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 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
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
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 “employeeship” as a prerequisite for the university’s development.
2. MALMO 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

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)
“the work of the professoriate”

(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
Teaching and learning training
Consultative work
Learning Environment
Supervisor training
Learning Management System
Generic Ph.D. courses
Preparatory to the Board of Education
Research
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

• Research circles:
  Students writing, Assessment 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 Malmo 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!