Final Report
STINT Teaching Sabbatical
Fall 2024
Arizona State University

Ira A. Fulton Schools of Engineering
School of Computing and Augmented Intelligence

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Acknowledgments

I would like to start this report by thanking STINT for awarding me this scholarship and all the faculty members and staff at Arizona State University (ASU) and KTH Royal Institute of Technology who helped and supported me before and during my teaching sabbatical. Thank you very much for making my teaching sabbatical possible and successful! I also want to give a special thank you to the teaching team of CSE110/CSE205 at ASU, Ryan Meuth, Phillip Miller, Farideh Tadayon, Zahra Sadri Moshkenani, and Maryam Mohseni, for welcoming me to the team with open arms.

Introduction

A number of my close colleagues at KTH Royal Institute of Technology (KTH) have been fortunate to go on Teaching Sabbaticals, funded by STINT, to different universities over the last 18 years. Over the years I worked at KTH, I have heard them talk so fondly about their experiences and how their sabbaticals shaped their teaching practices in various ways. I always hoped this was something I would also be nominated for eventually, and I had lots of encouragement from my department in that process.

In December 2023, I was very happy to learn that I had been awarded the scholarship for a teaching sabbatical at Arizona State University (ASU) at Ira A. Fulton Schools of Engineering, School of Computing and Augmented Intelligence (SCAI), during the Fall semester of 2024.

Preparation and planning

As soon as I was given the contact information of my contact persons at ASU in January 2024, I emailed them to introduce myself and start planning for my planning visit and teaching sabbatical. The director of SCAI welcomed me and made me aware that SCAI had not received any STINT fellows before me, so they were as new to this process as I was. It took some additional emails back and forth to start mapping out the expectations and next steps. In this initial conversation, I was a little concerned about the lack of response from the other contact persons and that this program was unfamiliar to the School receiving me. It later turned out that I had not been given the contact information to the STINT Liaison at ASU. When we connected a couple of weeks into my teaching sabbatical, all the pieces fell into place. I think it was just some unfortunate miscommunication that prevented us from connecting during the planning stage.

Planning visit

By the end of February, we had sorted out some of the question marks, and I booked a trip to visit Tempe in March, as my teaching schedule at KTH allowed. I brought my partner for second opinions on housing and such matters.

My administrator/support contact person at SCAI kindly organized an itinerary for me and set up meetings for me to get to know my future colleagues and map out what courses I wanted to teach during my teaching sabbatical. I started my planning visit by having breakfast with SCAI's Director, who walked me through how the school is organized and what classes typically look like at ASU. I was also invited to attend a faculty meeting where the school's Director introduced me to everyone. I met with the Computer Science Program Chair and the Associate Director for Academic and Student Affairs. The Assistant Director also gave me a tour of the Brickyard Engineering Building (BYENG) and its lab facilities. I also met with my HR contact and finally met my future colleagues – the teaching team for the two courses, CSE110 and CSE205.

During this planning phase, I was also in contact with the International Students and Scholars Center (ISSC) at ASU, which has an invaluable handbook for J-1 scholars published on their website: https://issc.asu.edu/index.php/faculty-scholars/j-1-scholars The handbook contains almost all the information you need as a future J-1 scholar at ASU. While planning my trip, I also arranged to meet with ISSC to ask specific questions about the visa process since I had some additional questions about tourist visas versus J-2 visas in our special case (see Visa section for more detail). They were very helpful, and it was nice to be able to have this conversation face-to-face rather than through email.

During my meetings and interactions, everyone warned me about the hot weather in August. The Director said: "*We have two seasons here, heaven and hell. Now we are in heaven, but when you come in August, we will be in hell.*" So we were definitely warned about the warm weather.

Housing arrangements

When looking at hotels for the planning trip, the hotels were very expensive due to the high seasonal demand and different events happening in Tempe at that time. Since I did not find something I really liked for that price, I started looking into renting an apartment for a week instead. I came across a lovely apartment building very close to BYENG where SCAI is located, so I decided to give it a go. I thought it would also be nice to get a taste of what living in Tempe would feel like during our planning visit. During my planning visit, there was also a housing market fair for the students, so we took advantage of that and went to see a representative from the university about on-campus housing. As a Visiting Scholar, I could have (based on demand) got guest housing through the university (a one-bedroom apartment in one of the student housing buildings); however, not for the entire stay as the students would have to move into the buildings first. The process to apply for that was relatively simple. You applied through their website, and a representative contacted me by email to discuss details and answer questions. Since the idea of moving and staying somewhere else for the first month was not too appealing, we also looked for other alternatives. It was a little bit tricky to find apartments that were available for short-term rent (5 months, most would only rent for a year) and furnished (most apartments were rented out unfurnished). When we went looking for housing and investigated options online and by walking around in Tempe, we always came back to say, "but where we live now is better, because…". So I looked up long-stay options through the same site, and we found

that to be one of the most affordable apartments, given that it also came fully furnished with a fully stocked kitchen, with Wifi etc., and nice amenities like a pool, gym, parking garage in the building and a Whole Foods supermarket on the street level. We, therefore, ended up booking our entire stay there. When we arrived in August in the 47 C heat, it felt very nice to come back to a familiar place where we knew our way around and had nothing we needed to buy or move in immediately. We could just relax and start getting accustomed to the climate and the time zone. Personally, I was also super happy with living in a place that allowed me to walk to work and not rely on a car or public transport. We did rent different cars during our stay, but it was very nice not to be dependent on the car to get to work. While most people take their cars everywhere in Tempe/Phoenix, parking is not always easy around campus. You also do not like to take long walks in those high temperatures.

Visa

Already when I got the email with the happy news in December 2023, I started to worry a little about the visa process. Especially since I had prior experience applying for a J-1 visa (more than 10 years ago, when I was an exchange student) and knew how time-consuming that process was. Having this prior experience, I felt comfortable with this process's steps and was also prepared for it to require a lot of work and planning. What was different from when I was a student was that now I also had my partner join me. While we had been together for 14 years, we were, at this point in time, not legally married. From the visa regulations, it was very clear that only spouses (or children) would qualify for a J-2 visa, and the other option was to apply for a tourist visa. While a tourist visa would probably have worked out well for my partner, too, we had been talking about getting married anyway, so we also ended up planning for a wedding in the midst of all the preparations. It all worked out well, and we are both really happy with this decision.

The visa process began when I was on the planning trip. As mentioned, I then had the opportunity to meet with HR, who walked me through the process and could take all my information when I was there. I also booked a meeting with ISSC to ask additional questions about the timeline for the visa and get advice on whether my (then) future husband should apply for a tourist or J-2 visa. After weighing the pros and cons of different visa types, we decided to go with the J-2 visa since that would then allow us to go through the entire process together, and he would also be allowed to study and work (after obtaining a work permit), if he wanted to.

Even though I started this process as early as possible, ASU took several months to provide me with the DS2019 document needed to proceed with the visa application. I had to request an emergency appointment at the embassy to get an interview date before the semester started at ASU. That aside, the process was smoother than I anticipated, and we did have our visas ready to go when needed.

Planning to teach

Since the courses I was going to teach at ASU were already well established and had syllabi and material in place, my preparations before arriving at ASU mainly consisted of getting to know the courses and the material. As soon as I got access to my ASU account, I was also added to course material in Zybook, an online textbook that was used for all the labs, reading activities, and assignments in the course. This gave me the possibility to get a headstart and get accustomed to the courses a couple of weeks before arriving at ASU.

Arriving at ASU

After a long but smooth journey, we arrived in Tempe on the 8th of August. As mentioned, it was then 47 degrees C, and even if we had been warned about the heat, it was a little bit of a shock to experience such high temperatures. When arriving at ASU as a Visiting Scholar on a J-1 visa, you need to book an appointment with ISSC to check-in. I booked a time slot for this the day after our arrival, and it was all conducted on Zoom, but you had to upload some documents to their web portal before the meeting. It was all a smooth process, and they walked through the restrictions and responsibilities that come with this type of visa status; among other things, you and anyone traveling with you on a J-2 visa, have to have proof of insurance for your entire stay.

When arriving two weeks before the classes started, I initially had some trouble getting in contact with my faculty sponsor and my HR contact at the school. This was eventually sorted, and I assume they were not back from their vacation or busy with other preparations for the new semester when I arrived. But it was a little bit stressful for me, not getting any response on what I should do or how to get started. Even if I had already gotten access to the course material and felt prepared for my teaching, getting all my ducks in a row regarding the other arrangements took a while. I assumed most things had been decided and sorted during my planning trip, but getting assigned an office, getting a key to said office, and getting a laptop and access to all digital tools took some time, so I was glad to have arrived two weeks before classes started. Of course, I was not the only new employee but as a STINT fellow, I was also a special case since I was not on the payroll for ASU, so in some systems, I had to be added manually. It took some time for me to find the right person to get help with that, but overall, everyone at SCAI was super friendly and welcomed me.

Tasks and responsibilities

My primary duties during my teaching sabbatical have been to work as an instructor on the two courses CSE110 Principles of Programming and CSE205 Object-oriented Programming and Data Structures. These courses were taught by a teaching team, consisting of five instructors plus myself. These courses were both given in a fully online format, and a hybrid format, and as an instructor, you worked as a resource for all students, not just the ones in your sections. In total, we had about 4000 students enrolled across all sections of these two courses. I taught two sections of CSE110 (Thursdays 9:00 am - 10:15 am and Thursdays 12:00 pm - 1:15 pm, about

70 students in each) and one section of CSE205 (Fridays 8:00 am - 9:40 am, because of the early time I only had 30 students enrolled in this session although the cap was around 90). These sessions were all conducted on campus in a learning lab classroom, a classroom with computers for the students to use. Each lab had a specific assignment that students, with my guidance and help from the teaching assistants, should work on during the session to submit a finished program.

My teaching responsibilities also included holding office hours for 4 hours/week and answering questions through email and discussion forums. I chose to conduct my office hours online, since both courses were in both online and hybrid format (with lab sessions on campus), and I wanted to allow as many students as possible to attend my sessions. From time to time, some students requested to meet in person, but since I always used Zoom from the office, it was not a problem to accommodate these students. We also took turns conducting a "community day", weekly session in the CSE110 class. It was a fully online session where we answered students' questions and tried to address the topics students struggled with that week. In addition, all instructors and teaching assistants helped by answering questions on the course discussion forums. We also got some more personal questions through Canvas or emails, for instance, from students asking about extensions or asking to reschedule an exam due to sickness or personal reasons. In both of these courses, all the assignments were graded automatically, so very little of our time was spent on grading.

The teaching team also had weekly check-in meetings on Zoom on Tuesdays and a more informal Friday meet-up. We also had weekly meetings with all the teaching assistants who worked in these courses on Zoom on Fridays.

Activities during the Teaching Sabbatical

Apart from my teaching duties, described in the previous section, as a Visiting Scholar, I was also invited to participate in the faculty meetings. At the beginning of the semester, there was a full-day faculty retreat, and there were two faculty meetings later during the semester. The faculty retreat was a great way of meeting and getting to know both SCAI and all my new colleagues. I was not alone in being new to ASU and we talked through mandatory training for all teaching faculty, different regulations, and student enrollment, as well as discussed questions such as how to better conduct course evaluations. I also got to talk to HR about accessing all the systems and sorting out practicalities like office space and borrowing a laptop. During the faculty meetings, different current issues were brought up. Even if everything was not relevant to my role, I found it very helpful to learn and understand how SCAI and ASU were organized and run. During the semester, there was also a coffee mingle and end-of-semester celebration organized, which I attended. I appreciated being invited to these events and enjoyed mingling and getting to know my colleagues better.

Being part of the teaching team was a new experience for me, and for me, this meant that all the material for the courses I taught was already in place when I arrived. I did not have to develop any new assignments or set up the Canvas room (the learning management system

used), but I did have to prepare my slides and work my way through all the material to be able to teach it successfully. To my help, I also had access to teaching guides as well as old slides that my colleagues used the previous semester. It was all very well-planned and streamlined.

Explorations outside the classroom

ASU is a very big university that offers many interdisciplinary collaboration opportunities. For myself, who has done my research in the field of computer science education, I was also very welcomed by the [Learning and Teaching Hub](#). I attended some workshops/training sessions offered by them to new employees. I felt very welcomed, and it was nice to experience these professional development activities when I was new to ASU. After the first training session, I also reached out to them to ask if there was anything I could help out with or contribute to during my time at ASU. I was invited to a meeting that one of my colleagues in the teaching team for CSE110/CSE205 helped organize. I was then asked to write a "quick reference guide" about teaching assistants (something I have researched), a piece that is now published on their website. I was also put in touch with a faculty member organizing training for teaching assistants (like I do at KTH), and it was fun to discuss and compare our training and learn from each other. I was also asked to help review material for future training for teaching assistants they plan to develop during the spring semester. We had a start-up meeting about this initiative during my time at ASU, but this will also be one way to keep in touch with ASU when returning to KTH.

During my time at ASU, I also attended two internal conferences. One was a fully online conference open to anyone at ASU, the "ASU Professional Development Conference", where I attended sessions about work-life balance, managing difficult people, and improving sleep. The second conference I attended was the "Inclusion Summit," where I met students and researchers doing work related to inclusion in education. This conference was an in-person event with interactive sessions and presentations. Both conferences were very nice to attend, and I felt I could also contribute my Swedish/European perspective to the discussions.

I also attended some sessions/activities hosted by the ISSC. One was explicitly directed to new Visiting Scholars at ASU and gave an introduction to life at ASU and in Arizona (my husband also attended this session). I also participated in a session hosted at the library about their resources and activities for students and faculty. These activities were very helpful in getting to know ASU and great for getting questions answered.

Important lessons

The main thing I learned and was very impressed with at ASU was how the teaching team worked together. Sharing resources, material, and knowledge and supporting each other - all to try to ensure that all students, regardless of which modality they took the course in and who their sections' instructors were, had a similar and well-structured learning experience. They had access to the same resources and support throughout the courses and were assessed using the same metrics. Having a schedule where the in-person sessions are spread out throughout

the week, and the same every week, also allowed faculty members to substitute in case of illness or emergencies. It was also easy for me to sit in on someone else's session, get inspired, and provide feedback. For me, it was a new experience to work this way together, and I enjoyed it very much. To have a shared responsibility for the courses. Especially as a new member of the team, it was also very valuable to be able to ask for support or get help from my colleagues when needed. I initially thought I might feel a little restricted since I usually have to prepare and develop everything myself for my classes. However, I felt this was also giving me confidence in knowing that students in my sections would learn the same things as the students in the other sections. I also had the pedagogical freedom to develop my slides and choose how to teach the material, provided that I stuck to the goal/objective of the session. For instance, I incorporated formative questions throughout my sessions, which worked well. Overall, I really liked this approach to teaching as part of a team, and in my experience, it created a good learning environment for the students and a good workplace environment for us teachers.

Another thing I had not done previously was teaching in a large computer lab rather than in a large lecture hall (at KTH, we have separate lab sessions where students work on assignments). During my sessions at ASU, all students always had their computers (either using one of the desktops in the room or bringing their devices). This, together with the setup of the courses, put great emphasis on the students coding along with me and solving a specific assignment together. What was also new to me was having help from undergraduate and graduate teaching assistants during these sessions –never being alone in the classroom with the students. This enables a more interactive approach since the teaching assistant can also help students individually while I explain or show something to the whole class. Having this extra support from the teaching assistants during all the sessions felt very luxurious.

All my sessions were also recorded through Zoom, and the recordings were shared with the students after each session. This allowed the students to go back and review, or if I was going too fast for them to keep up, they could catch up and complete the lab assignment at their own pace after the session. As a teacher, I previously never felt totally comfortable being recorded like that, but it was also a great learning experience for me. It took away some pressure not to have a camera recording of the session (both for me and the students), but only record audio and screen share. I could rewatch the tapes and pick up things I wanted to improve or do differently in the next session. As a non-native English speaker, listening to myself teach in English also helped me improve my English.

Comparison between the host and the home institutions (in Sweden)

Similarities

KTH and ASU have many students enrolled in introductory programming courses. Therefore, the challenges that come with organizing large classes are similar, especially if we compare the

on-campus/hybrid version of CSE110 to the same type of courses offered at KTH. Large class sizes and managing teaching assistants while also trying to achieve consistency and fairness are challenges that I very well recognize from both contexts. I would also say that at both universities, employing teaching assistants to help out with the courses is a well-implemented way of managing the large enrollment while still being able to offer students individual help and guidance.

The content covered in the first course, CSE110, is also very similar to what I teach my students at KTH, although the programming language differs (at ASU, CSE110 was taught using Java; at KTH, we use Python for all non-CS majors, which is the kind of course I usually teach). For instance, one of the assignments was almost identical but still context-dependent - in my Swedish context, the students were tasked with building a program that converts Celsius to Fahrenheit and, in the American context, Fahrenheit to Celcius.

Another thing that struck me as very similar was the faculty meetings. During these, very similar issues and challenges were raised, and the type of information points on the agenda looked very similar in both contexts.

Differences

ASU is a much larger university than KTH and offers many more programs in many more disciplines. One of the differences I noticed was the possibility of working on more interdisciplinary projects and sharing knowledge between subjects, departments, and schools. ASU also focuses on innovation, something you can see, for instance, through efforts to use virtual reality (VR) and new technologies and approaches in teaching, like artificial intelligence (AI) tools. We all got to try their Dreamscape Learn experience during the midterm meeting, which was hosted at ASU. Although we use some such tools at KTH, there is a difference in that ASU has made a central effort to develop AI and VR tools and make them available to faculty and students, and integrate them more in day-to-day work.

A difference to the organization was also that ASU had a teaching track/career track for teaching professors. Meaning that faculty could be employed in either a tenure track system or a teaching track system. The teaching track allowed teaching faculty to be promoted to associate or full professor in the teaching track, where the promotion criteria are focused on pedagogy and successful teaching. KTH currently has no similar career path for lecturers; they cannot be promoted, and the tenure track system is the only career path you can take, with a significant focus on research contributions.

Another difference between KTH and ASU, when comparing the courses I taught, is that I found the ASU student body to be more diverse. ASU has many international students at the undergraduate level. My introductory courses at KTH are all in Swedish; they are not open to international students (undergraduate-level courses are typically offered in Swedish, and KTH mainly has international/exchange students enrolled at the graduate level). The possibility to enroll in fully online sections of the courses without synchronous meetings also made it possible

for students with other commitments to enroll in that more flexible option. Tools for online proctoring exams were in place, and overall, more technical support was available. While I also teach a similar online course at KTH, that course is not directed to program students at KTH, and if you would like to study toward a degree at KTH, you would have to enroll in an educational program. The ASU students could more easily pick the preferred modality, making it more accessible.

I was also impressed by the resources available to students at ASU. They had a tutoring center open daily and many options for the students to attend office hours with professors and teaching assistants if they struggled or had any questions. At KTH, we do have some general tutoring in programming, but it is much more limited in availability. Some students had already studied at ASU or university level in high school and could then directly enroll in a more advanced course as a freshman (first-year student). ASU also has a higher acceptance rate, while many of the programs at KTH are highly competitive to be accepted to. Another factor is the tuition fee, which highly impacts ASU students, while education is free for EU citizens in Sweden. In general, students at ASU seemed to be much more aware and concerned about passing or completing the course with a particular grade, in fear of losing their scholarship (common for students to receive scholarships, but they often come with high demands on academic success) or having to go into more debt to retake the course. Students often emailed requesting extensions or asked to take make-up exams when sick or handling different emergencies. In the Swedish context, it is, of course, also common for students to ask for this, but typically, re-exams and make-up sessions are already scheduled and communicated to the students, and the financial strains are not as high when our students do not pay tuition. At KTH it is also much more common for students to retake courses.

Another difference that stood out to me was how the assessment was done in the courses. At ASU, everything was automatically graded and counted towards the student's overall grade according to a predetermined grading scheme. All the grading was done through Zybook (the online textbook the students had to buy) or Canvas. For instance, the midterm exam could be 20 % of students' grades, and lab participation was 10 %. At KTH, we instead have different parts that can be graded pass/fail or A-F, but we grade each part based on grading criteria and how well the students fulfilled the learning objectives. Although we do use Canvas (and other tools) for the automatic grading of some assignments, we do not count a percentage, and often, we also have some oral presentations of the assignments together with the automatic grading.

The organization at ASU, with a teaching team and teaching assistants available to answer questions from all students regardless of class section or modality, made sharing resources easier. I experienced that we worked together differently from how we do at KTH. AT KTH, our courses are often more in silos, where we have one responsible teacher and their team of teaching assistants on each of the sections/courses and little sharing of resources between courses, although being the same or very similar. I enjoyed the ASU way of sharing responsibility and resources and working together. I also liked that any improvements made, based on feedback from the students in their course evaluations or experiences from the teaching assistants or us teachers, led to improvements for all future students, not only for

students in one section of the course. The set-up also allowed us to substitute and help each other if someone felt ill or could not hold a session for a week. At KTH, it is very person-dependent, and if someone falls sick, it is challenging to substitute with short notice since the courses look different, and we are often scheduled to teach in another course at that time. Giving the same lab/lecture twice or three times during the same week requires less preparation than giving three different labs/lectures. This less person-dependent way of structuring the courses at ASU made the work environment very pleasant; always having someone to ask if you needed help took away a lot of pressure. I should, however, point out that having more informal meetings, like a spontaneous lunch or coffee with your colleagues at the office, was not as common at ASU. However, the teaching team I was part of had an informal meeting every Friday, and other instructors were invited to join and chat about our week, computer science, and teaching in general.

I enjoyed the focus on self-development for faculty and was given many opportunities during my stay at ASU. Of course, some such opportunities exist at KTH too, but they felt much more available to me at ASU. At ASU, my scheduled teaching sessions were much lighter than my regular teaching load at KTH. Also, only having two courses in parallel felt very luxurious to me, who often teaches 4 to 8 different courses over a semester at KTH. Being a Visiting Scholar, I did not have all the same responsibilities as my colleagues (such as serving on committees), but it did mean that I had much more time for preparation, coordination, and reporting than I was used to. It gave me more time to prepare my slides, reflect on how I wanted to teach the content and decide on the structure of each session. It also allowed me to visit and learn from my colleagues' sessions, which I enjoyed. I had a good work-life balance during my sabbatical - I always had tasks to complete and work on but did not feel too overwhelmed with work.

Recommendations

- Take advantage of having new colleagues! The teaching sabbatical is a great way to get to know new people and learn from their practice.
- Dare to try something new! Whatever context you get to be part of, dare to step out of your comfort zone and take advantage of the fact that things are different than what you are used to. Embrace the differences and take some time to reflect on your teaching practice.
- To make the most of your time at your host university, do not be afraid to reach out to new people, introduce yourself, and suggest a meeting to discuss something you have in common. I had many lovely interactions and found everyone friendly and open to new connections.
- Take every opportunity to participate in professional development activities. I thoroughly enjoyed all the activities and training sessions I attended.
- Finally, I recommend that anyone going to ASU take the opportunity to explore Arizona while on their teaching sabbatical. Arizona has such an amazing and unique nature. We could do so many lovely local things, including visiting the Grand Canyon, going stargazing, kayaking down the Salt River, going horseback riding through the desert,

watching a rodeo, watching the sunset/sunrise in the Sonoran desert, going to Sedona, visiting Page, walking through the Antelope Canyon, and going skiing in Arizona Snow Bowl. Do not forget about ASU events, like attending a football game and tailgate event or watching a Broadway musical at ASU Gammage. You can also get visitor passes from ASU's library for free entrance to many museums (including the Botanical Garden and Heard Museum). An easy way to find local events that worked well for us was to follow a few Arizona accounts on Instagram. If you are a Swedish-speaking woman, I highly recommend contacting the Swedish Women's Educational Association (SWEA) Phoenix branch. They were a super welcoming group, and I had so much fun hanging out with them during their events and helping out at their Swedish Christmas market.

Action plan: Topics to address and, if possible, introduce in Sweden

It takes a lot of courage to restructure and change the format of a course, to compromise and agree to the same reading material, assignments, and exam questions. We did try to start that process at KTH before I went on my teaching sabbatical on some parts of our courses, and compromising and agreeing to one way of doing everything has been the biggest challenge to overcome in adopting a similar practice at KTH. We have about the same number of students and faculty teaching the first introductory programming courses. Still, we often work in parallel, and the course experience is very different for the students, depending on which section/course they enroll in. The education in our courses at KTH is very person-dependent. However, we are multiple faculty members who have the same competence and the same (or almost the same) intended learning outcomes for our introductory computer science courses, so I see great potential in trying to reform this. Working in parallel and alone adds pressure and makes the education vulnerable to illness or other unforeseen events. I would like to work to create stronger collaboration between colleagues at KTH, build a better support system among colleagues, and better use our shared resources and competencies. I would like to implement the best parts of being in a teaching team, like I learned about and experienced at ASU. After my experience working as part of the teaching team, I think all universities that have multiple sections of the same course should work to implement a structure like this. I saw many benefits for both the students, who get similar experiences regardless of instructors, and for the teachers, who can get a better work environment and support from each other. I think a career track for faculty focused on teaching would also be good to implement at KTH, as an addition to the tenure track.

I would like to continue working with teaching assistants and training for them by also collaborating with my new ASU contacts on this topic. I hope to be able to keep in touch with my colleagues at ASU and collaborate on pedagogical and research projects.