

The Oslo Academy for Studies in International History (OAS-HIS)

1. Overview

The vision of the Oslo Academy for Studies in International History (OAS-HIS) is to overcome the divide separating humanities education from extra-mural working life. We want to create a fertile, research-based learning environment for students in international history who are willing to work harder in order to learn more. We envisage an oasis of learning where students and professors cross paths with employers and alumni, and where history teachers join forces with education researchers. Operatives from business, government, and NGOs will be brought into OAS-HIS to teach students workplace-relevant skills, and students will venture out to experience workplace practices first-hand. In this way students in international history will be better prepared for the world they encounter after graduation. Ultimately, we want to make OAS-HIS a model for the humanities and social sciences at universities both in Norway and abroad.

What 4

1 What do we want a Center of Excellence in Education for?

The 2017 Government White Paper on the humanities in Norway observes that there exists «a cultural divide between the humanities on the one hand and representatives of working life on the other, with low mutual interest for each other’s perspectives, competence, and opportunities.»¹ Though «both parties have a job to do,» the White Paper concludes that the initiative for improved ties must come from the humanities.² A CEE will give us the means to overcome the divide and improve ties, creating an education in international history more attuned to the demands of the workplace. We will use the Center to bring employers and alumni into the university to take part in teaching and program design, and to send students out to workplaces on internships integrated in study programs. We want to set up these activities within an environment designed with the aid of educationists, in order to make the Center a foundation of research-based knowledge of how *praxis* can enhance learning. We also want academics and operatives to meet at «hot spots»: workshops, seminars, and conferences to discuss critical topics of common interest, which eventually may form the basis of a life-long learning framework within international history.

2 What does society need historians for?

Historical knowledge and a historical approach are invaluable guides for decision makers and analysts. People—as individuals and as part of communities or organizations—act on the

basis of notions of past events. If we want to understand or influence people's actions, we must study their past. Historicity comes with the realization that an issue looks different depending on the angle from which it is perceived. This entails a need for trying to understand how different agents see matters differently. At a time of conflicting demands and worldviews, the need for people trained in multi-perspectivism becomes apparent. Besides, historians specialize in collating and critically analyzing huge amounts of text, distinguishing important from unimportant and facts from fabrications, and presenting their conclusions in readable prose. These are abilities in need as much today as ever. And yet historians, like other humanities graduates, struggle to market their competences and skills, which go unrecognized by employers. Graduates from programs in the humanities have lower employment rates, less full-time work, lower salaries, and less relevant jobs than other graduates.³

3 What do we single out international history for?

International history at the University of Oslo is an exceptionally propitious environment for students who want the aid of a historical perspective to comprehend the current state of international affairs with its multipolar world system, the rise of Asian states and Islamist terrorism, and the mix of interdependence and incompatible ideologies. Its home Department—of Archaeology, Conservation and History—is brimming with educational creativity, as witnessed by the 2017 establishment of the innovative master program Modern International and Transnational History (MITRA), and a bold 2019 revision of first-year bachelor courses in history earning the support of DIKU's Program for student-activating forms of learning.

4 What do we need the Academy model for?

We want to use OAS-HIS to give extra support to students who are willing to make an extra effort. That Norwegian humanities students have room for working harder is amply documented.⁴ We will apply the Academy model employed by successful sports clubs all over Europe, where young players are taught the «skills required to play at that club's level and style.»⁵ But we shall apply it the Norwegian, non-elitist way: motivation, not prior grades, will be the admission criterion at OAS-HIS. Motivated students in a learning environment that is inspiring, challenging, meaningful, and supportive welcome the opportunity to take on difficult tasks, set high goals, and work hard to learn more.⁶ These self-selected students will serve as a model for others via the cultural emulation effect analyzed by Norbert Elias.⁷ MITRA students will have Academy membership as default. Students from the bachelor

program International Studies (INTER), who are introduced to political science, history, economics, and law before majoring in one of these, are also invited. MITRA and INTER students guarantee a diverse and highly motivated student body. Other target groups are bachelor and master students from the History Program and other programs who attend courses in international history and who want to benefit from extra challenges by putting in extra work.

How 2

1 How to evaluate the impact of OAS-HIS?

In the long run, OAS-HIS is successful if historicist perspectives and insights from international history permeate society. Medium-term goals are less impossible to measure, namely international history graduates who are more adequately trained and better placed to get relevant jobs. In the short term, success means designing new, workplace-related learning activities, enhancing the competence of teachers, establishing and expanding a pool of partnerships with employers, creating a network of alumni who engage in Academy activities, and organizing hot spots with a view to developing such events into a framework for life-long learning.

2 How to spread the word and praxis of OAS-HIS?

The Oslo Academy should be envisaged as a test lab, in which ideas and practices of partnership between international history teachers and extra-mural employers and alumni can be tried out in a safe environment before successful and relevant elements are introduced to the rest of the history discipline as well as to similar humanities and social science disciplines. Few Academy activities are exclusive to international history, so the potential for sharing best practice is vast: via the Center's website, via journal articles, and via conferences etc. Nor are there compelling reasons why sharing should stop at national borders. The challenges—and the potential—of establishing robust partnerships with employers and alumni to improve the fit between university education and the practice awaiting humanities graduates in the workplace are similar across Scandinavia and much of Europe.

2. Documented quality in existing teaching and education

Input factors

With more than new 250 undergraduates and one hundred new master students each year, history is UiO's largest humanities discipline. International history has long been the **most popular subdiscipline**, making up of one-fourth of the student body. Since the 2003 Quality

Reform, international history courses have been attended by almost 2,500 students, including considerable numbers from programs such as International Studies, European Studies, Teacher Education, Political Science, and area studies. Courses—for second and third year bachelor students—range from the Holocaust ([HIS2319](#)) and international human rights ([HIS2361](#)) to 20th century great power conflicts ([HIS2371](#)), the Middle East conflict ([HIS2411](#)), and U.S. foreign relations ([HIS2424](#)).

As shown by the attached letters of reference,⁸ lists of recent publications in top international channels,⁹ and roster of doctoral candidates,¹⁰ one must travel far to find a milieu matching the **research strength** of international history at the University of Oslo. A decade of generational shift has combined with a conscious policy of recruiting top scholars irrespective of nationality to produce a faculty made up by five professors—including Norway’s first (2018) ERC Consolidator Grantee in history—and five associate professors from five nations. Consortium partners PRIO and the Nobel Institute contribute additional competence with two professors and two senior researchers.

Strength in research and teaching is paramount but must be complemented. For an age in which teaching is rapidly becoming digitalized, IAKH has two major assets: the **website** [norghistorie.no](#), winner of UiO’s Dissemination Prize 2016, and a **digital adviser** with expertise in web and social media content management. UiO consortium partner LINK brings competence in **education design and evaluation**; the Career Services bring competence in how students can raise their **career consciousness**, market their skills, and match their ambitions with the needs of the labor market. Among PRIO’s assets are a renowned **expert on academic writing** (Lynn Nygaard) and expert skills in organizing events such as hot spots. Nobel supplies a perfect venue for these, and a **library of world fame** with international historians for its impressive collections.

More than six hundred students on a history faculty of thirty yield a teacher/student ratio that demands careful **management of resources**, achieved by a tailor-made monitoring system for deployment of teaching hours. The ratio also demands **extraordinary creativity** to achieve the desired learning outcomes. IAKH has managed to establish a **culture for learning** that has produced results far in excess of what resources available for history education would indicate. Three recent examples:

- A complete makeover of first-year courses, commencing in fall 2019. Predominant is an attempt to renew lectures as well as exams by making the former vessels of **inquiry-based learning**, and by changing the latter from school exams at the end of the semester to portfolios which students work with through the entire course. Digitalization is critical both for the new lectures and the portfolio exams. The reform (verging on a revolution)

was awarded with support from DIKU's Program for student-activating forms of learning, earning top marks and the grade «Excellent» throughout.

- [HIS4015L](#) *Historie i praksis*, a new master course for Teacher Education students, offered for the first time in fall 2018 as a **tripartite cooperative venture** comprising the university, schools, and select museums in Oslo. Students in groups of three or four work with a museum to organize a visit by «their» class, prepare teaching material, and undertake the visit in cooperation with the regular school teacher.
- ***Modern International and Transnational History*** ([MITRA](#)), the first English history program in Norway, dating from 2017. A 30 ECTS master thesis frees time for an internship [semester abroad](#). Half of MITRA's admission quota of twenty students is reserved for international students. The program was nominated by UiO for DIKU's 2018 Quality in Education Award as an example of innovative program design. The DIKU jury hailed MITRA as representing «**pioneering work.**»

Process factors

History master students at UiO have long been **part of the research community**. Their theses are genuine works of primary research, and are treated as such by their supervisors and other faculty. They are often part of larger research projects, some are co-authoring papers with their supervisors, and several supervisors have successfully implemented group supervision as a complement to traditional one-on-one supervision. IAKH also strives to take other student groups seriously as historians:

- A major assignment in the new introductory course HIS1000, starting in fall 2019, is to research and write, in «street gangs» of five, the history of a street in Oslo. Articles that pass an arduous quality check will be published on the award-winning [norgeshistorie.no](#). In this way the new bachelor students learn to write for a digital medium and see that their work is treated as real historiography.
- The journal [Fortid](#) [Past], edited by students, carries peer reviewed articles by professors and students alike, and is an outlet for ambitious students to publish their bachelor theses, essays building on their master theses, etc. The department sponsors the journal and has recently facilitated its transfer to digital full open access, believing there is no better way to learn the historian's craft than through editorship as well as authorship.

Consistently high attendance indicates that students think they get value for their time at UiO's international history courses, but admission numbers are no proof of quality. **Student perspectives** are actively sought, through course evaluation surveys, roundtable discussions, and program council consideration of course evaluation reports. In the 2018–19 overhaul of not only first-year courses but also the master program in history, students were part of all working groups. Course content and design are changed in order to keep up with new research and increase learning. Regular-sized courses are taught as seminars with **student activity**, and even the biggest bachelor courses have seminars in addition to lectures.

Indicative of the quality of history education at UiO, and also of IAKH's work to consistently improve quality, is the verdict of the **external program evaluation** conducted in 2016 as part of the university's quality system. The panel observed that all available information showed teaching to be of **very high quality**, and commended the work to improve it further. In addition to continue the Sisyphean toil to increase the retention rate, they suggested increased weight on methods and to discontinue teaching Norwegian and world history separately. The 2019 reforms of the history program targets both of these points of criticism, in addition to transforming first-year courses in the direction of inquiry-based learning. A third area of improvement mentioned by the panel was the lack of workplace relevance—whence this application.

Outcome factors

The string of awards to IAKH in recent years testifies to a department of extraordinary vitality. The record includes UiO's education prize in 2014; the dissemination prize in 2015 and 2016; UiO's Student Parliament's Best Teacher award in 2018; and the ERC Consolidator Grant in 2018. The university's education prize, for the master course [HIS4050 Historieformidling](#) [dissemination of history], is particularly relevant, as indicative of the vibrant and creative learning environment in history. The course features both the publication of student essays in newspapers and student-made podcasts.

Until the creation of MITRA, almost all international history at master level in Oslo was part of the regular History Program. At bachelor level the History Program is predominating but you can also major in international history at the cross-disciplinary INTER. Both of these programs are hugely popular, and in particular INTER, with a limited quota of 80 students, admits only applicants with very high grades from high school. Retention rates are accordingly: history bachelor students' graduation propensity is below forty percent—better than the HF average—compared to INTER students' well above fifty percent. Graduation propensity is better still at history master, approaching 80 percent.¹¹ The first cohort of MITRA students have yet to graduate; the retention rate after one year, however, was a hard-to-beat 95 percent (18/19). As seen in the attached diagram, MITRA students excel when comparing ECTS productivity per year, too, with a staggering 62 credit points in the first semester of the program (fall 2017) and 59 in 2018, its first full year. (The norm for the ideal student is 60; UiO average was 43 in 2017 and 45 in 2018.) INTER students' 50 and 49 points are way above average for bachelor students, and well ahead of not only history bachelors' 40 and 43 but also history masters' 44 points.¹²

Retention rates and ECTS productivity are heavily dependent on factors exogenous to the learning environment. The above-mentioned external evaluation of the history program, basing its findings on all available reports—including course evaluations based on student surveys—and quantitative data from 2010 through 2015, concluded that the history program was qualitatively strong. This is in line with the Student Barometer survey, which—albeit on the basis of low response rates—show that students in history and other humanities programs are quite satisfied with the quality of their learning environment. They give consistently low marks, however, for workplace relevance.¹³

3. Center plan

OAS-HIS aspires to teach students to think as historians and apply such critical, multi-perspectival thinking at the workplace. In order for Academy students to learn this, full use will be made of findings from recent educational research. Teaching will be based on **active-learning principles**, creating meaningful learning situations in which what students learn is transferable and interlinked with the outside world. Learning activities will be developed in collaboration with alumni, employers and educationists, and Academy students will be trained in authentic problem solving closely linked to what awaits them after graduation. Such correlations fuel intrinsic motivation for acquiring more knowledge and taking full advantage of the opportunities given to them in the Academy.¹⁴ Students will get **formative feedback** and will be taught **metacognitive skills**, helping them to become self-regulated learners, able to use their knowledge and their insight in own skills in a flexible manner, adapting and evolving to meet new demands in a working life that is constantly evolving.

The potential synergies of cooperation between universities and employers are recognized by *political authorities* as well as business leaders.¹⁵ The Government White Paper on the workplace relevance of higher education, under development, says it should be a priority to strengthening the links between the labor market and fields of education where these links are weakest.¹⁶ Minister of Research and Higher Education Iselin Nybø has specifically mentioned history and other humanities disciplines as needing to build closer connections to the workplace.¹⁷

Establishing real, cooperative relations with employers requires time and effort. HF took an initial step by conducting a branch survey in 2016, interviewing employers in select parts of the labor market. Explorative talks with employers with an international profile in the process leading up to this application have brought firm commitments but also underlined the need to build relationships incrementally, taking the time necessary to identify points of

common interest. The mutual lack of interest, and in some quarters entrenched distrust, combine with somewhat **opaque gains** and the lack of a clearly defined labor market sector (other than schools) to make it harder for most humanities programs than for profession programs to create enthusiasm and commitment on the part of employers for cooperative ventures.¹⁸ Mutual interest and trust grow gradually, hence cooperative relationships with a plenitude of employers must be seen as a goal rather than a starting point for OAS-HIS.

Creating innovative activities through a series of meeting places

OAS-HIS can be envisaged as a series of meeting places in which different groups interact. The greatest potential for developing innovative and fruitful learning activities is to be found when students, academics, employers and alumni are brought together. At the core we will establish a **Learning Lab (WP1–3)** with the goal of exploring how these groups can form learning environments that intertwine theoretical knowledge and workplace-related practice training in a manner that benefits all. We want to use the Learning Lab to identify, develop and explore different ways of integrating practice training in humanities and social science programs by investigating four approaches:

- Create practice training in **full internship-semester** (25–30 ECTS) with international employers, building on the MITRA experience
- Explore and develop **less extensive forms of integrated internships and practice courses** of 10 ECTS with learning activities both on and off campus, such as HIS4015L described above
- Implement workplace-related **activities on campus** at both bachelor and master level, by bringing alumni and operatives into teaching activities as lecturers and seminar leaders, and by including them in course design
- Create workplace-related **casework courses with authentic problem solving assignments** in collaboration with operatives, alumni and students who have been on internships/practice training.

To create learning environments that will provide students with skills suited for an ever-evolving working life will be a core ambition at the Learning Lab, which will comprise historians, educationists and career specialists and select alumni, employers and operatives. Special attention will be given to identify skills that are sought after in workplaces and explore possibilities to train these in courses at the university. Lab resources will also be used to develop learning activities that improve students' metacognitive skills: the ability to transfer and adopt knowledge and methods from one context to another, to use IT-tools effectively and efficiently, and to lead and collaborate with other people through group work.

By basing the Learning Lab work on findings from education research,¹⁹ and by letting the outcome be subject to continuous evaluation and assessment, OAS-HIS aims to contribute to pathbreaking **development of research-based knowledge** on how students of a theoretical discipline such as history can learn via workplace-related activities, and how this knowledge can be applied in designing education programs that correspond to society's needs.

For OAS-HIS to succeed, the Learning Lab must be supplemented with other meeting places where scholars and students **interact with people outside academia (WP4–5)**. Humanities and social science disciplines in Norway have had scant success in establishing viable **alumni networks**. The OAS-HIS vision of a meeting place where alumni cross paths with current students and academic experts, provides a unique opportunity to explore how to build and sustain a vibrant and durable alumni network. We want to take on this challenge through exploring and fusing three approaches:

- Design and organize hot-spot events and campus activities involving alumni in a manner that maintains and strengthens the bonds between academia and alumni
- Consciously work to support the genesis of a strong notion of scholarly community and ethos among our current students: an identity that will last beyond graduation, bearing in mind that the students of today are alumni of tomorrow
- Investigate, with advice from User Experience (UX) designers at UiO's Center for Information Technology ([USIT](#)), how to make use of existing social media platforms and content-development and outlay-design on the OAS-HIS website in a manner that will drive and uphold alumni traffic to digital and physical meeting places alike.

The other meeting place for outreach is the **hot spots**. These are conferences, workshops and similar events where academic experts and extra-mural operatives meet to discuss burning topics in international affairs, such as the latest development in the Middle East conflict or U.S.–China trade negotiations, and to which alumni and Academy students have prioritized access. An example is the [Oslo Peace Days](#), organized for the first time in 2018 and due to be repeated annually as a joint venture of the University of Oslo, the Nobel Institute, the Nobel Peace Center, the City of Oslo, and PRIO in the week leading up to the Nobel Award Ceremony. To Academy students hot spots will have multiple functions and benefits. They will take active part in organizing them, getting valuable experience and contacts. In addition, for students to be brought into the realm of world-leading scholars and prominent operatives, and to witness up-front their discussions of topics highly relevant to key questions in international history, will accentuate the importance and relevance of the knowledge they are acquiring on campus, fueling their sense of purpose and intrinsic motivation for learning more. Another benefit of hot spots is their potential for being developed into elements of a framework for formal **life-long learning** (*Etter- og videreutdanning, EVU*). This is an area

that the humanities have had difficulties in getting a grip on. The hot spots, not least due to the opportunities presented by digital streaming, storing, and sharing of meetings, should be explored as a possible way into this field.

OAS-HIS is ideal for exploring digital alternatives to physical meetings. For an Academy of international history, in which many students (on exchange visits, internships, or working in foreign archives) as well as employers and alumni are located abroad, digital meeting places seem like a godsend. Digitalization also brings opportunities for constructing and activating networks that reach way beyond the realm of physical meetings, demonstrated in full by current social media platforms. At OAS-HIS we shall explore how to attune and apply technology to the specific needs of the center.

Evaluating impact

OAS-HIS is a success if it contributes significantly to overcoming the divide that currently separates international history at the university from extra-mural working life. The ultimate goal is to have historicist perspectives and historical, research-based knowledge permeate society. In the last generation or two, historians have yielded influence and positions in Norwegian society to lawyers and social scientists, not least in the area of foreign policy. To retrieve some of what has been lost, international historians must convince employers of their usefulness. To measure the impact of OAS-HIS in this respect we must **track the career paths** of Academy graduates. Since their employment history lies in the future, we shall in the short run have to concentrate on their success in landing **relevant jobs after graduation**. This demands a longitudinal study, for which the CEE framework of five/ten years is propitious. Short-term measures of the impact of OAS-HIS on extra-mural relations are the scope and intensity of **cooperation with employers**. Believing that to help history graduates establish contact with alumni is an indirect way of easing their ride into the labor market, the **creation of a robust alumni network** is another measure of impact.

Measuring **effects on students' learning** is facilitated by the way in which the Academy is designed. Since admission is voluntary, international history students outside the Academy will serve as a control group. The challenge is that although the two groups will probably be similar on most dimensions, the self-selection factor makes Academy students different on motivation, which is of major importance for learning. Students' learning will, on the summative side, be measured on academic grades, retention rates, and ECTS productivity. We shall also explore evaluation tools that seek to measure Academy students' formative learning

progress, i.e. development of metacognitive skills, self-assessment skills, motivation, and feeling of mastering.

Breaking down the divide between humanities education and working life is arduous and time-consuming. Hence the creation of OAS-HIS is dependent on considerable external funding such as a CEE, which frees working hours to devise new, workplace-related learning assignments and provide resources to invite employers to take part in teaching, to build an alumni network, and to organize hot spots. Without such funds, our oasis of learning will become a mirage. Most of these costs are for **construction** work, however. Once the links have been established, ties fastened and the web secured, **maintenance—and further development**—can be handled with existing resources.

Dissemination

Impact of a CEE has both an internal dimension—described above—and an external one, namely the degree to which the achievements of the Center are exportable. In the case of OAS-HIS success is dependent on the **transferability of the Academy model** outside international history. This model—creating a Learning Lab by having discipline specialists, educationists, career advisers, and employers and alumni join forces to provide extra challenges and extra support for students who are willing to make an extra effort; establishing an alumni network with the aid of current students (i.e., the alumni of tomorrow); bringing analysts and operatives together in hot spots organized with the assistance of students—need not remain exclusive to international history. When we learn what is working in OAS-HIS, **best practice** should be taken up by other parts of history, and then in other disciplines. With few adjustments the OAS-HIS model can be **applied within a host of humanities and social science programs**.

As with other Academy activities, dissemination (**WP6**) will take both **traditional** and **digital** forms. To the former belong **articles** in both disciplinary and educationist journals, as well as **conferences and meetings** of relevant disciplines and educationists and administrators to spread the gospel. Norwegian audiences should be targeted first, with the Universities Norway's strategic unit UHR-Humanities and its national expert bodies a point of departure. The next circle consists of the Scandinavian countries, followed by Europe. The attached letters of reference from professors Thorsten Borring Olesen of Aarhus and Odd Arne Westad of Harvard indicate that the export and cooperation potential of OAS-HIS is considerable and may even bring the Academy model across the Atlantic.²⁰

The OAS-HIS **website** will be a critical tool for dissemination of the Academy's goals, activities, and progress, as well as the Academy model itself. We shall take extra care in designing this site, making full use of the knowledge and advice of UX designers at USIT and IT pedagogues at LINK to devise a website—and web content—with specifically defined purposes and target groups. Parts of the site will be developed as knowledge banks with content directed to aid and inspire different target groups, such as digital learning elements for students, best practice examples for teachers and educational research methodology and results for educationists.

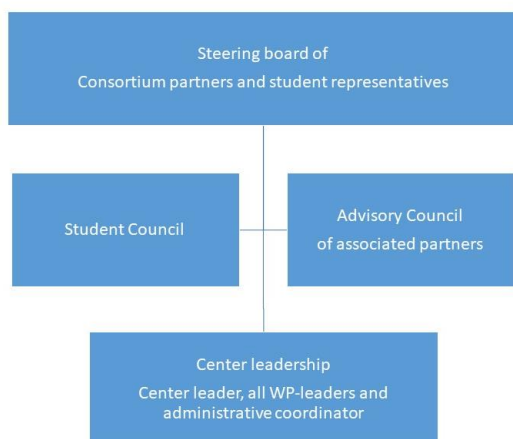
Organization

OAS-HIS will be **hosted** by UiO's Department of Archaeology, Conservation and History (IAKH) at the Faculty of Humanities. IAKH's Head of Department (through 2020) Professor Tor Egil Fjørland will serve as Director, ensuring departmental support for the Center and minimizing transaction costs during the set-up phase. A steering committee chaired by the Dean of Education at HF will comprise representatives from IAKH and each of the **consortium partners** (LINK, UiO's Career Services, the Nobel Institute, and PRIO), along with **student representatives**.

For OAS-HIS to succeed, **students must be fully involved**. They will have important roles in building the alumni network and organizing hot spots, and also in decision making at all levels. Student representatives in the Steering Committee will be elected for one year by a separate Student Board that is elected by a Student Council composed of all students admitted to the Academy.

OAS-HIS will also have **associated partners** representing business (NHO, Equinor, Telenor), government (Ministry of Defense), and NGOs (Redd Barna).²¹ Other associate partnerships will be added. Associated partners and **select alumni** will form an Advisory Council. Convening twice each year, the Council will discuss ideas for future hot spots. Associated partners will be invited to take part in international history courses as guest lecturers, and to suggest topics of interest to them for student work, especially for bachelor and master theses. They will offer internships at their offices abroad, and have a first choice of applicants. They will also have prioritized access to hot spots.

Work within OAS-HIS will be organized in six work packages.²² These and corresponding milestones are described in detail in the attachment.²³



¹ Kunnskapsdepartementet, «Humaniora i Norge», Meld. St. 25 (2016–2017), p. 95. Our translation.

² Ibid., p. 96.

³ Ibid., pp. 94–96.

⁴ Studiebarometeret, Tidsbruk pr program, https://rapport-dv.uhad.no/#/views/Studiebarometererdata_1/Tidsbrukprprogram?iid=1, accessed 27 April 2019.

⁵ https://en.m.wikipedia.org/wiki/Youth_system, accessed 26 April 2019.

⁶ J. D. Bransford, A. L. Brown, and R. R. Cocking, *How people learn: brain, mind, experience, and school* (Washington, DC: National Academies Press, 2000); National Academies of Sciences, Engineering, and Medicine, *How People Learn II: Learners, Contexts, and Cultures* (Washington, DC: National Academies Press 2018); , D. H. Schunk and B. J. Zimmerman, eds., *Motivation and self-regulated learning: Theory, research, and applications* (New York: Routledge 2012); R. K. Sawyer, ed., *The Cambridge handbook of the learning sciences* (Cambridge: Cambridge University Press 2005); S. Billett, ed., *Learning Through Practice* (Dordrecht: Springer Netherlands 2010); R. M. Ryan, and E. L. Deci, «Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,» *Contemporary Educational Psychology*, 25 (2000): 54-67; McCormick et. al., «Student Engagement: Bridging Research and Practice to Improve the Quality of Undergraduate Education,» in *Higher Education: Handbook of Theory and Research*, vol. 28, ed. Michael B. Paulsen (Dordrecht: Springer Netherlands 2013).

⁷ Norbert Elias, *The Civilizing Process* (Oxford: Blackwell 1994 [1939, 1968]).

⁸ See attached letter from TB Olesen and OA Westad

⁹ Attachment: List of PhD-graduates from IAKH 2009-2019

¹⁰ Attachment: Selected publications of OAS-HIS staff

¹¹ Tableau: GST1 Masterprogrammer HF, Tidsbruk 2008-2015.

¹² Tableau, GST5 Studiepoeng per student, [attachment 4-](#)

¹³ Studiebarometeret, Indekser pr program, <http://www.studiebarometeret.no/no/>, accessed 27 April 2019.

¹⁴ R. M. Ryan and E. L. Deci, «Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions,» *Contemporary Educational Psychology*, 25 (2000), pp. 54-67.

¹⁵ Kunnskapsdepartementet, «Kultur for kvalitet i høyere utdanning», Meld. St. 16 (2016–2017), p. 44; idem, «Humaniora i Norge», Meld. St. 25 (2016–2017), pp. 96, 100–102; «Ny undersøkelse: Mener nyutdannede ekskluderes fra arbeidsmarkedet», *E24* 23 Jan 2019, <https://e24.no/jobb/arbeidsliv/ny-undersokelse-mener-nyutdannede-ekskluderes-fra-arbeidsmarkedet/24545518>, accessed 14 March 2019; NIFU-rapport 2019:3 «Utdanning for arbeidslivet», <https://brage.bibsys.no/xmlui/handle/11250/2589732>, accessed 12 March 2019.

¹⁶ <https://www.regjeringen.no/no/aktuelt/om-arbeidsrelevansmeldingen/id2638895/>, accessed 11 April 2019.

¹⁷ <https://www.regjeringen.no/no/aktuelt/kontaktkonferansen-2019/id2625414/>, accessed 14 March 2019.

¹⁸ Knut Kjeldstadli, *Akademisk kapitalisme* (Oslo: Res Publica 2010).

¹⁹ See footnote 6; also Roar C. Pettersen, *Kvalitetslæring i høyere utdanning. Innføring i problem- og praksisbasert didaktikk* (Oslo: Universitetsforlaget 2005).

²⁰ See attached letter from TB Olesen and OA Westad

²¹ See letters of intent from associated partners

²² Overview of Work packages

²³ Milestones

Work packages

WP0: Educational leadership and project coordination

WP leader: Center Director, Professor Tor Egil Førland, IAKH

Aim 1: to foster educational leadership

Aim 2: to run the Center

WP1: A culture for learning

WP leader: Associate Professor Toufoul Abou-Hodeib, IAKH

Aim 1: to create a culture for the development for research based, student active, and workplace-related learning

Aim 2: to implement learning activities in accordance with the Academy philosophy

Aim 3: to integrate alumni and employers in the design and teaching of Academy activities

WP3: Learning design and evaluation

WP leader: Professor Bjørn Stensaker, Director of LINK

Aim 1: to advise and ascertain that all learning assignments within OAS-HIS are designed in accordance with current education research

Aim 2: to devise and implement ways to evaluate the learning outcome of Academy activities

Aim 3: to advise and assist in exploring the potential for developing hot spots into a framework for life-long learning

WP 3: Internships

WP leader: Associate Professor Daniel Maul, IAKH

Aim 1: to increase the pool of employers committed to welcome students on MITRA internships, and to establish a pool of employers committed to welcome students on shorter internships

Aim 2: to devise an internship model applicable to the 30 ECTS master thesis option in the History Program

Aim 3: to devise and implement, in cooperation with WP1, internships of shorter duration (10 ECTS) that can be integral parts of relevant study programs

WP4: Web of alumni and students

WP leader: Professor Hilde Henriksen Waage, IAKH

Aim 1: to research how to develop a design for an alumni network suitable to humanities and social science disciplines

Aim 2: to create an alumni network in international history

Aim 3: to employ, in cooperation with WPs 1 and 5, international-history alumni in teaching and hot spots

WP5: Hot spots

WP leader: Professor Olav Njølstad, Director of the Norwegian Nobel Institute

Aim 1: to organize conferences, seminars, and workshops under the «hot spot» brand

Aim 2: to develop a training program for student organizers making them able to plan and administrate the hot spots

Aim 3: to explore, in cooperation with WPs 1 and 3, the potential for developing hot spots into a framework for life-long learning

WP6: Dissemination and outreach

WP leader: Center Director, Professor Tor Egil Førland, IAKH

Aim 1: to devise a strategy for the dissemination of the Academy model: to the rest of the history discipline in Norway, to other Norwegian humanities and social science disciplines, to history and other disciplines in Scandinavia, and to Europe

Aim 2: to develop a website, in cooperation with USIT and LINK, designed to work as a tool for disseminating various parts of the Academy model to specific audiences

Aim 3: to spread the Academy model in accordance with the dissemination strategy.

