Demonstrating and Rewarding Excellence in University Teaching

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LUND UNIVERSITY
Faculty of Engineering
2018
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

**THEORY**
- Knowledge about teaching and student learning

**PRACTICE**
- Teaching
- Planning of teaching
- Observations of teaching and learning
- Student learning

**TEACHING SKILLS**

**PEDAGOGICAL COMPETENCE**

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

National / international conferences on Teaching & Learning
External publications

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
Appointmen

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*
Teaching portfolios

The teaching portfolio is a central document
A teaching portfolio is about a practice

- The actual teaching practice
  - Description and analysis of the teaching practice
    - Evidence (artefacts)
Concretion is a key issue ...
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)

Shulman (1986)
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)

<table>
<thead>
<tr>
<th>Proportion of rewarded teachers/leaders (%)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Programme leaders (undergraduate education)</td>
<td>40</td>
</tr>
<tr>
<td>Management group (undergraduate education)</td>
<td>33</td>
</tr>
<tr>
<td>Research board</td>
<td>22</td>
</tr>
<tr>
<td>Postgraduate education board</td>
<td>29</td>
</tr>
<tr>
<td>Career board</td>
<td>25</td>
</tr>
<tr>
<td>Recruitment board</td>
<td>25</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>44</td>
</tr>
<tr>
<td>Dean, Associate Dean, Vice Deans</td>
<td>40</td>
</tr>
<tr>
<td>Board of the Faculty of Engineering</td>
<td>67</td>
</tr>
<tr>
<td>All teachers at the Faculty (650-700)</td>
<td>18</td>
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</tbody>
</table>
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