

*EMPHASIS ON DEVELOPING AND UPGRADING
OF COMPETENCES FOR ACADEMIC TEACHING
KICK-OFF CONFERENCE,
ZAGREB SEPTEMBER 23, 2016*

***STRUCTURES AND ACTIVITIES TO
IMPROVE TEACHING AND LEARNING
EXAMPLES FROM MALMO UNIVERSITY,
SWEDEN***

Patricia Staaf,
Director, Centre for Teaching and Learning,
Malmö University

patricia.staaf@mah.se

SWEDISH HIGHER EDUCATION

- Integrated system for tertiary education (1977)
- No fees for EU-students
- Financial support for students (grants and loans)
- A cap on student numbers
- A national system for admission, limited possibilities for alternative access
- Most HEIs take part in the same registration system
- Course based system, students have a high freedom of choice
- The state funding promotes completion (40% when students complete courses)



HEI PEDAGOGY AT NATIONAL LEVEL

- Recommendations for a minimum of 10 weeks course of teaching and learning in higher education for employment as academic teachers formulated by The Association of Swedish Higher Education
- Regulated by law for a brief period but since 2011 it's up to each higher education institution
- The national Student Union is working to raise the status of teaching and the pedagogical competence among teachers



Malmö

MALMÖ UNIVERSITY

Founded in 1998

1 800 employees

Five multidisciplinary faculties:

Faculty of Culture and Society

Faculty of Education and Society

Faculty of Health and Society

Faculty of Odontology

Faculty of Technology and Society

Offers 100 programmes and 350 single courses. 20 programmes taught in English



skärpning man det e dags för dig att ta ditt ansvar
plocka upp telefonen ring ett fredssamtal



lyssna tänka tala lyssna tänka tala lyssna
tänka tala lyssna tänka tala lyssna tänka tala lyssna tänka tala



MALMÖ UNIVERSITY

- 24 400 students,
- Widening participation was a mission for the new university when established 1998
- 2/3 of Malmö University's students are female
- 1/3 of the students have a foreign background
- 2/3 of the students are first generation academics
- Core values: Diversity, Creativity, Quality & commitment to the community



STRATEGY 2020

Approved Feb 2013

5 university-wide strategies:

- Malmö University's education and research shall be profiled to meet the challenges faced by society.
- **Malmö University shall stimulate life-long learning and skills for action in an ever changing society.**
- Malmö University education and research shall be conducted in collaboration with other actors in order to identify relevant issues and contribute to sustainable solutions together.
- Malmö University shall work actively towards creating a value-driven and quality-driving culture.
- **Malmö University shall work actively with leadership and “employeeeship” as a prerequisite for the university's development.**

2. MALMÖ UNIVERSITY SHALL STIMULATE TO LIFE-LONG LEARNING AND SKILLS FOR ACTION IN AN EVER CHANGING SOCIETY

- Malmö University shall be a benchmark for how HEIs contribute to life-long learning and skills for action.
- Malmö University educational programmes shall be based on **student learning by using student-active forms of learning and knowledge development**, with the purpose of developing skills that are in demand in the global community.
- Malmö University **students shall be actively stimulated to develop an ability to identify, initiate and lead processes of change that meet the challenges faced by society.**
- Malmö University shall be at the **forefront by using information technology and the possibilities afforded by new media**, in order to create a more efficient learning process and a mutual exchange of knowledge.

How do we reach these goals?

QUALITY FRAMEWORK

- Education (ESG 1.2 ,1.3)
- Learning Environment (ESG 1.6)
- Teacher and employee qualification (ESG 1.5):
 - Teachers and other staff to support students' learning processes have the relevant competence
 - Teachers' scientific or artistic, and professional educational skills development is ensured
 - Teachers' and other employees' opportunities for skills development are guaranteed.

- **Employment regulations**

CENTRE FOR TEACHING AND LEARNING

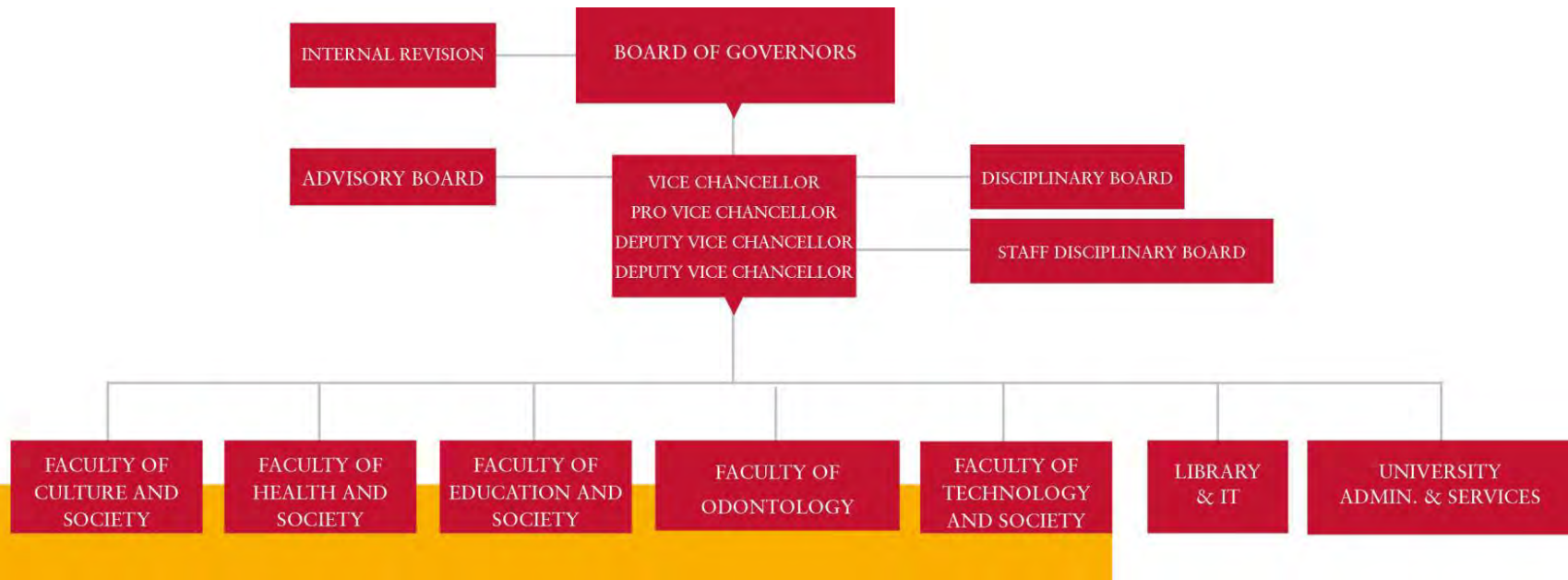
1 director

10 pedagogical developers (part time teachers/researchers)

3 years 40 – 60 %

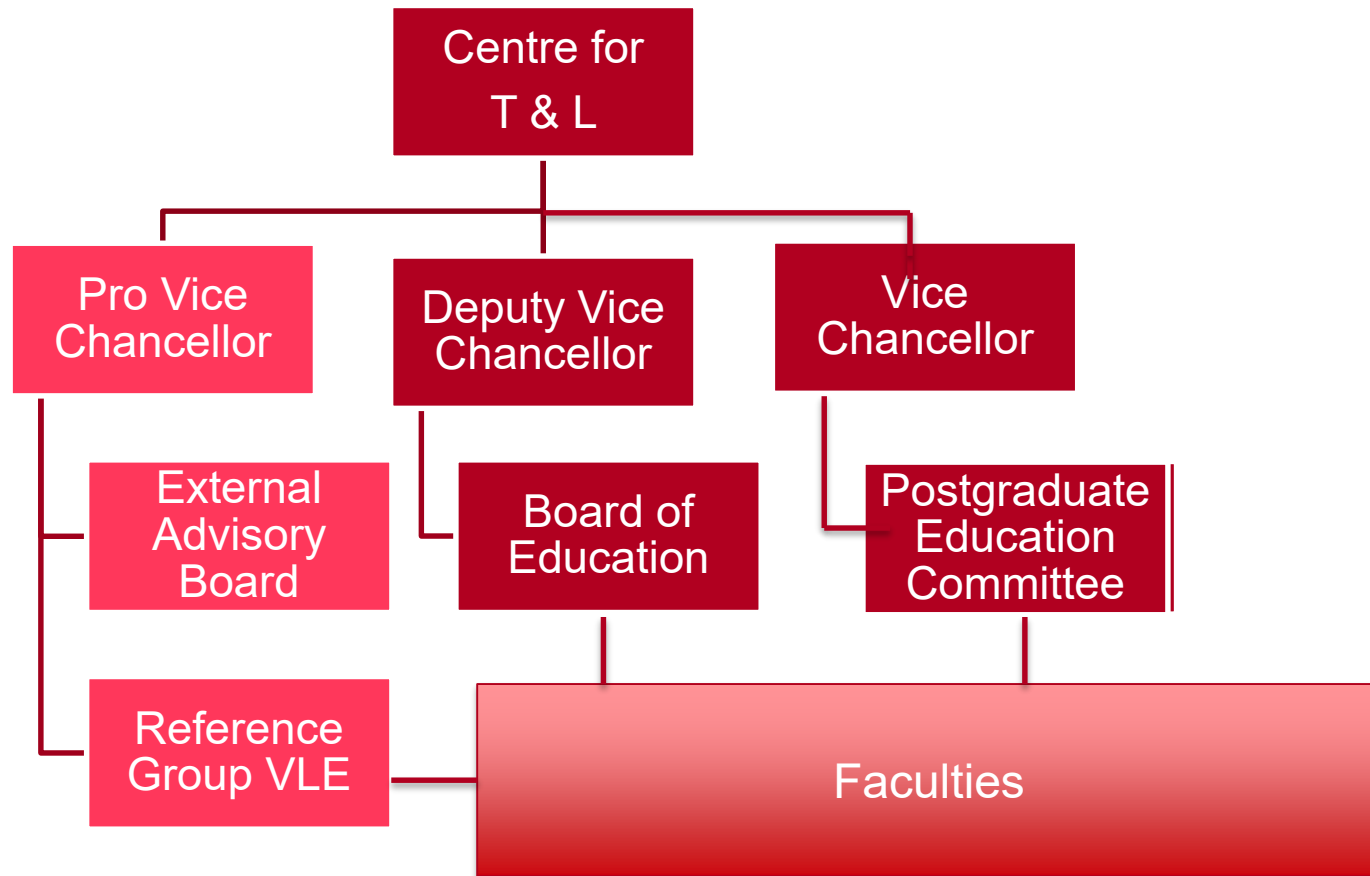
1 semester up to 20 %

ORGANISATION



CENTRES AT
MALMÖ
UNIVERSITY

Centre for Teaching and Learning



MISSION

Develop skills in teaching, as well as develop working methods, assessment and evaluation and ability to work in heterogeneous groups. This includes:

- Pedagogical courses and training
- Higher education qualifications and pedagogical portfolio
- General pedagogical development
- Consultative pedagogical development
- Learning environment

- Develop the pedagogical content through research and development activities to build up a scientifically based community of practice
- Organise courses and support the development of teaching and learning in graduate student supervision
- Organise the development and operation of University common courses on doctoral level

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Teaching based on a scientific approach.

The teacher

- 1) reflects on his own practice
- 2) relates it to other higher education research,
- 3) communicates this with colleagues in writing and orally.

“What we urgently need today is a more inclusive view of what it means to be a scholar--a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching.”

(Boyer, 1990)



(Boyer, 1990)

OUR UNDERSTANDING OF THE MISSION

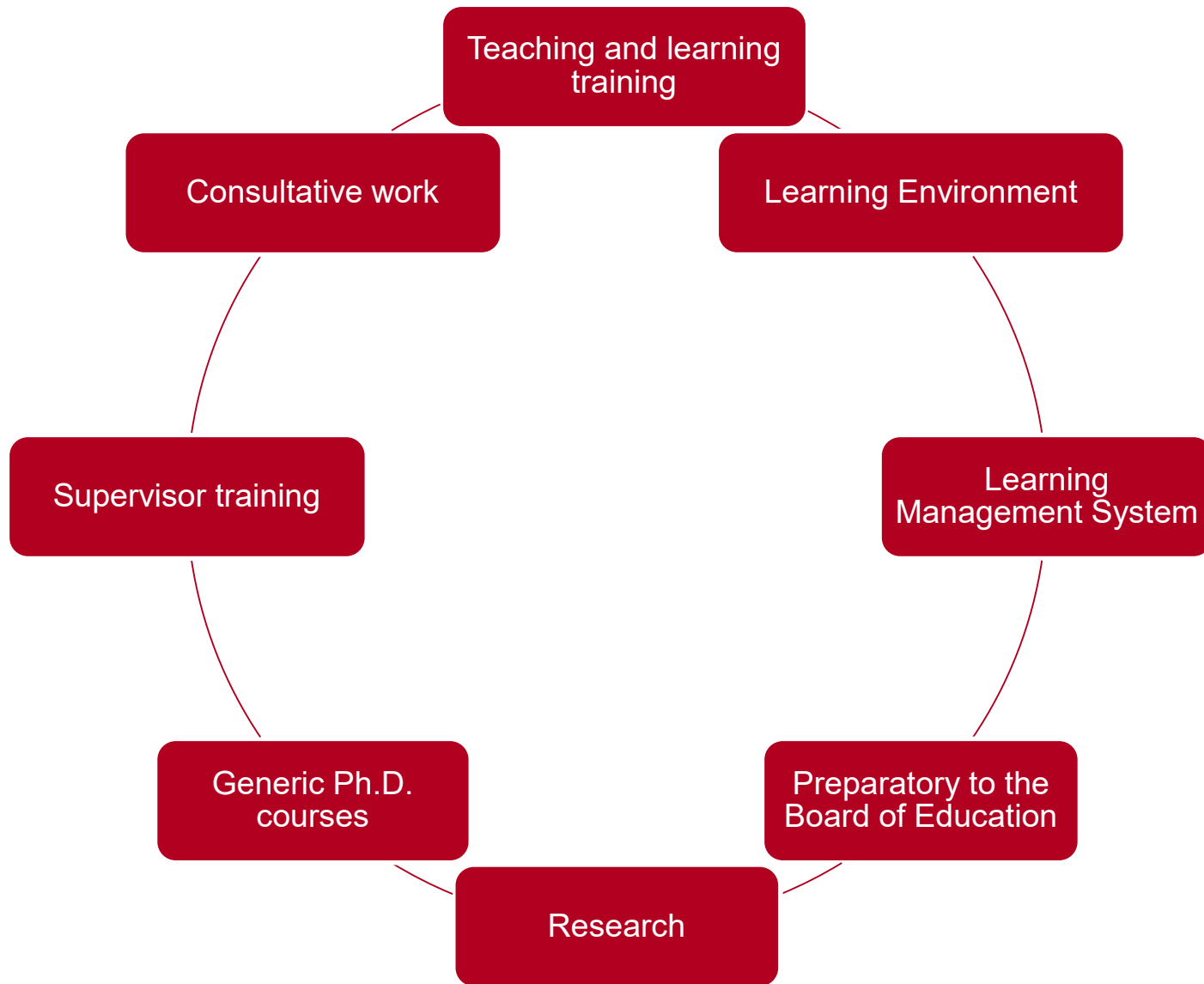
We want to make Malmö University's teachers capable of making pedagogical decisions and to act pedagogically in relation to our students so that they in turn can meet society's challenges

To do this we work in the SOTL tradition

As a Centre for Teaching and Learning we balance between carrying the university culture and meeting the needs and wishes of our colleagues

PEDAGOGICAL CONTACTS AT DEPARTMENTS

- Dialogue
- Newsletter
- Meetings and seminars
- Different conditions in different departments



MANDATORY COURSES, 5 ECTS CREDITS EACH

- Teaching in Higher Education
- Scholarship of University Teaching

Thematic university pedagogy:

- Assessment
- The Tutor as Facilitator in Bridging Theory and Practice
- Perspectives on and Approaches to Challenge Based Learning in Higher Education
- Perspectives on Research-Based Teaching of Higher Education
- Theoretical and Practical Perspectives on Student Writing in Higher Education
- Problem Based Learning

Project:

- Developing Teaching and Learning in Higher Education
- Acquired Pedagogical Qualifications for Higher Education (3 ECTS)

NON-CREDIT COURSES

- Open Networked Learning
- How to teach critical thinking?
- Recognition of non-credit courses from other HEIs
- Reasearch circles:
Students writing, Assesment in Creative topics
- Learning circles:
Challenge Based Learning

WORKSHOPS AND SEMINARS

- Address needs and interests from teachers
- Organised together with departments
- Build Communities of Practice
- Share best Practice

Examples 2016:

- The Legislation of E-learning
- Gender Issues in Higher Education
- Exam Work
- Fiction as Course Literature
- Flipped Classroom
- Active Learning Spaces

CONSULTATIVE WORK

Heads of Department can appoint the CTL to support a team of teachers or the whole department to develop:

- Curriculum design
- Special pedagogical methods
- Student activity
- A pedagogical seminar
- Workshops or seminars tailor made to the context at the department

SPECIAL PROGRAMMES FOR LECTURERS WITHOUT A PH.D.

- *Grounded Scholarship:*
Small scale research projects in the classroom
- *Senior “adjunct” programme*



CONFERENCES

- Annual pedagogical conference:
Focus: The students' Learning
- Training Camp, Start of each Academic Year
- Support faculties' pedagogical conferences
- Host national conferences

PHYSICAL AND VIRTUAL LEARNING ENVIRONMENT

- Survey (students and staff)
- Workshops to develop existing classrooms
- Active Learning Spaces
- National network

Working group:

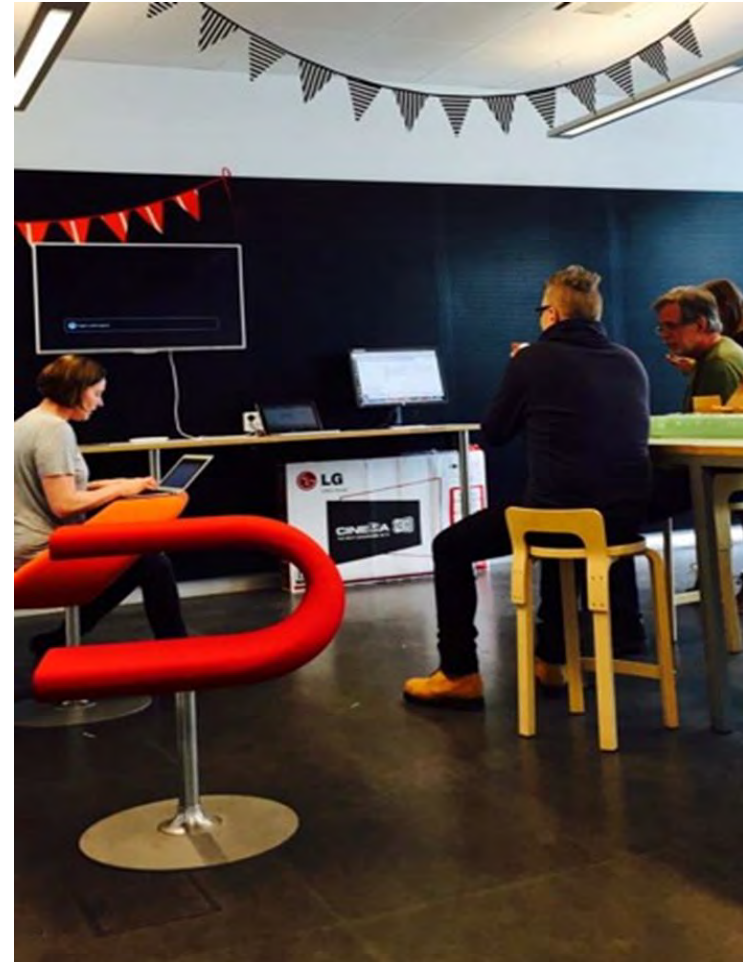
Head of IT Dep, Head of Building Dep, Director CTL,
Pedagogical developer, Architect, Librarian, Student

VIRTUAL LEARNING ENVIRONMENT

Mission:

Designing a sustainable organisation for a digital learning environment for Malmö University as a whole.

- Team VLM : Strategic development and research
- Systems: LMS, Media system: MahPlay, Adobe Connect
- Development project together with faculties
- Media workshop; pedagogical support and inspiration (CTL, IT & Library)



**TEACHERS ' LACK OF TIME IS
OUR GREATEST CHALLENGE**

OTHER SIGNALS FROM THE UNIVERSITY MANAGEMENT

- Pedagogical annual award
- Seed money for pedagogical development project (10 X 5 000 €, Board of Education)
- Pedagogical engagement and development a criteria for salary development
- Academic promotion as checkpoints for mandatory courses
- A pedagogical career ladder (still to be decided)
- A new role as a PVC for Global Engagement and Challenge Based Learning

NEXT STEPS

- Research
- A pedagogical career ladder
- Pedagogical leadership
- Closer national and international collaboration with other universities



THANK YOU !