

There Is More Than the Swedish System.

Liza Groenendijk (Netherlands)

Key words: Curricula; Education; Land management; teacher learning; interaction student - teacher

SUMMARY

What makes that academic lecturers engage in knowledge sharing and disciplinary knowledge development with their students? In order to find an answer to this question a field study was conducted in May 2013 concerning the International Master of Science Program in Land Management at the Royal Institute of Technology (KTH) in Stockholm, Sweden. The aim of the field study at KTH was to obtain a first set of theoretical themes and concepts about academic lecturers' disciplinary knowledge development in the land management domain through the interaction with their students. Some major steps in the learning process of the lecturing staff from KTH, involved in the international Land Management program, kept coming out in the data. Each of these steps relate to different dimensions of learning and knowledge development of the lecturing staff. This pattern of related steps, labelled learning process, will be discussed and presented first. This will be followed by the analysis of the learning and the knowledge developed by the lecturing staff in interaction with their students. The data showed a different level of exactness and generalisation, and ranging from awareness being raised towards very concrete knowledge development in the academic domain of the lecturing staff member. In addition the data brought about other dimensions of learning, those related to metacognitive skills and/or reflective skills.