GrundGUIDE for students

The Faculty of Arts and Sciences educates students for the future through

Education on scientific grounds which benefits diversity, difference and critical thinking in work forms which promote cooperation, creativity and reflection.

In a globalized society where knowledge and competence are sought-after resources, the Faculty is faced with a number of challenges

Students are expected to be independent and self-governing. At the same time, student groups are becoming more heterogeneous, with different conditions, goals, motives and motivation.

Teachers are expected to organize teaching, teach and do research. At the same time, there is increasing competition for economic resources for research. The teacher’s role is changing and it is necessary to create a balance between individual students’ progress and collective support structures.

Management is expected to comply with the demands that new management structures place on academic leadership.

Employers expect graduating students to have relevant knowledge and competence for the labour market.
We need to have a conscious and united front in pedagogic traditions and matters

This is why we have created a pedagogical platform as a common point of departure for the planning, implementation and evaluation of education within the Faculty.

GrundGUIDE is a guide for management, teachers, administrators and students in this work. It is based on four key words.

- **Transparency**
- **Commitment**
- **Interaction**
- **Feedback**

These words mean different things depending on your background, social network, study goals and reasons for choosing a specific course or programme.

As a student you have considerable freedom to choose programmes, courses, rate of study and study form. You also have considerable opportunities to influence your education. This freedom means responsibility for seeing that our joint resources are used in the best possible way and that any agreements made between us are respected. This may seem like a restriction of your individual freedom, but it is necessary to create a work and study environment which is sustainable and democratic.
Transparency

Knowing the rules of the game – what is expected of you and what you can expect of your fellow-students, teachers, administration and management – is a condition for you as a student to be able to take responsibility for your own learning. The study programme syllabus, course syllabus, study guide (or equivalent) are the formal “contracts” which apply, but these can be interpreted in different ways. Before you plan your time, make sure you know what applies to you and to the division of work between you and your fellow-students.

Commitment

In academic studies the emphasis is on academic freedom to seek knowledge freely and critically review knowledge. As a student you are expected to become involved in various tasks on the basis of your previous knowledge, goals and motives for studying. No one can “give” you meaning and commitment, you must be active in creating it yourself. Your responsibility is to use the time for studies you have so that you learn and develop in the way which suits you and your situation best. However, you also have a responsibility to make the best of the joint resources available and this means you have to adapt to joint agreements.

Interaction

You learn on your own but learning becomes meaningful in various social connections. Many courses and elements of education are organized so that you as a student will learn about cooperation, leadership and communication as you work with different tasks and/or examinations. Cooperation demands reciprocity, that you both give and take, and that you take responsibility for the work process and for the work climate which is created. Cooperation with teachers and other resource persons, as well as people outside your own working team, can contribute to wider perspectives and challenge things we easily take for granted.

Feedback

Feedback is necessary for learning, but difficult to give and take. In order to take responsibility for your own learning, you need feedback from teachers and fellow-students so that you know what you need to improve and develop. It is difficult to assess your own knowledge development and needs all by yourself. For this reason, it is important that you give feedback to your teachers and fellow-students. Give concrete feedback; tell a person what you think he or she has done well/badly, why and in what situation. Feedback should be a tool for developing an activity or a person’s knowledge, skills and capacity.
Miniguide for students

The Swedish National Agency for Higher Education  
www.hsv.se/english  
News about what’s happening in the field of higher education, evaluations of the higher education institutions and central statistics. The Swedish National Agency also evaluates qualifications awarded on completion of higher education programmes outside Sweden.

The Higher Education Act and the Higher Education Ordinance  
www.hsv.se  
Not yet available in English.

The Swedish Agency for Networks and Cooperation in Higher Education  
www.nshu.se/english  
Funding of educational development projects, coordination of higher education institutes’ work with the Bologna Process etc.

The Faculty of Arts and Sciences  
www.liu.se/ffk/eng/education  
Education, quality development work and GrundGUIDE at the Faculty of Arts and Sciences.

Linköping University Electronic Press  
www.ep.liu.se/index.html  
Ph.D. and Licentiate theses, undergraduate reports, journals, conference proceedings etc published at Linköping University. Students can publish their own essays here.

Study in Sweden  
www.studyinsweden.se  
Information about studies in higher education for foreign students provided by the Swedish Institute.