
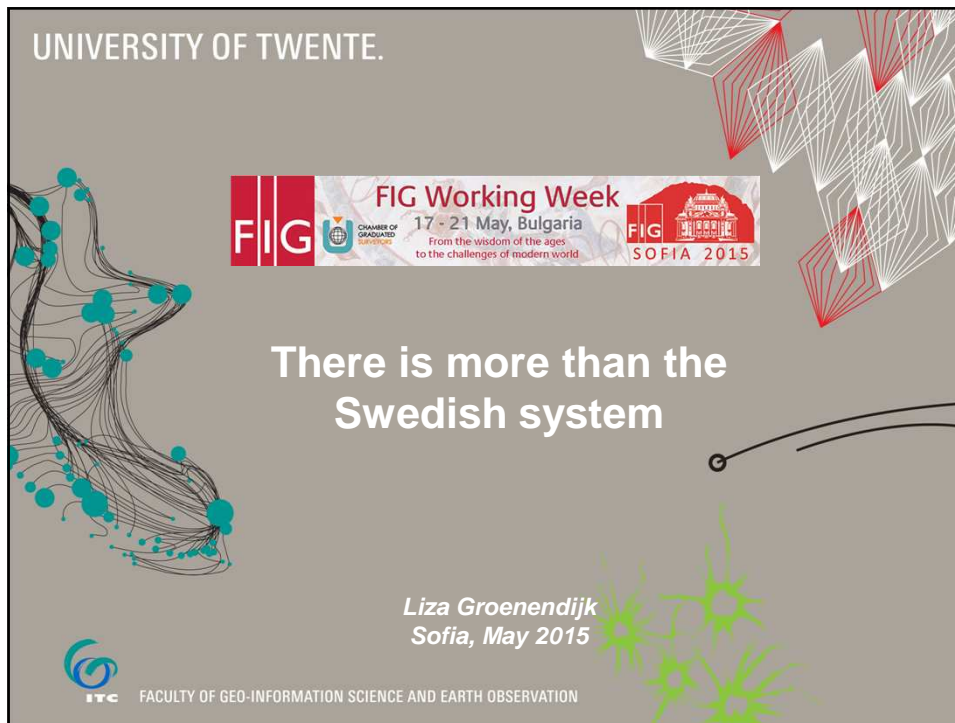



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There is more than the Swedish system


*Liza Groenendijk
Sofia, May 2015*




ITC FACULTY OF GEO-INFORMATION SCIENCE AND EARTH OBSERVATION



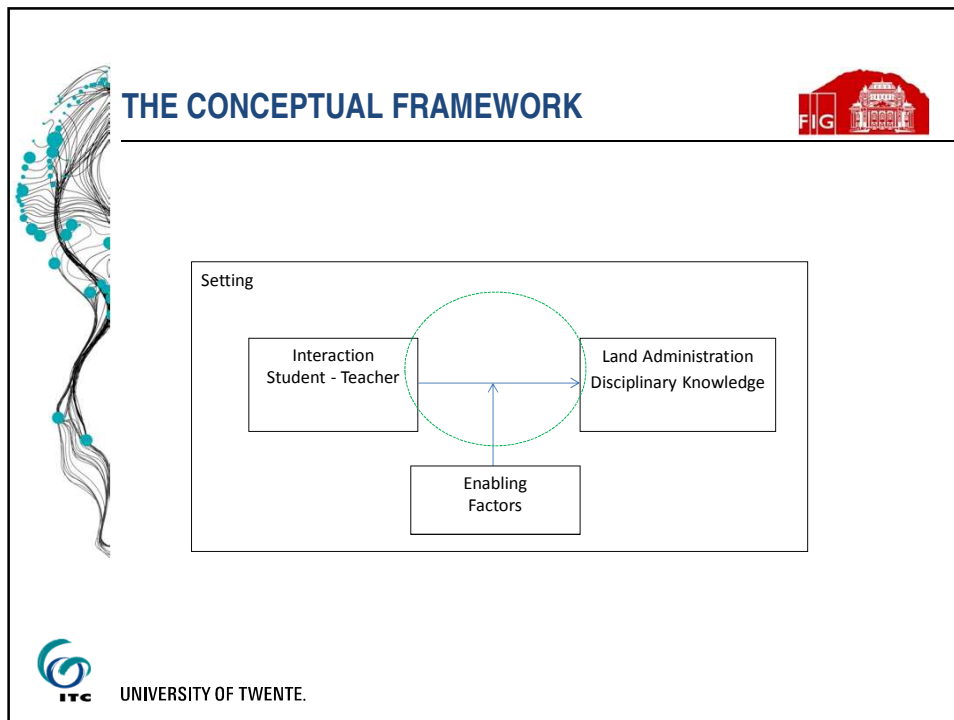
THE QUESTION




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




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STUDY AREA




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


SIDA supported Program; run from 1996 – 2012.

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






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FINDINGS



First emerging dimensions


```

graph LR
    A[The meaning of students' knowledge] --- B[Teaching international students]
    B --- C[Challenging and difficult]
    B --- D[Interesting and rewarding]
  
```

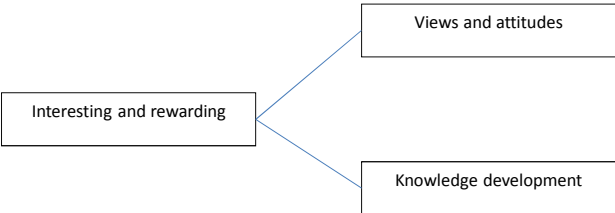


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FINDINGS



Thematic areas under the dimension 'interesting and rewarding'




```
graph LR; A[Interesting and rewarding] --> B[Views and attitudes]; A --> C[Knowledge development];
```

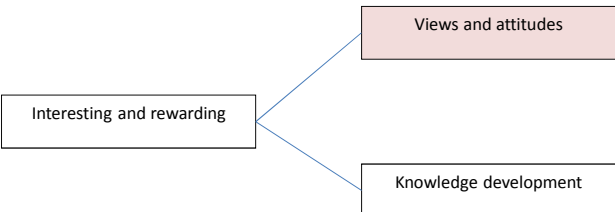


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FINDINGS



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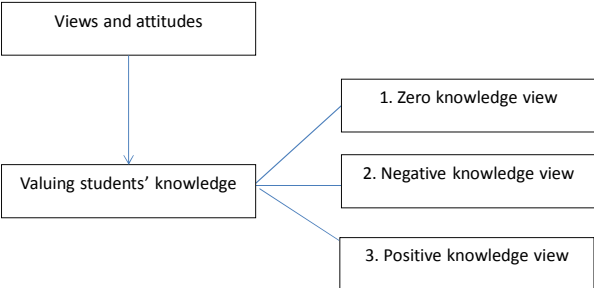


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FINDINGS




Categories of ways of valuing students' knowledge



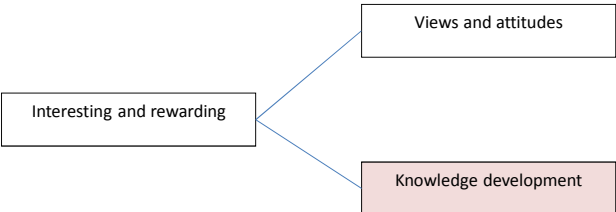
```
graph TD; A[Views and attitudes] --> B[Valuing students' knowledge]; B --> C[1. Zero knowledge view]; B --> D[2. Negative knowledge view]; B --> E[3. Positive knowledge view];
```

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FINDINGS





Thematic areas under the dimension 'interesting and rewarding'



```
graph LR; A[Interesting and rewarding] --> B[Views and attitudes]; A --> C[Knowledge development];
```


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FINDINGS





Emerging dimensions of knowledge development

```
graph LR; A[Knowledge development] --- B[Learning process]; A --- C[Knowledge output];
```




FINDINGS





Emerging dimensions of knowledge development

```
graph LR; A[Knowledge development] --- B[Learning process]; A --- C[Knowledge output];
```




FINDINGS





Emerging themes for learning output

Learning output

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




FINDINGS



Emerging themes for learning output

Learning output

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





FINDINGS




There is more than the Swedish way:


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



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DISCUSSION



So, what do you learn from your students?

Thank you for your attention



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