Report from a Teaching Sabbatical at Ohio State University, Columbus, Ohio, USA

Autumn 2018

Mirror Pond at OSU main Campus in Columbus.

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First of all, I would like to express my sincere gratitude to STINT for enrolling me in the Teaching Sabbatical Programme and to Umeå University for nominating me as a candidate. This has been an extremely interesting and valuable semester. The time at Ohio State University has generated both personal and professional experiences that I will bring back to my home institution and that will enrich my future work.

In this report, I will use the suggested template with eight sections to 1. describe the institution which I have visited, 2. highlight some aspects of preparation and planning for the visit, 3. describe my main tasks and responsibilities, 4. give examples of some activities I have conducted or participated in, 5. compare and reflect on these experiences, 6. share some important lessons, 7. outline an action plan for how to integrate my experiences at my home institution and finally 8. summarize and conclude with some final words.

1. About OSU and UCAT

Ohio State University (OSU) is one of America's largest and most comprehensive public universities. It was founded in 1870 and has 15 colleges (corresponds to "fakulteter" in Sweden) situated around a large campus area. There are free buses that service the different parts of campus. In total over 66 000 students are enrolled as OSU on a yearly basis and most of them are on campus. The university employs around 5600 faculty (tenured and short-term academic positions, including librarians), 21 000 administrative and professional staff and 13 000 student employees. There are also ca 1500 clinical staff and 5000 civil service staff (hourly, clerical and other staff). Most students are enrolled at the main campus in Columbus but there are also five smaller regional campuses throughout Ohio.

Teaching is generally valued high by those teaching at OSU and there are several units that provide support and training for faculty and graduate students. Some of these are ODEE (Office for Distance Education and eLearning), Writing across the Curriculum, UITL (University Institute for Teaching and Learning) and the University Libraries. My host unit has been the University Center for the Advancement of Teaching (UCAT). There are also units that provide support mainly to students, such as the Dennis Learning Center, the Graduate School, Student Life and the Office for International Affairs.

The mission of UCAT is

"to support and advocate for all who teach at Ohio State. We aim to help Ohio State's teachers approach their work in a scholarly and reflective way, engaging with the research on effective pedagogies, thus promoting continuous improvement of student learning. We likewise strive to create a community wherein student–focused teaching principles and practices are valued and in which teachers feel connected to each other." (ucat.osu.edu)

This statement is very similar to the mission of the Center for Educational Development (UPL) where I work at Umeå University, Sweden. I will elaborate on similarities and differences between the two units in section 5 of this report. At the time I visited OSU, there were six educational developers at UCAT, each

with their own specialty area and role. There were also three staff with administrative duties as well as three graduate students and two undergraduate students who worked part-time at the unit. An unexpected thing happened during the time I visited UCAT. In September they learned that they would be merged with another unit from January 1st, 2019, with unclear consequences. With very little warning or time for adjustments this situation was very stressful for my colleagues. Even though this had a deep impact on the unit it didn't reflect negatively on their professionalism, their events or on my sabbatical. Since I had experienced several mergers and organizational changes in the past I was asked to share my experiences, which I of course did. This way I had a chance to return some of the generosity that they had extended to me and I gained valuable experiences that I didn't expect.

2. Preparation and Planning

When I wrote my application and selected which partner universities I was interested in, I chose all that had some kind of educational development unit. There were 8 out of 11 that met this criterion. Just before Christmas 2017, I received an email confirming that I was one of the lucky candidates for 2018 and that I was going to Ohio State University in Columbus, Ohio. Such a wonderful Christmas present! Immediately after the holidays I contacted my host at the University Center for the Advancement of Teaching and received a very positive response. UCAT had not hosted a STINT fellow before but was well aware of the program. For many years the half-time meeting for the US-based STINT fellows had been at OSU and a presentation of UCAT was part of the program. Also, several of the previous STINT fellows at OSU had attended UCAT events.

During January 2018 we set dates for the planning trip in the spring and when the sabbatical would begin and end during the autumn. It was good to do this early since the process of finding a place to stay in Columbus needed to start right away. The Office of International Affairs was helpful in recommending areas to look for housing in, but OSU does not provide housing for visiting scholars. We found an apartment through an AirBnB-host recommended by two previous STINT fellows that were at OSU. After two months in Columbus my husband and I decided to move to an apartment closer to campus (see picture) but with the same AirBnB host. We managed most of the time without a car, as we were close enough campus and supermarkets for biking or walking.

During the planning trip at the end of March/beginning of April I had the opportunity to meet all the people at UCAT, get a peek preview of some of their activities, plan for the autumn and also meet the Office of International Affairs. I immediately felt welcome and included at the unit. Before the visit I had browsed the UCAT website thoroughly and prepared a presentation of myself, my current job and what I hoped to gain/learn from the Teaching Sabbatical. This presentation was helpful in setting the expectations (from both sides) and guided my work during the autumn.

This was what I hoped for:

- An opportunity to learn about and be part of an educational environment in another country.
- Experience what it is like to be "the international person".
- Exchange of ideas and pedagogical approaches.
- Be involved in various professional development activities (learning communities, workshops, seminars, projects, mentoring) if possible. Co-teaching or contributing in other ways.
- Learn about the Academy of Teaching, Inclusive Teaching, Graduate Teaching Development, Teaching Portfolios, Course Design Institute, Learning Communities, and everything else…
- Time to reflect and process the experiences.

The process of applying for J1/J2 visas commenced after we returned home and proved to be quite time-consuming, especially since some paperwork was lost in the mail for a month.

3. Tasks and Responsibilities

My sabbatical started in early August and during the autumn my responsibilities grew. Overall, my tasks were quite similar to what I do at my home institution, but slightly different from those of the other STINT fellows. As an educational developer my job is to offer pedagogical support and training for faculty and graduate students. This is what I have been doing at OSU through workshops, courses and consultations on various topics for individuals, teams or departments. The educational developers at UCAT also teach classes for undergraduates in their own disciplines, but I did not. Even though I felt quite familiar with the tasks of an educational developer, I was not familiar with the US Higher Education

system and specifically how this is manifested at OSU. This knowledge is needed in order to be able to support teachers in their work. I have also experienced consultation activities (methods) and themes that were new to me, I will describe these more in detail in section 4.

The reason for the early start of my sabbatical was that UCAT organizes a three-day course (called Teaching Orientation) for new graduate teaching assistants (GTAs) before the beginning of the autumn semester. This event is mainly run by experienced teaching assistants (facilitators) who are offered two days of training the week before the Orientation. I was involved in some of the preparations and hands-on assistance during these events but mainly participated as an observer. The facilitator training encompassed 60 experienced graduate students and the Orientation had an impressive number of 670 new GTAs. This way of delegating the actual facilitation of the course was new to me.

In the beginning of my time at UCAT I was mainly observing and sitting in on different activities. This was a good way to get familiar with the local context and to identify similarities and differences between our practices. After a while I was involved as co-facilitator and at mid-semester I was responsible for some consultations of my own. It was rewarding to be trusted with this responsibility and it felt good

to be able to contribute to the work at UCAT. These are the activities I have been involved in as an educational developer:

- Assist in *Teaching Orientation* of New TAs and *Training of Orientation Facilitators*
- Co-teaching two *Course Design Institutes* (fall + winter, see picture above from UCAT website)
- Facilitating an open workshop on *Teaching Portfolios*
- Consultations with individuals and teams on *Teaching Portfolios, Classroom observations, Mid-term feedback from students, Curriculum design*
- Informal seminars and discussions with UCAT staff

The University Center for the Advancement of Teaching offers an extensive event calendar each semester and I had the opportunity to participate in workshops and seminars on a variety of themes. Many events are offered in collaboration with other units at OSU. These are the titles of the events I attended; *Combatting Fake News in the Classroom, Politics in the Classroom, Introduction to Active Learning Strategies, Applied Active Learning Strategies for the Classroom, Inclusive Teaching, Supporting International Diversity in the Classroom* and *Suicide Prevention Training (REACH).*

One of my goals was to learn about and be involved in as many parts of the educational developer job as possible and this has certainly been fulfilled. In addition to the events mentioned above, I have regularly attended meetings and discussions with the UCAT staff as well as meetings at OSU where UCAT staff is involved. For instance, the Council of Academic Affairs, the Academy of Teaching, the Active Learning Community and several Curriculum (re)Design meetings at different departments. As part of these events and the ones I mentioned earlier, I had the opportunity to visit different parts of the OSU campus and different learning environments (see pictures below).

Through the Office of International Affairs (OIA) I participated in some events specifically aimed at international scholars and visiting faculty. A very useful activity was the English Conversation Group. It met once a week for an hour and focused on English pronunciation and grammar but also American culture and traditions. In addition to the useful exercises it was nice to get to know other international scholars and share experiences of being "the international person" in the US.

New flexible learning space in basement   *Large lecture hall*

Historic building turned into flexible learning space   *Veterinary Skills Simulation Laboratory*

I also had the opportunity to attend two conferences for educational developers during the autumn, one online offered by the Canadian network for educational developers (STLHE) and one on-site in Portland, Oregon, offered by the US network for educational developers (POD). This helped me put my experiences into an US perspective rather than an OSU perspective.

4. Actitivities During the Semester

In this section I will focus on some specific activities that I have participated in during my Teaching Sabbatical and that I would like to bring back to my home institution in some form. More precisely, I will explain what a SGID is, give examples from the Course Design Institute I have co-facilitated, and briefly outline UCATs model for supporting Curriculum (re)design.

Small Group Instructional Diagnosis

UCAT offers free consultations for anyone teaching at OSU. These consultations can focus on different aspects of teaching, such as designing courses, enhancing classroom teaching techniques, developing course materials, documenting teaching effectiveness and collecting student feedback. During my sabbatical I have consulted on most of these topics, but here I will highlight a method commonly used in the US, and by UCAT, for collecting formative feedback from students. It's called SGID (*Small Group Instructional Diagnosis*) or *Student Midterm Interviews*.

In addition to the commonly used end-of-course and end-of-term evaluations, SGID is a method for gathering information directly from the students, while the course is running. This allows the teacher to modify or clarify aspects of the course that the students struggle with before it is too late. The feedback is collected by a consultant (me) without the presence of the teacher and is based on three standardized questions. During a classroom visit the questions are handed out on paper and the students form small groups when responding to them. After 6-8 minutes the groups share some of their responses with the rest of the class and the consultant gathers information on consensus or disagreements. The papers are collected and written up as one document by one of the students working at UCAT. This is to preserve anonymity. No student should be recognized by their hand-writing. The consultant adds comments from

the whole-group discussion and conducts a simple content-analysis of the group responses. These are the three questions:


SGID questions

- What strengths of the course and instructor assist you in learning?

- What things make it difficult for you to learn?

- What specific changes would you recommend that would assist you in learning?

In practice, the process requires a pre-meeting with the teacher, a visit to the class for 20-25 minutes, and a post-meeting where the major points in the student feedback is discussed with the teacher. The teacher is also advised to give the students feedback on the outcome of this exercise. That is, highlight things that the students regard as strengths and thus will remain in the course, comment on things that the teacher will change based on their feedback and things that won't or can't change (and explain why) and thank them for their help in improving the course. The teachers I worked with were very pleased with this process and learned a lot that they didn't know before about their students and how the class was doing. For me, this was a new way to collect formative feedback from students.

Course Design Institute

The second activity I will highlight is the Course Design Institute, CDI. This is a five-part workshop (which together form a course) where teachers focus on designing or redesigning a specific course with guidance from UCAT staff. Each year several CDIs are offered either as an extended series of five weekly workshops or as an intensive institute for one week. Twelve participants are accepted in each CDI and the course is managed by two facilitators. During my time at OSU I participated in two CDIs, the first mostly as an observer (extended) and the second one as co-facilitator (intensive).

The aim of the institute is to offer the participants the time, space, tools and support needed to create an outline of a course, including plans for syllabus, assignments and assessment tools. And, the participants will engage in giving and receiving feedback from colleagues from across the university, allowing them to gather new ideas from their peers. Since this activity is offered regularly with different facilitators, the CDI follows a pre-defined course layout with prepared course materials and resources (teacher notes, slides, exercises, handouts). Each facilitator-pair can add their own touch to their CDI but the overall structure will be the same. This scaffolding was very useful for me coming in as a new facilitator.
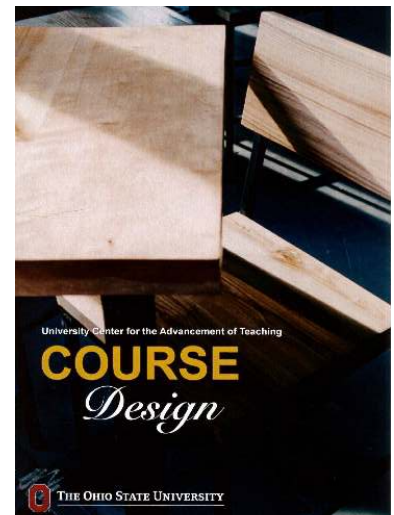
The CDI is based on a principle known in the US as "Backward Design", in Sweden commonly referred to as "Constructive Alignment". In short, the course planning process begins with defining goals and objectives - what the teacher wants his/her students to know or care about and be able to do upon successful completion of their course. Then, specific assignments are designed, and assessment tools are developed, to be able to check if the students have reached the course goals and objectives. Finally, appropriate teaching strategies are identified as well as generic and discipline-specific content that align with the goals and objectives. By the end of the CDI, each of these components are arranged into an "Integrated Course Plan" with the overall aim to best enable student learning.

In the CDI short theoretical introductions are mixed with active learning sessions and hands-on tasks. This is very similar to the way I am used to teach at Umeå University. A difference is that the workshops at UCAT are three hours per day, instead of full days. The pace is therefore higher and more work is done individually. Even if the participants meet in the same room, the majority of the course-work is done online. We used OneNote (part of the Office 365 suite) as our learning platform, which worked very well. This structured, step-wise model for how to design well-aligned courses is something I will implement in my own practice and introduce to my colleagues.

Curriculum (re)design

The last activity I will highlight is the Curriculum (re)design process that UCAT facilitates for departments or program committees. This is a two-year process that helps departments review, redesign or re-envision their program curricula (including aligning courses with program goals). The end result is a transparent curriculum map that enables systematic improvement over time and flexibility in adapting to trends in the disciplines. UCAT has developed this step-by-step model over the last 10 years and I had the opportunity to observe different steps in this process. The departments I met were Horticulture and Crop Science, Aviation studies, Anthropology, Gaming and eSports, Women and sexuality studies, and Psychology. Some of these disciplines were completely new to me.

The reasons for entering the curriculum redesign process varies between departments. For some there has been problems or issues raised in student or stakeholder feedback, for others there is a need for greater flexibility in the offered programs due to varying numbers of students. The process follows the Backward Design idea, which is also used in the Course Design Institutes. The whole process is facilitated by a consultant from UCAT but is dependent on the work of people from each department.

The first questions asked in the process are: What does it mean to be a successful graduate of your program? What are successful graduates of your program able to do? In this step the whole department is involved (se picture) and large post-it notes are used to collect and sort answers into categories. In the following steps these notes are crafted into program goals, program outcomes and levels of proficiencies (what is expected of a beginner, intermediate or advanced student for each outcome).

This work is mainly done in smaller writing committees. At regular intervals the writing committee provide updates to the department and request feedback on the current materials. In the final stages each course is mapped against the program goals and outcomes and it is noted if and how the students are assessed on each proficiency.

The process may appear slow and iterative, but the thoroughness is necessary in order to get everyone on-board this comprehensive development project, and every step to be aligned with the others. So far, there is no available documentation of this Curriculum redesign model but the responsible consultant at UCAT is planning to write a book on this topic. I think this will be very useful for educational developers all over the world who are facilitating curriculum change at their institutions.

5. Compare and Reflect on the Teaching Experience

There were a few things that struck me immediately when I arrived at OSU and was engaged in the Orientation of new TAs. First, it's perfectly OK to bring food into the classrooms. Actually, the students are encouraged to do so since they don't have a dedicated lunch break between sessions. In Sweden, we have dedicated lunch and coffee breaks, and food or drinks are commonly forbidden in the classrooms. Second, the learning environments were quite noisy. A fan and air-conditioning in every room is necessary in this climate. However, this can be a challenge when teaching, since the teacher really needs a strong voice to be heard at the back of the room. This is different from Umeå University where a lot of emphasis is put on eliminating background noise in the learning environments.

Regarding my experiences from being an educational developer in Sweden and in the US, there were many similarities but also differences. When comparing UCAT to UPL, we have a similar mission and role at our respective institutions. But, our sizes and place within the organizations vary, as well as how we work to carry out our mission and which questions are put in focus.

Our units. Even though OSU is much larger than Umeå University, there are fewer educational developers at UCAT when compared to UPL (six vs twelve). There are several units at OSU that provide support and training for faculty and graduate students who are teaching, while at Umeå University UPL is the only unit with this role. Thus, the scope is a little wider for UPL (includes support for distance education and eLearning). Another difference is who we are as educational developers, i.e. what category we belong to at the university. At Umeå University the unit belongs to the university library and the educational developers are hired as faculty, while at OSU the unit belonged to the central administration and the educational developers were hired as staff (I use the past tense because UCAT have changed place in the organization now). Even though we do practically the same job, there are some cases where the organizational position of the unit determines which questions were addressed and which arenas the educational developers are invited to. For instance, supporting faculty in the Scholarship of Teaching and Learning (SoTL) is something that UCAT did not do.

What we devote our time to, as educational developers, also differ slightly between our units. When I came to OSU I was used to running various pedagogical courses for faculty and graduate students,

because that's what educational developers commonly do at Umeå University, and in Sweden. The courses are between one and five weeks long, have 20-24 participants each and about 14-16 courses are offered per year. UPL also arrange some workshops, a bi-annual conference as well as conduct consultations with departments and groups of teachers. But, we rarely do individual consultations (other than e-learning support). One reason for the focus on courses is that a certain amount of pedagogical training is required for obtaining a faculty position in Sweden, and for promotion too. Also, there is an expectation that every teacher should submit a comprehensive teaching portfolio for appointment or promotion, and the courses support the teacher in compiling this portfolio.

What I learned at UCAT is that there is no course requirement at OSU, or on national level. Using full teaching portfolios for the job search is also less common. Hence, the focus of an educational developer's work was quite different which was very interesting to discover. The majority of time of an educational developer is spent on individual consultations, in different formats and with varying focus. I have mentioned SGIDs, classroom observations, and feedback on teaching portfolios above. There is also an impressive calendar of pedagogical seminars and workshops that UCAT offers every semester. Two courses are run regularly, the Course Design Institute (CDI) and the Teaching orientation for new graduate teaching assistants which I have presented above. There are also thematic courses called learning communities that are organized each year around a new topic. Each learning community comprises 7-8 participants who meet once a month for a year and do a project on the current topic. During my time at OSU I visited the Active Learning Classroom Community (ALCC). The unit also arranges annual conferences and conduct consultations with departments and schools. I have presented one example above - the Curriculum redesign model.

Our starting points, or fundamental theories. When I prepared for the Course Design Institute, I read all references and materials that were available for the participants. I expected to be familiar with the literature and pedagogical theories used by the educational developers but, to my surprise, I found that we used different references and different perspectives as starting points. The only thing we had in common was Blooms Taxonomy, a framework for classifying educational learning objectives (Krathwohl, 2002). In the CDI a process called "Backwards Design" (Wiggins and McTighe, 1998) is used. This is similar to the concept of "Constructive Alignment" (Biggs, 1996) that is used in Sweden and Europe. Both emphasize goals and learning outcomes as the starting point for designing courses, followed by assessments and teaching methods. In Sweden, the sociocultural perspective of learning is predominant in higher education. It emphasizes the role social interactions and culture play in the construction of knowledge. At OSU, the cognitive perspective of learning was in focus. That is, how the brain and mental processes shape the way students learn. I learned a lot by digging into this new field of literature, which nicely complements the knowledge I had before. Still, it's amazing how similar our practices are even though we have different pedagogical theories behind our work.

At the conference for educational developers in Portland, I noticed that the sources cited by educational developers in the US mostly are from North America. In one session I commented on this and highlighted some benefits of introducing international literature to the participants in higher education

courses and workshops. In Sweden we do this to show that the questions addressed are global, not local. The status of pedagogical training might increase if the participants realise that higher education pedagogy is an international discipline, just like the areas where they do their research in.

What's in a word. I've had interesting conversations with colleagues at UCAT regarding some terms and concepts that we often use in Higher Education, such as "diversity", "access" "equality" and "internationalization". There is a slight difference in what these words represent in the US context and in Sweden. And consequently, there is a slight difference in how we as educational developers design our resources and what kind of support we offer for those who are teaching. I discovered one term that I will bring home, that is "inclusive teaching". This concept describes a range of teaching approaches that address the diverse needs and backgrounds of all students. Rather than focusing on "equality", "diversity" or "access" as separate things, the aim is to create learning environments where all students feel valued and where all students have equal access to learn.
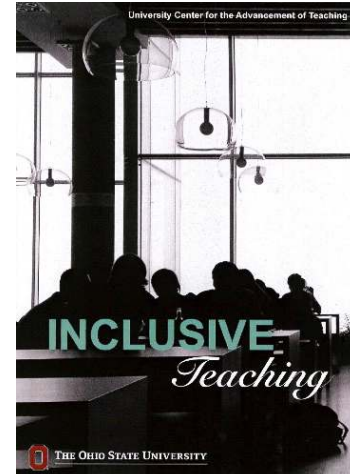
It was an interesting experience to be *"the international person"*. To know your work, but not in this context, to be an expert but at the same time a novice. To know the language, but not at the level needed. The most important thing that helped me overcome these hurdles was that I was treated as a peer and a colleague by the people at UCAT. I was invited to observe, ask questions and provide input. This helped both me and my colleagues to find common ground and see what we could learn from each other. I also realized that my experience as "*the international person*" differed from others' experiences. Who is considered "foreign" or "different" depends on many aspects. My background was often commented on in a positive way since many Americans have a Scandinavian ancestry. So, being a white woman from Scandinavia was a bonus, even though I was a minority at OSU. When I attended seminars at the Office of International Affairs (OIA) I learned that the university had a definition of who is considered "international". To belong to this group, you need to be temporarily in the US on a student or visiting scholar visa. My impression after meeting both students and faculty during the autumn was that there are a lot of international students, visiting scholars and tenured faculty at OSU. But, the OIA definition excludes faculty and students who have an international background but are residents in the US. The activities offered by the OIA are geared towards the group that fits their definition, and within this group the vast majority comes from Asia. In the seminars I met and talked to other international scholars and realized that we often had similar impressions from being a visitor in the US, but of course, our experiences differed sometime.

From an UCAT perspective, "internationalization" is approached in three ways:

1. (how to) teach international students,
2. being an international teacher and
3. internationalizing the curriculum.

I found it helpful to think about internationalization in these categories, as they address different challenges and thus require different approaches for support. During the semester I visited UCAT, they had very few activities in this area. But, on the UCAT website there are open resources linked to each category. These are some that I found to be useful as an international teacher: "US Classroom Culture in Higher Education" and "What Instructors Can Do to Facilitate Adjustment to a Different Educational Culture".

Hierarchies and interpersonal relations. The last reflection on similarities and differences concern how teachers and students approach each other and behave in the classrooms. Even though I did not teach undergraduate students myself, I observed several classes. What struck me was the power relationships that were more pronounced at OSU than at Umeå University. The professors or instructors were addressed by their last name, and there were rarely questions or comments from the students that challenged the professor's view of the subject. Even if the students had complaints about the course or the instructor (which I found out during the SGIDs) these were rarely expressed this in front of the professor. I experienced this myself when I was facilitating the Course Design Institute and Teaching Portfolio workshop, as well as in consultations. For me, this level of respect was new and quite pleasant. I don't know if this is something specific for OSU or is valid for all higher education institutions in the US. As a teacher and educational developer at Umeå University, I often have discussions with participants in my courses regarding aspects of the content that we see differently or disagree upon. Even though I am an expert in my field, my expertise is constantly challenged, in a constructive way. This happens also in the classrooms with students and is actually encouraged. This is a way of practicing critical thinking and it's not a sign of disrespect but can be perceived so for someone not used to it.

6. Important Lessons

The time at OSU has taught me many lessons, both personal and related to my work. Many of these have been mentioned already in my text. Here are some aspects that I choose to highlight because they can be important for future STINT scholars and also for our unit if we will host international scholars some day.

Find out as much as you can about the host department and think about *what you want to accomplish, learn or experience* during the sabbatical. Also think about how you can contribute to the host department. Articulate this to yourself and to your host. The "wish list" that I shared during the spring visit guided my activities during the autumn. One wish was to be part of many different activities during the semester, and I did. But I also had time to reflect on the experiences and learn from the inside how higher education and educational development in the US works. This balance was important for me in order to fully appreciate the new environment and learn as much as possible.

As an international visitor, it is important to have *access to contact persons* to turn to. There will be forms to fill out and people to meet in order to obtain a University-ID, specific resources to learn about, places to know, routines to follow, etc. I had very good support from my host unit and got all the help I needed. Still, it took a lot of time to set up and to get access to all the resources needed to do my work at UCAT.

Also on the private side, it took time to set up practical things like cell phone accounts, how to pay the rent, finding good supermarkets, get around, etc. We are happy we rented a fully furnished apartment with all services (power, water, internet, garbage pick-up) included, this made the start-up process quite smooth.

Be open to new perspectives. It was very interesting to experience and learn how educational development is practiced at OSU. As I've mentioned several times in this text, we do similar things but in slightly different ways. Despite my interest it was sometimes hard to step out of my comfort zone and to broaden my perspectives. It's easy to fall back on what's familiar and what has worked before, and to hold that as the "norm". This is probably what many participants in our workshops and courses experience too. I feel that I have grown as a person from this experience, and I appreciate the importance of the local context in determining which teaching strategies, or pedagogical approaches, will be successful. What works in Sweden might not work in the US, and vice versa.

I took one advice from former STINT fellows that I wish to emphasize – to focus on the sabbatical and *to take a break from the usual work* in Sweden. For me, this was a relief and gave me time to really immerse in the new environment. Of course, there were emails or minor things I needed to take care of during the sabbatical, but I allowed myself to take a break from the "things-I-should have-done-list" that's always in the background. Now, when I look back, I'm actually surprised at how much I have managed to learn in five months, without feeling stressed. It makes me reflect on our usual working environments in academia, where we do too many things at the same time, without time to focus.

We were two STINT scholars at OSU at the same time, but in different parts of the university. It was interesting to compare experiences, encourage each other and to *learn about a different environment than the one I was in*. It definitely added to my overall learning experience, as did the activities offered by the Office of International Affairs and the half-time meeting in Austin, TX, with the other US-based STINT scholars.

7. Action Plan

There are many things I bring with me to Umeå University and UPL and would like to implement in various ways. On a theoretical level, I bring back a deeper understanding of cognitive processes of learning and a broader understanding of internationalization and inclusive teaching. This will have an impact on our courses, consultations and collaborations and hopefully also inspire colleagues near and far. On a practical level, I have gained experience from using many new tools, resources and pedagogical methods that can be implemented in various ways in our courses and consultations.

My action plan looks like this:

- Share my overall experiences from the Teaching Sabbatical with colleagues at UPL, Umeå University and other Swedish universities to inspire more scholars to apply. Several seminars are already scheduled as well as participation in a presentation at the annual conference for the Swedish network for educational developers (Swednet).

- Present the new methods and theories I have experienced to my colleagues at UPL and other educational development units in Sweden. Discuss if and how these can be used in our own courses and for supporting departments in developing their curricula. I'm thinking specifically about the Backwards Design process, the SGID method, classroom observations and UCATs model for curriculum development. Two workshops are scheduled so far, one at Umeå University and one at Uppsala University.

- Continue to develop my theoretical knowledge related to cognitive learning processes. Integrate this knowledge (and possibly some of the methods mentioned above) in the course development process at UPL as well as in our courses and consultations. This work has already begun.

- Introduce the term "inclusive teaching" in appropriate contexts. This term could also be useful in discussions on internationalization as well as social sustainability.

- Discuss new approaches to internationalization (inspired by UCAT's three areas), in dialogue with the International Office. Redesign the activities UPL offer to international scholars and teachers working in international classrooms.

- Share my experiences from being an international scholar with staff at the International Office at Umeå University. For instance, the scholar conversation hour, seminars and social activities.

- Introduce various ideas picked up at OSU or at the POD conference, such as book giveaways, reading circles, brochures for advertising, resources on the web, etc.

- I also plan to stay in touch with my colleagues as OSU and continue our mutual exchange of ideas and expertise.

8. Summary and Conclusions

In summary, I've had an exciting semester with lots of new impressions. The colleagues at my host unit were very welcoming and included me in everything from group meetings to hands-on teaching. Thanks to them, I really experienced what it was like to be an educational developer at Ohio State University. It seems my visit also enriched them, which I was very happy to hear.

Perhaps it's too soon to tell, but I think this experience has changed the way I see my work as an educational developer. I have a broader perspective, more tools and a deeper understanding of the complexities of our work. This will have positive effects not only for me but also my unit (UPL), my university and possibly other universities as well. In the end this will benefit a wide range of students since our unit meet teachers from different disciplines and departments at our courses and consultations.

Finally, I would like to recommend a book that I read during the sabbatical, it's called *"Teaching interculturally, a framework for integrating disciplinary knowledge and intercultural development"* (Lee, Poch, O'Brien and Solheim, 2017). It addresses the challenges and possibilities of teaching in a culturally diverse setting, and how to mould the diversity of experiences into learning opportunities. It was highly relevant for me when teaching in the US, and I think it will be useful also in a Swedish setting.

Downtown Columbus, Scioto River

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