

# Malmö University Sweden



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## This is Malmö University

Founded in 1998 and has:

- 25 000 students per year (13 624 full-year students)
- 2 200 employees (1 659 FTEs)
- 514 teachers with a doctorate (590 per year)
- 264 doctoral students
- 110 professors (91 FTEs)

Around 100 programmes and 390 courses, 700 international scientific publications and two campuses.



A grid of 15 circular portrait photos of staff members, each with a red circular background. The photos are arranged in a roughly rectangular pattern, with some overlapping. Each photo is accompanied by text identifying the person's name and title. The text is in a black, sans-serif font, positioned either above or below the portrait. The portraits are set against a white background with a subtle drop shadow effect.

**Erik Pineiro**  
Program Director  
Senior Lecturer  
Department of  
Media Technology  
and Computer  
Science

**Elisabeth Carlson**  
PhD,  
Prof. Care  
Science

**Petri Gudmundsson**  
PhD,  
Assoc Prof.

**Maria Engberg**  
PhD, VIP-  
responsible

**Magnus Falk**  
PhD,  
Assoc  
Lecturer

**Karin Borgström**  
MSc  
Lecturer  
Biomed Sci

**Marie Väfors Fritz**  
PhD, Senior  
Lecturer  
Criminology

**Maria Stollenwerk**  
PhD,  
Senior  
Lecturer

**Martin Stigmar**  
PhD,  
Prof.  
Pedagogy

**Peter Hellman**  
PhD,  
Lecturer  
Care  
Science

# VIP at MALMÖ UNIVERSITY

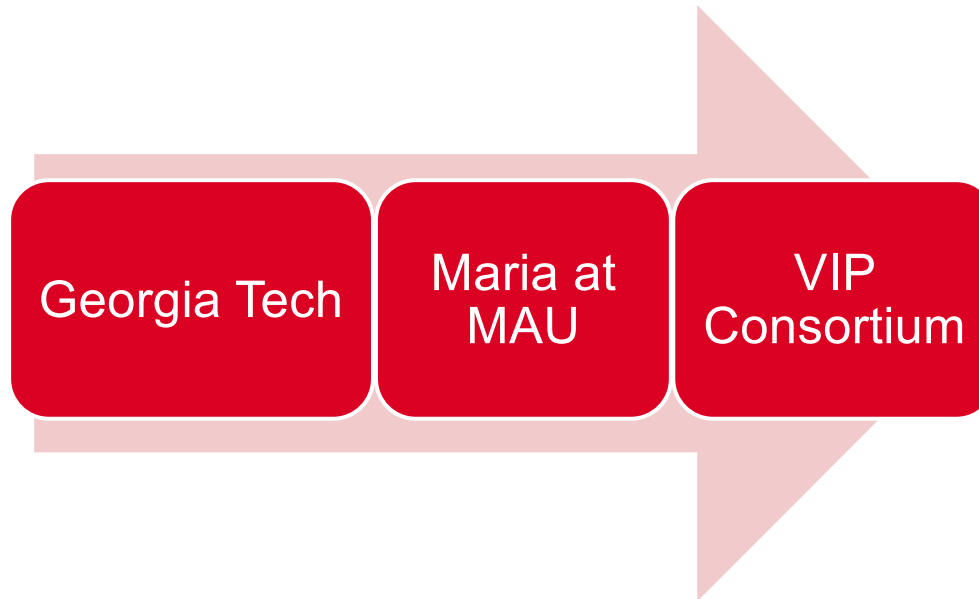


## Maria Engberg

Associate Professor in Media Technology.

Affiliate Researcher w. the Augmented Environments Lab at Georgia Tech.

Responsible for bringing the VIP program at Malmö University



Faculty of Health and Society (HS)

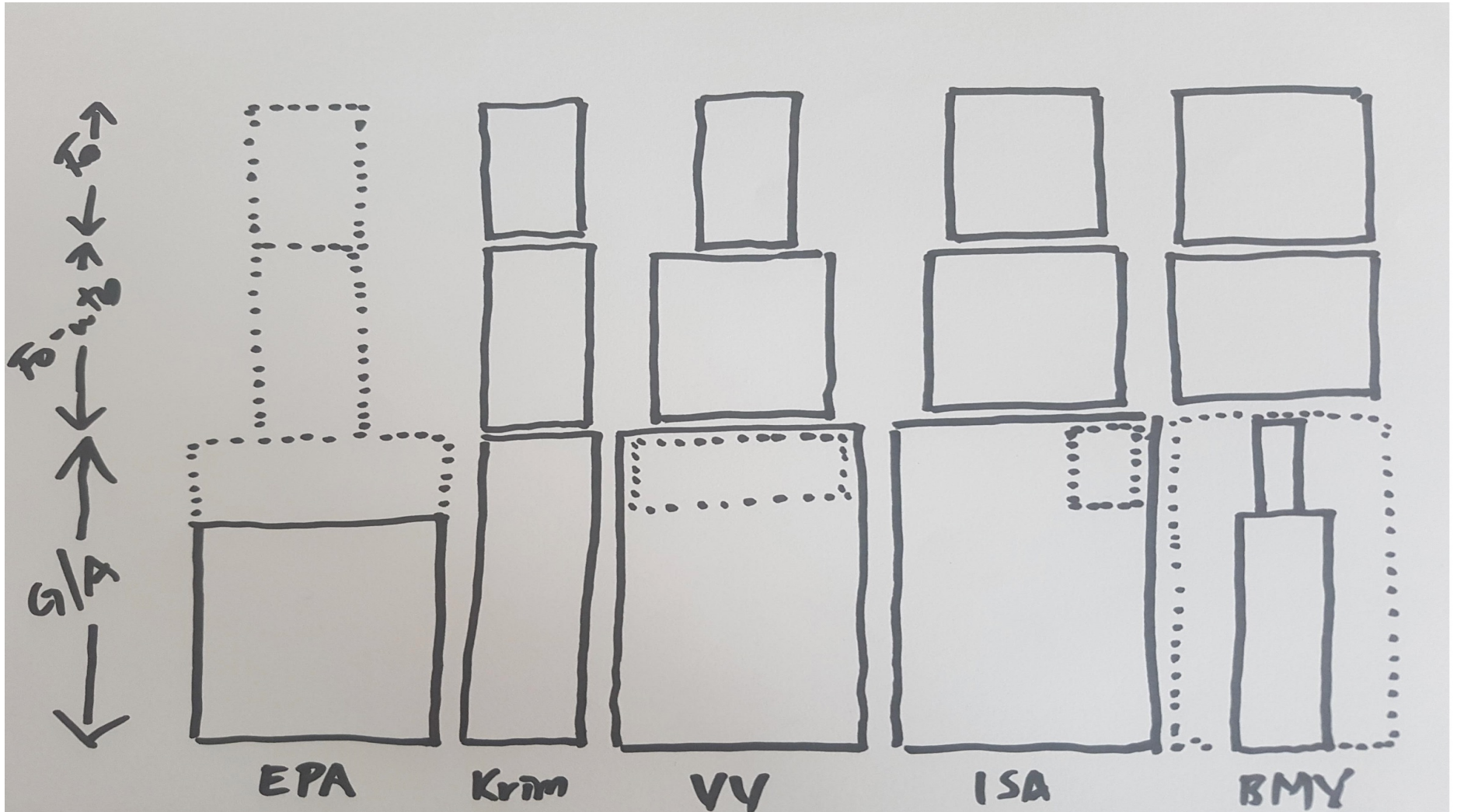


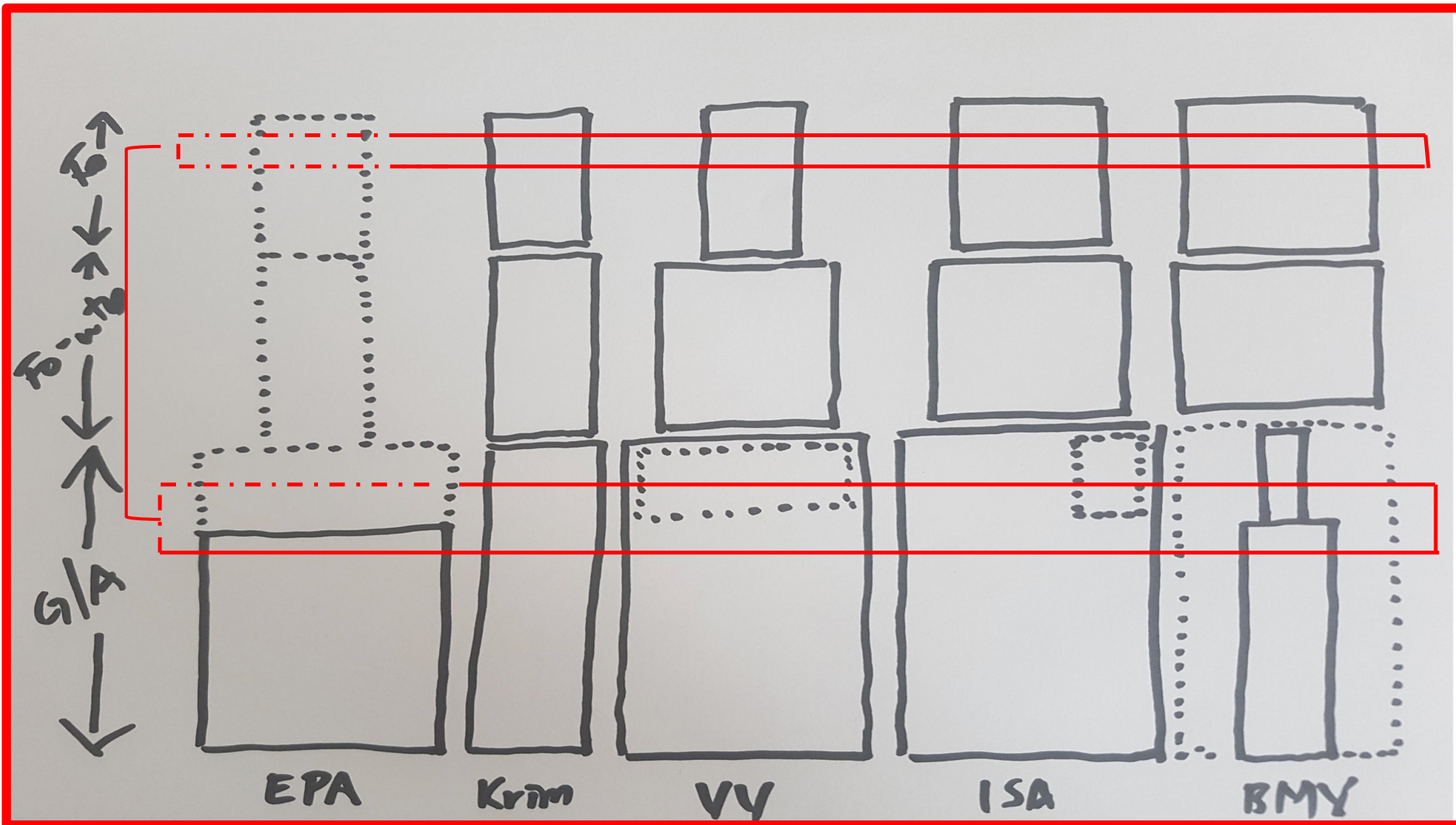
# Departments at the Faculty of Health and Society (HS)



- Biomedical Laboratory Science
- Care Science
- Social Work
- Criminology
- Unit for Police Work









## Who can apply?



Students at our faculty

- must have at least 60 credits in their field of study before joining VIP
- no lagging course credits
- signing documents of confidentiality and ethics
- agree to terms of being a VIP-student at HS (time investments at two levels)
- agree to take part of recruitment next semester

Extra Curricular Activity



(CREMe)

### Faculty Level

<b>Kickoff-Meeting</b> VIP-coordinators VIP-students PIs	<i>Diary</i> <b>Assignment 1</b> About the project and the team VIP-coordinators VIP-students	<b>Assignment 2</b> Journal Club VIP-coordinators VIP-students	<b>Assignment 3</b> Concluding reflections (pecha kucha) VIP-coordinators VIP-students PIs invited
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### Project Level

<b>Kickoff-Meeting</b> VIP-coordinators VIP-students PIs	Students works in projects full semester 2-4 h/week <b>Research Team Meetings &amp; 1-2 journal clubs</b>	Concluding celebration! VIP-coordinators VIP-students PIs invited
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# Communication & Coordination

VIP-Coordinators  
Petri, Karin, Peter,  
Marie, Maria

Vertically Integrated  
Projects (VIP)

The Vertically Integrated Projects (VIP) program unites undergraduate education and faculty research in a team-based context. As a VIP student you earn academic credits, while working in a VIP-team connected to a research

VIP Students

VIP  
Research Team





# - What's in it for the students?

## The experience

- Privileged, unique, and valuable
- Interprofessional experience
- Both generic and subject specific research knowledge

## CRéMe – Credits for Research Merits

- Valid in Ladok, Diploma Supplement
- Standing out 'on top' of your degree
- Building your CV

## The future ...

- Possible to continue in VIP subsequent semesters
- One foot in for student thesis work
- Do research in the future?
- Researchers get to witness your abilities...

Vertically Integrated  
Projects (VIP)

The Vertically Integrated Projects (VIP) program unites undergraduate education and faculty research in a team-based context. As a VIP student you receive academic credits, while working in a VIP-team connected to a research project.

## About Vertically Integrated Projects

VIP provide a multi-year, multidisciplinary approach to learning that is project-based, innovative, and research-active. It is an opportunity for you to practice professional skills while making real-world contributions in a research context. You will be working with researchers and students from all levels of study.



Recruiting research teams

Recruiting students

Application window

Sorting and ranking

Interviews with applicants  
(motivation and interest)

PI decides on final candidate(s)

## Vertically Integrated Project Application (template)

To be eligible you must have earned all credits/hp in your studies so far, when entering VIP.

First name: Klicka eller tryck här för att ange text.

Surname: Klicka eller tryck här för att ange text.

Educational Program/Course registered in currently: Klicka eller tryck här för att ange text.

What VIP project are you applying to become a part of: Klicka eller tryck här för att ange text.

Describe your research interest and motive for applying to this specific VIP project: Klicka eller tryck här för att ange text.

What are your goals and ambition in participating in this VIP project (how do you wish to grow from this experience): Klicka eller tryck här för att ange text.

In case your first choice is not met or available, are there any other VIP projects that you could consider? If so, name 1-2 of these: Klicka eller tryck här för att ange text.

Contact information:

E-mail: Klicka eller tryck här för att ange text.

Phone nr: Klicka eller tryck här för att ange text.

# VIP - Interviews at recruitment

## Student voices:

*Very interested in research and what is happening at the Department*

*Willing to put the effort needed to make this valuable for both themselves and the research team*

*Expressed gratitude for the opportunity to test if research is something for them*

## PI voices:

*Impressed by the student's motivation*

*Thoughtful and valid answers and comments from the students*

# VIP research projects HS – Biomedical Laboratory Science

FALL 2022

PI: Sergey Shleev

Sensing - design and test novel (bio)sensors (or validate commercially available devices) for biomedical applications

PI: Anna Gustafsson

Ex Vivo Skin Models - develop advanced ex vivo cell- and tissue-derived models for the investigation of healthy and disordered skin

PI: Sebastian Björklund

Broken Barriers – How to maintain skin health and avoid a defective barrier

PI: Tautgirdas Ruzgas

Clinical Applications - justify the choice of adequate skin typing system for improved communication between researchers working in molecular science and in clinical practice

SPRING 2023

PI: Sebastian Björklund

Beneficial effects of vitamins in skin - Towards next generation skin care and 3D skin models

FALL 2023

PI: Felix Roosen – Runge

Characterization of sustainable food proteins from yellow peas

PI: Yulia Sergeeva

Adaptable Surfaces for Ultrasensitive Pathogen Detection and Inhibition

*Ongoing discussions with several other projects*

# VIP research projects HS - Criminology

FALL 2022

PI: Marie Torstensson Levander

Malmö Individual and Neighbourhood Project (MINDS)

PI:s Sara Johndotter and Lotta Wendel

Societal measures to check for suspected female genital mutilation in Sweden: an analysis of proportionality in the authorities' handling of suspected cases

PI:s Marie Väfors Fritz, Ardavan Khoshnood and Zoran Vasiljevic

Evaluation of psychosocial- and crime preventative efforts at Hassela

PI: Mika Hagerlid

Improving hate crime screening, investigation and sentencing

SPRING 2023

PI: Kim Möller

Substances on the Gray Market

PI: Manne Gerell

Organized Criminal Groups: learnings from encrypted chats

FALL 2023

PI:s Anna-Karin Ivert och Klara Svalin

Attitudes to intimate partner violence against women

PI:s Anna-Karin Ivert och Karl Kronkvist

The role of the private sector and the civil society in crime prevention work -opportunities and challenges

PI:s Marie Väfors Fritz

Research Engaged Students for Pedagogical Advancement (RESPAvn)

# VIP research projects Care Science

**PI: Margareta Rämgård** – The Lindängen project participatory research - increasing health among foreign-born women

**PI: Therese Sterner** – Use of alternative tobacco products (mapping)

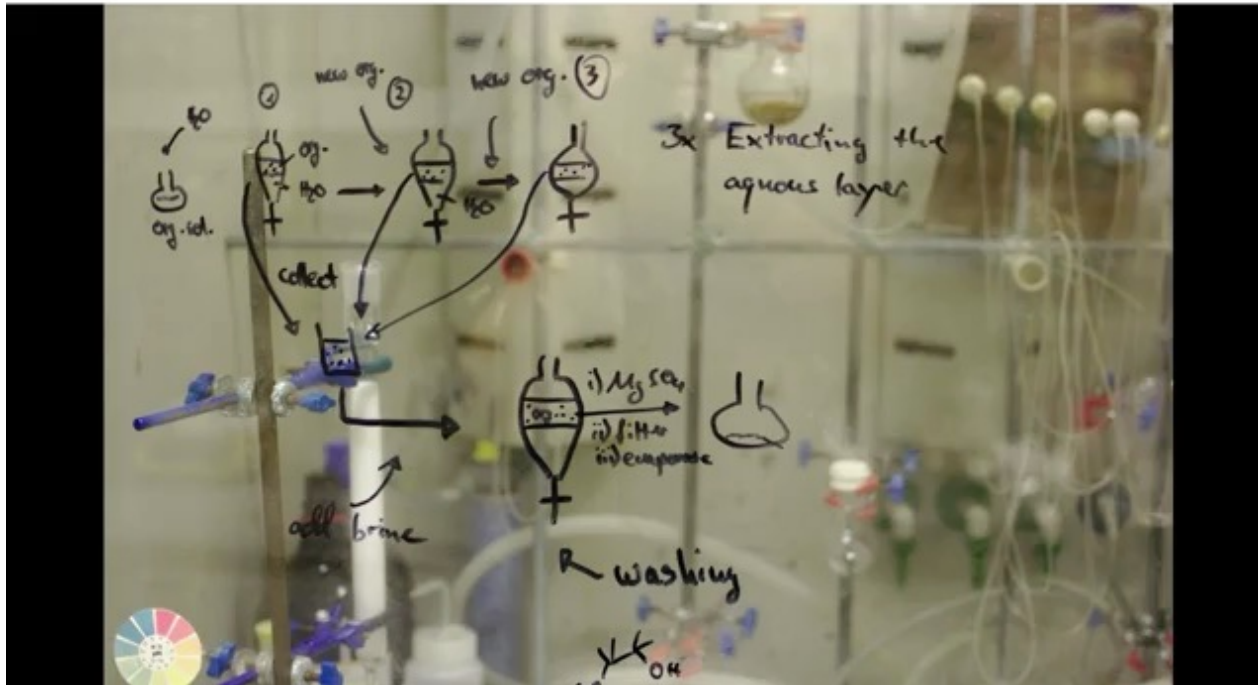
**PI: Mia Hyllén** - Life after PhD (what does a nurse work with after their PhD?)

**PI: Magdalena Annersten Gershter** – Clinical Applications Diabetic Feet

**Department of Social Work and Unit for Police Work**  
Interested in joining VIP. Ongoing dialogue.



# A VIP- student's experience



## **VIP** Half-time check-in with students

### ***Generally, how is it going?***

Good. Great. Awesome. Want to apply again if possible! Educational.

### ***In line with your expectations?***

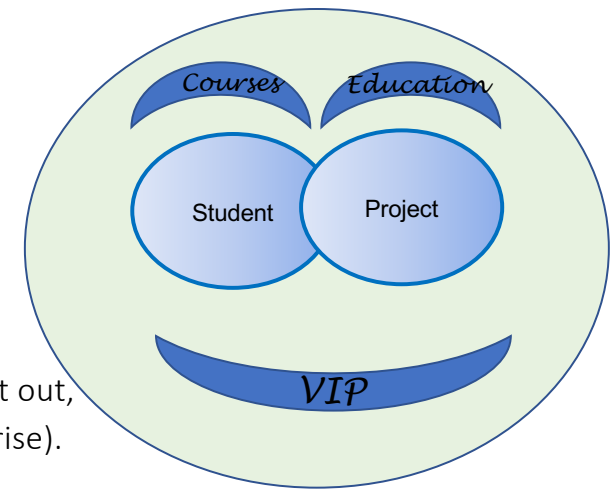
Yes. Better than my expectations. Did not know what to expect, just learn and try it out, and I have learned a lot! Thought I would observe more and do less (positive surprise). Thought research was different (insight).

### ***Dynamics between people in the team***

Good. Very good. Excellent teamwork with VIP-peer/peers. Nice to have someone to bounce ideas with. Generally, very supportive, engaged, inspiring, encouraging and communicative supervisors. Some students find the interaction with the PI a bit hard (hard to get a hold on, do not reply fast).

### ***Risks***

Most find it manageable, reasonable time with flexible PI:s and supervisors (PLANNING IS KEY)  
A few find it overwhelming, get mesmerized because it is fun and interesting: neglect ordinary studies, hard to say no to PI.s, parallel jobs...



# Aims & Evaluation



Aims: to develop a unique model which develops students' practical and theoretical experiences drawn from authentic research project.



Based on interprofessional team collaboration VIP can increase students' interest in research in the field of health and society, strengthened through collaboration with external actors in order to bridge organizational boundaries both inside and outside the university.



Students will acquire extended specific subject knowledge at the same time as their collaboration and generic research skills are developed through active participation in research. The project also constitutes an opportunity to gain insight into whether research can be a future career and can inspire topics for upcoming degree projects which can act as the key to the labor market. Also train the students in leadership as they can be mentors to future VIP students.

## Questionnaires (students)

### Team Effectiveness & Proximity

Beginning & End

### Experience of VIP

(Approved by R. Collins Uni of Strathclyde 2023-01-19)

Skills development  
Networking  
Overall

After the VIP-semester

## Interviews (students & PI's)

### Student focus groups

- 5-8 per group (mixed with regards to subject/department)
- Questions depending on answers from Questionnaires

### PI/Researchers group interviews

- 5-8 per group (mixed with regards to subject/department)
- Questions depending on answers from Questionnaires

## Other material

### Content Analysis

- Student Diary (every week)
- Check-ins (latter half)
- Final assignment (Pecha Kucha)

### Trends over semesters

Thank you for listening, questions?

## VIP Model

The Vertically Integrated Projects (VIP) Program is transforming higher education by engaging undergraduate and graduate students in long-term, large-scale, multidisciplinary project teams that are led by faculty. Students earn academic credits, while faculty and graduate students benefit from the design/discovery efforts of their teams. The VIP Consortium has identified the following essential elements of the VIP model.

1. Projects are embedded in faculty mentor's scholarship and exploration.

Yes

Full faculty engagement underlies the success of VIP. To sustain full engagement over many years, projects must be homed in the faculty mentor's area of interest.

2. Projects are long-term and large-scale, continuing for many years, even decades.	?
3. Program is curricular and all participating students are graded (A-F; not P/F or S/U).	No
4. Students can participate and earn credits toward their degrees for at least two years.	No
5. Learning outcomes focus on the development of both disciplinary and professional skills.	Yes
6. Multi-disciplinary teams are encouraged but not required.	Yes
7. Dedicated classroom and meeting spaces.	Yes
8. Faculty/student participation is based on mutual interest	Yes