

Demonstrating and Rewarding Excellence in University Teaching

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Educa-T project

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LUND UNIVERSITY
Faculty of Engineering
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Lund University

Founded in 1666

8 faculties

42 000 students

7 400 employees

600 partner universities in
more than 70 countries

Turnover HRK 6 000 000 000

Faculty of Engineering

Since 1961

9 600 students

1 500 employees



Development of university teachers

Most Swedish universities require between 5 and 10 weeks of teacher training courses

BUT

integrated teacher development strategies are valuable

AND in place at many universities



Focus on a **scholarly professional development**

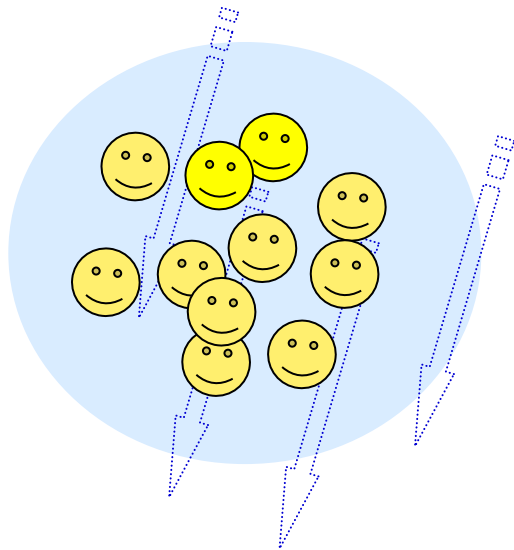
- scholarly courses on teaching and learning
- local arenas
- teaching portfolios
- reward systems for teaching excellence
- peer-review

Institutional support (at **all levels**)



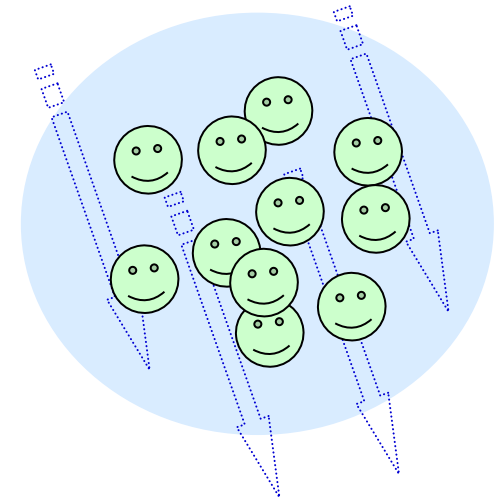
A cultural development in relation to teaching and learning

Inspired by the research culture – Scholarship of Teaching and Learning



Teaching

- private
- no peer review
- no documentation



Teaching

- collegial
- peer reviewed
- documented



Scholarly teachers...

- refer to the **literature** about teaching and learning
- perform systematic **observations**
- **evaluate** teaching and learning outcomes
- obtain **peer** evaluation of their performance
- are experts in their **discipline**
- view teaching as a **profession**

Trigwell et al. (2000); Shulman (2000); Kreber (2002); Healey (2000); Hutchings & Shulman (1999); Allen (2005); Richlin (2001); ... →



Scholarship of Teaching and Learning

goes beyond the individual and influences institutions

- includes systematic **observations and analyses** of teaching and student learning in the discipline, related to theoretical frameworks
- is **documented, public**, and subjected to **peer-review**

which will result in . . .

increased engagement that will promote

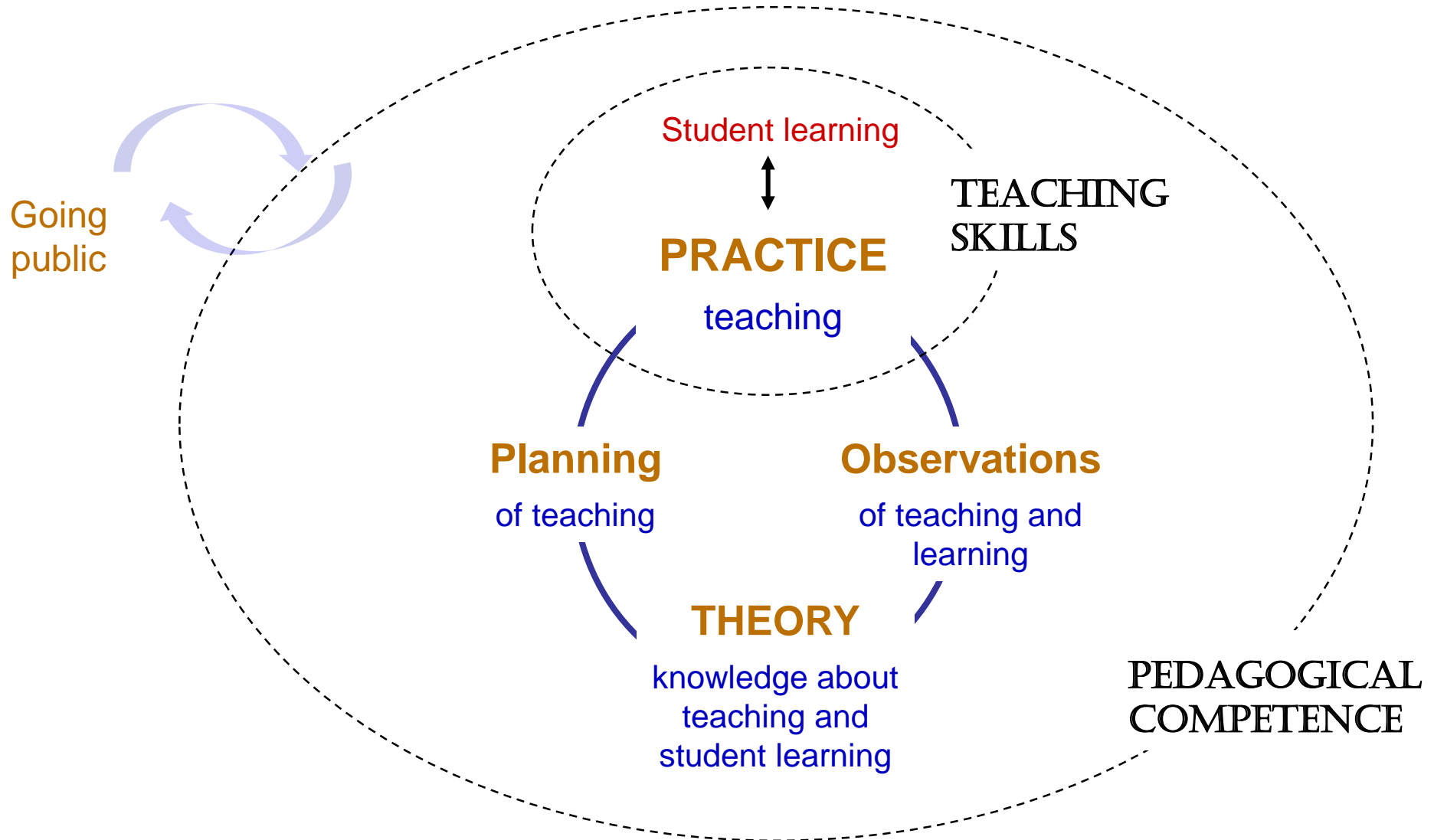
cultural change of teaching and learning

informed discussions and **documentation**

that are crucial for developing the culture



Teaching Excellence – a model



Olsson et al. (2010)

Olsson & Roxå (2013)

Levels of investigation

- 1 inform oneself
verified by oneself

Personal knowledge

- 2 inform within a shared context
verified by those within the same context

Local knowledge

- 3 inform a wider audience
verified by those outside of the local context

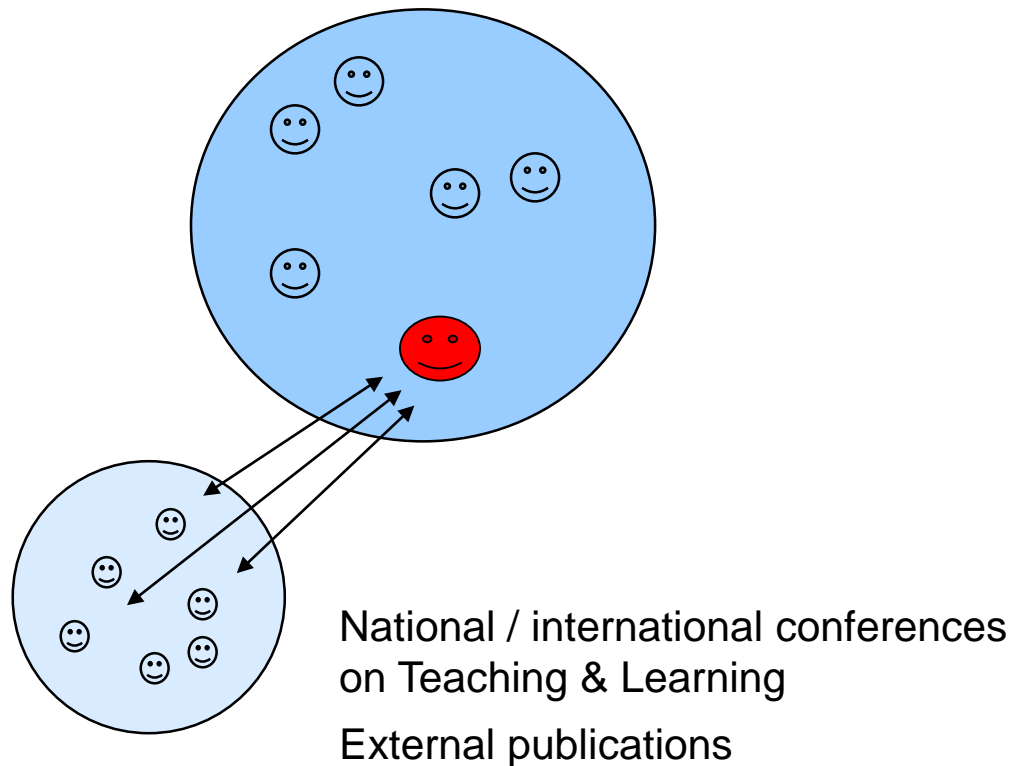
Public knowledge

Ashwin and Trigwell (2004)

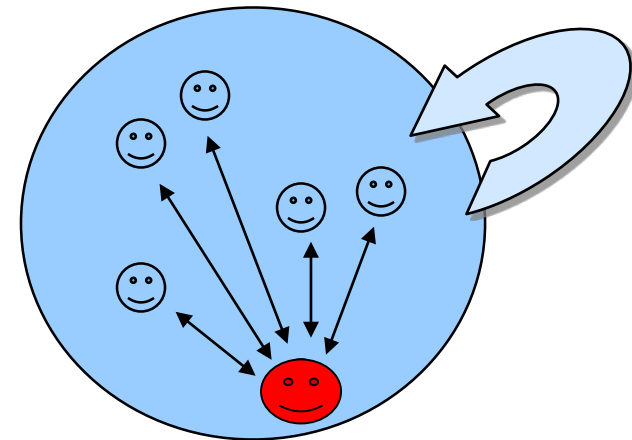


Effect on the local context

Teachers engage in discussions with colleagues *in other* contexts



Teachers engage in discussions with colleagues *sharing the same* context



Roxå, Olsson & Mårtensson (2008)

A reward system...

The Pedagogical Academy

- rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on their teaching practice
- monetary incentives for individuals **and** departments
- based on a teaching portfolio which is exposed to peer-review
- since 2001



Application

Applicants hand in ...

- Teaching portfolio
 - scholarly reflection (teaching philosophy)
 - integrated examples from the teaching practice
 - supporting documentation
- Recommendation from the Head of Department
- Curriculum Vitae
- Discussions with two critical friends



Assessment

Applicants are assessed ...

- Assessment group (peer review)
- Interview
- Decision in Teacher Appointment Committee



Appointment

Successful applicants/departments receive...

- The title ETP (Excellent Teaching Practitioner)
- Rise in salary for the individual teacher
HRK 1 500 per month
- Increased teaching grants for the department
HRK 75 000 per year per rewarded teacher



Assessment areas

A clear focus on **student learning**

A developed ability to incorporate **the discipline** in a teaching and learning context

A clear professional **development** over time

A **scholarly** approach to teaching and learning

A total of 10 criteria within these areas



A teaching portfolio is about a practice

the actual teaching practice



description and analysis of
the teaching practice



evidence (artefacts)



To be **concrete** in the portfolio is of fundamental importance . . .

the portfolio is about your teaching and the students' learning

– it is **not** about your knowledge of teaching and student learning in general



The importance of the **discipline...**

could not be overemphasised



Subject matter content knowledge

Pedagogical content knowledge

Discipline specific examples, analogies, explanations

Discipline specific learning hurdles

Useful learning pathways; **patterns (!)**

Curricular knowledge

Link a subject to other disciplines (parallel, before, after)

Rewarded teachers -- 2017

Total 122 (33 women; 89 men)

Different categories

Professor	46
Associated professor	62
Lecturer (without PhD)	14

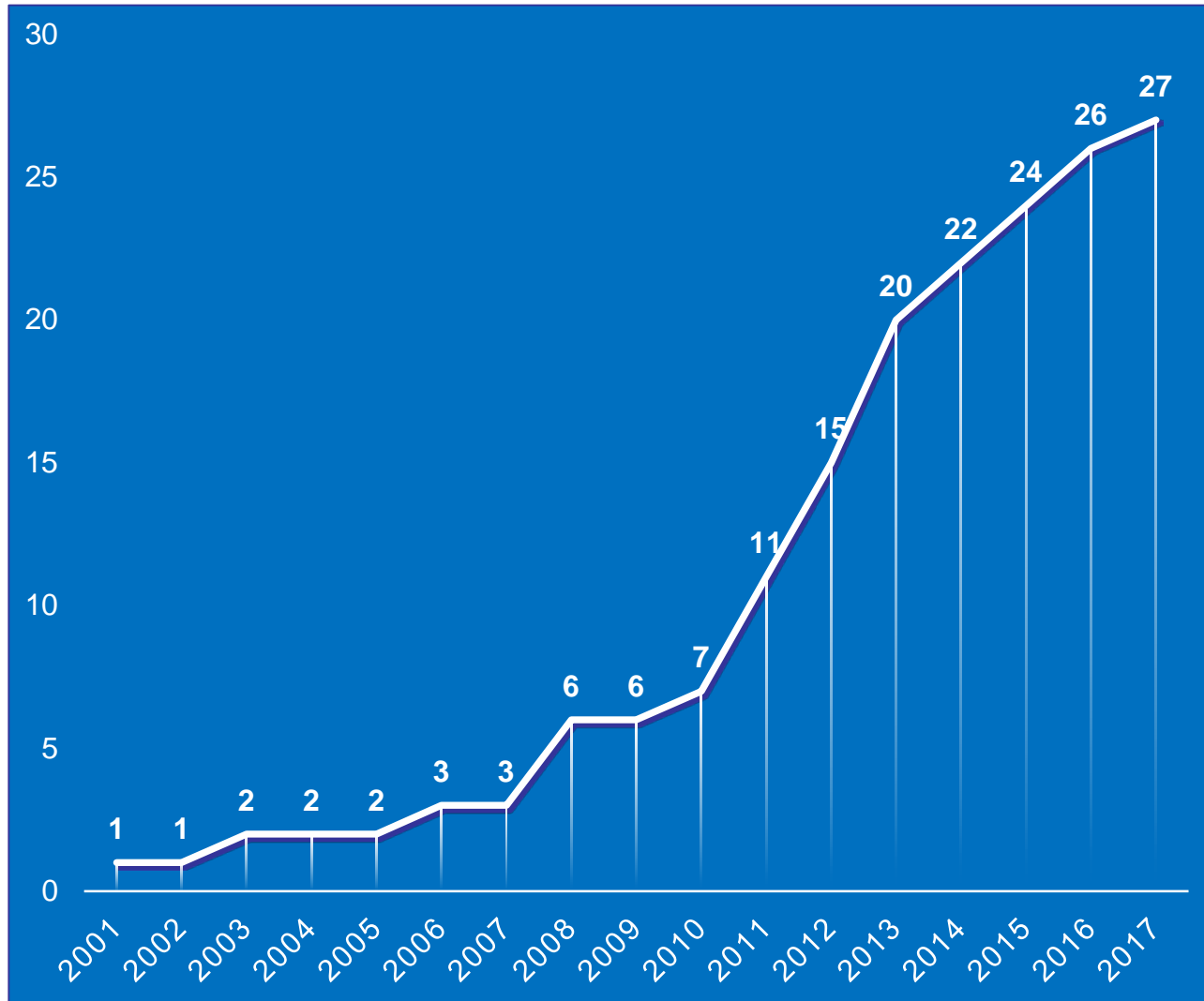
Departments

All 18 departments

(between 13 and 2 rewarded teachers)



Reward systems in Sweden



Winka (2017)

Challenges

Changes and development will take time

Engagement (from leadership, heads of department)

Research community (research intensive university)

PhD education

The importance of the discipline

Policy levels (will eventually be affected)

Promotion criteria – full professor

Interesting development “will happen”...



Excellent (rewarded) teachers at important positions

Olsson (2017)

Proportion of rewarded teachers/leaders (%)

Programme leaders (undergraduate education)	40
Management group (undergraduate education)	33
Research board	22
Postgraduate education board	29
Career board	25
Recruitment board	25
Heads of Departments	44
Dean, Associate Dean, Vice Deans	40
Board of the Faculty of Engineering	67
All teachers at the Faculty (650-700)	18



Thank you!

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Assessment criteria

1 A clear focus on students' and PhD-students' learning

- A teaching practice based on a learning perspective
- An integrated relation between theory and practice
- A practice based on a sound relation to students

2 Subject knowledge – a developed ability to incorporate the discipline in a teaching and learning context

- Use of developed strategies to support students' work towards an increasingly complex and useful knowledge
- Subject content and teaching methods are related to the courses and objectives of the curriculum

3 A clear professional development as a teacher over time

- An effort to, over time, consciously and systematically develop students' learning
- Credible ideas and concrete plans for continued development

4 A scholarly approach to teaching and learning

- A reflection on practice based on educational theory relevant for the discipline
- A search for and creation of knowledge about student learning in the discipline
- An effort to make findings public with a purpose of collaboration and interaction