learning and diversity. What works and why? (2019)

Measure 5.1.1

- Universal design of teaching facilities
- Adapted teaching and examinations for students with special needs
- Digital learning environment and online studies with excellent integration, exploitation and use of learning technologies, enabling groups that would find on-campus teaching challenging to get an education
- Externally funded scholarship schemes or funds to enable more people to get an education
- Follow-up routines and systems that will enable early identification of students at risk of dropping out or who are not making adequate progress



5.2

Lifelong education

Kristiania University College students will have a lifelong relationship with the University College.

The University College will be among the best when it comes to looking after its alumni and will always offer networking opportunities, academic updates and relevant study programmes. Students will be able to log in to “my page”, where all relevant information will be available. The membership will not lapse but simply change in nature to be relevant throughout life. Incentives will be developed to look after students and keep their interest in the University College alive, rather than procedures that end the relationship. Examples include subscriptions to programme content, access to lectures, alumni networks, etc.

Kristiania University College – the climate-neutral University College

In 2010, Kristiania University College was most likely the first climate-neutral educational institution in Norway. The University College prepares climate accounts each year. These accounts form the basis for the carbon emissions allowances that the University College buys to compensate for the emissions. Carbon emissions allowances equivalent to 498 tonnes were purchased in 2019. The allowances support measures in countries where such support has a substantial effect. The project has been approved by the Gold Standard Foundation (GS) in accordance with UN climate convention (UNFCCC) guidelines and methodologies.

In 2019, Kristiania University College purchased its allowances from project GS 1385: Energy-efficient and clean-burning cookstoves in Ghana. In addition to the climate benefits, the project also has a positive impact on health and the economy. The project will also have positive ripple effects through the fact that the stoves are produced locally. Without the sale of carbon emissions allowances, the project would not have been commercially viable, as it relies on being able to sell stoves at subsidised prices.

As well as buying allowances, Kristiania University College is also working to reduce its own emissions.

5.3

Sustainability

The higher education sector plays an important role in the transition to more sustainable solutions, especially the green shift.

Sustainability will be as natural a part of the education as, for example, research methodology, and study programmes that do not include sustainability in the defined learning outcomes will appear outdated and unattractive.

Sustainability must therefore be integrated into the learning outcome descriptions for all the study programmes, and the university college will develop an interdisciplinary study programme on sustainability. Sustainability in the portfolio of courses will be linked to the UN's Sustainable Development Goals.

Prevention of birth defects. Educational cooperation with Ethiopia

The project is a cooperation between Kristiania University College and the University Hospital in Gondar, Ethiopia. The goal of the project is to reduce the number of serious birth defects by training midwives, doctors and other healthcare professionals. The training is predominantly practical and midwives learn supportive techniques to apply to the mother's pubic region during delivery of the child, as well as instructions in hygiene, breastfeeding and pelvic floor training after childbirth. Physiotherapists are also trained to provide guidance on pelvic floor training for pregnant and postnatal women, as well as recognising symptoms of pelvic floor ailments that women may present with as a primary or secondary complaint.

The project is awaiting feedback on external and local funding before it is rolled out to >300 healthcare personnel employed at the hospital in Gondar and healthcare workers in the region.

5.4

Internationalisation

All study programmes at Kristiania University College must include internationalisation measures appropriate for the unique nature of the study.

Internationalisation is a priority area in politics and Kristiania University College must satisfy the prevailing requirements and expectations in the sector at any given time. The internationalisation requirements will only increase, and with this, the offerings in the sector and the students' expectations. Internationalisation at Kristiania University College must therefore be strengthened.



Measure 5.4.1

- Selected disciplines will offer a portfolio of modules taught in English both online and on campus for exchange students and the University College's students.
- Kristiania University College will have consistently high student satisfaction regarding internationalisation.
- All study programmes have reputable international partners, an organised international semester and are able to welcome international exchange students
- The percentage of students on mobility stays from the University College should be at the same level as the national average
- Unless there are special reasons for exemption, all study programmes should have an international curriculum and teachers with international experience
- A system that offers students virtual mobility will be developed
- The University College will develop Erasmus+ study programmes in collaboration with international partners

Practical professional training abroad

Kristiania University College offers national and international practical professional training, primarily with Erasmus+

Letters from abroad: Creative Writing student Andrea Lütken has completed an internship with the advertising agency Leo Burnett in Turin and writes:

It suddenly dawned on me that I would be graduating in a year's time and it was with some trepidation that I realised I had to gain some relevant experience for my future career. Provided I don't get hit by a bus before then, the dream is to come up with new ways to squeeze toothpaste while wearing a black polo neck and trendy glasses.

How to proceed? I managed to pull together enough work for a portfolio. Armed with the portfolio and after a number of email exchanges, I managed to beg my way to a two-month summer job as a writer at the Leo Burnett advertising agency in Turin, Italy. As a student, I am programmed to avoid clichés when describing my stay. I would never say something like "It was a beautiful and educational experience that I will never forget." Instead, I have drawn up a short list of things that I experienced during the summer:

- I had a lot of responsibility and helped develop and pitch concepts to large international customers
- I was fortunate enough to have a boss who took me seriously and wanted me to learn as much as possible and therefore allowed me to try my hand at everything from scriptwriting to cutting commercials
- In the "land of passion", I finally found somewhere where my temperament could fit in
- I got to know a great deal of weird and delightful people who I can now call friends, both within and outside of the office
- I consumed disgusting amounts of delicious carbohydrates in the form of pasta and pizza
- I learned how important smoking is as a social enabler, as the smoking break happens to be when all the gossip is shared
- We attended a toga party sponsored by Guinness World Records, but unfortunately it did not manage to break the world record for the number of sheet-clad people in one place

Andrea Lütken

5.5

Arrangements for transfer, Professional College

Arrangements must be in place for transferring to a bachelor's degree, including exemptions for as many professional university programme modules as possible.

Kristiania Professional College represents something wholly unique. The Professional College helps make the University College more practice-oriented than other players in the sector. Furthermore, the Professional College can act as a point of entry for University College studies and provides the opportunity for practical supplementary studies and postgraduate and further education following University College studies. It is strategically correct, and a political desire, to create arrangements to enable students to transfer from professional colleges to university colleges. Work must also be undertaken to ensure that the regulations allow for credit transfer from professional college courses to bachelor's studies.

