

EDUCA-T STUDY VISIT 2017

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

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PLAN FOR THE DAY

Introduction (Anna Singateh)

The Faculty perspective Petri Gudmundsson

Activities to improve Teaching and Learning Patricia Staaf

- The impact of University Profile
- Quality framework
- Centre for Teaching and Learning
 - organisation
 - activities

The Management Perspective

Lunch and discussions with Deputy Vice Chancellor and Pro Vice Chancellor

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 “employeehip” 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?

Swedish legislation
the Higher Education Act, the Higher
Education Ordinance

Standards and Guidelines for
Quality Assurance in the European
Higher Education Area (ESG)

Mah Quality framework 2016:
1. Education
2. Learning Enviromnet
3. Teachers' Qualifications

Malmo University
culture and vision:
Strategy 2020

1. EDUCATION (ESG 1.2 ,1.3)

- The education is attractive and useful for students, the labour market and society.
- The education level of requirements are perceived by students as relevant and high.
- Teaching methods and examinations is legally compliant and designed to stimulate learning and ensures objectives are met.
- The relationship between learning outcomes, teaching and examination are clear and expresses the progression within and between education levels
- The programme is research-related and the students are given the opportunity to translate research-based findings into

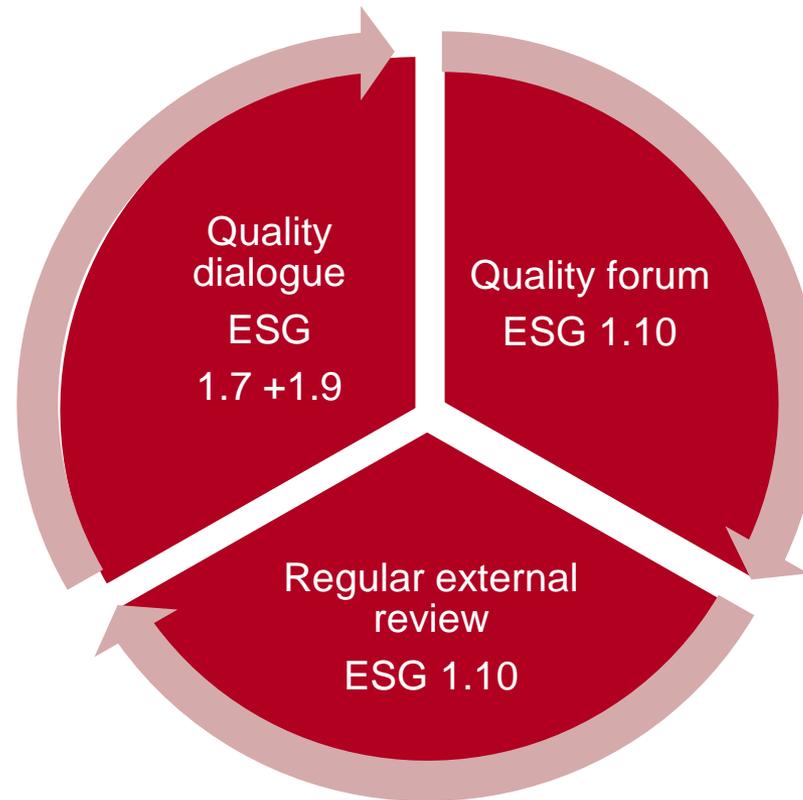
2. LEARNING ENVIRONMENT (ESG 1.6)

- Students ' individual and joint knowledge development is stimulated by a creative, collaborative learning environment with student active learning and challenge based learning
- Students have access to the learning resources as well as the support needed to successfully complete their studies.
- Information and communication technology is designed so that it facilitates and stimulates student learning.

3. TEACHERS' QUALIFICATION (ESG 1.5):

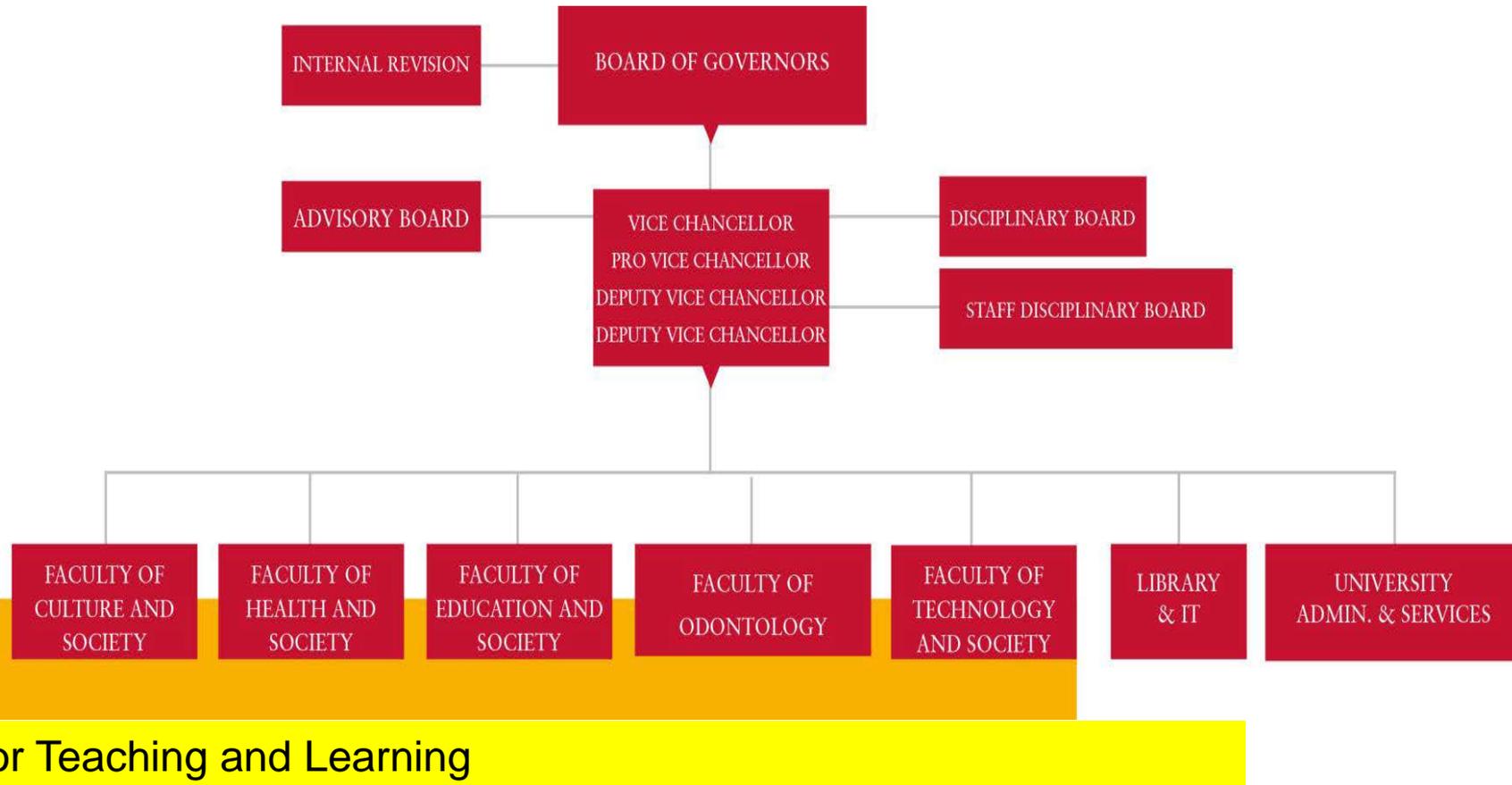
- Teachers and other staff who support students' learning processes should have the relevant competence.
- Teachers' scientific or artistic, professional and educational skills development is ensured.
- Teachers' and other employees' opportunities for skills development are met

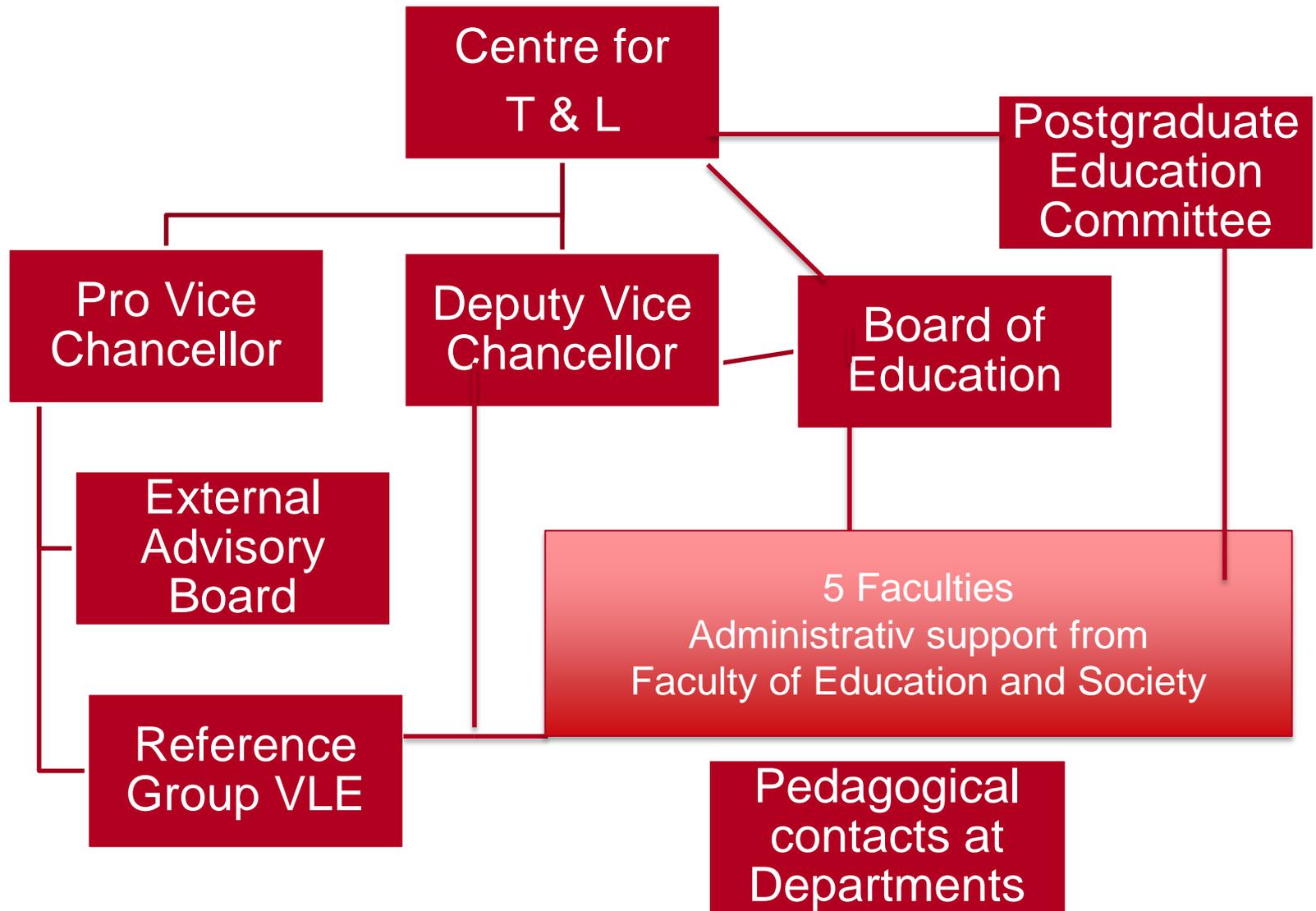
ASSESSMENT AND FEEDBACK



CENTRE FOR TEACHING AND LEARNING

ORGANISATION





NETWORKING WITHIN THE UNIVERSITY

- The Board of Education
- Post Graduate Education Committee

- Reference group on Widening Participation
- Working group on migration
- Working group on
- Working groups on the quality framework
- Working group on criteria for salary

- Collaboration with HR department

PEDAGOGICAL CONTACTS AT DEPARTMENTS

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

STAFF AT THE CENTRE FOR TEACHING AND LEARNING

1 director

6 pedagogical developers (part time teachers/researchers)

3 years 40 – 60 %

4 contracted teachers

1 semester up to 20 %

1 System Manager LMS

All are academic staff and teachers and employed by departments



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 reach the expected learning outcomes and meet society's challenges.

To do this we work in the tradition of Scholarship of Teaching and Learning (SOTL) in which 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

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

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Teaching based on a scientific approach.

The teacher

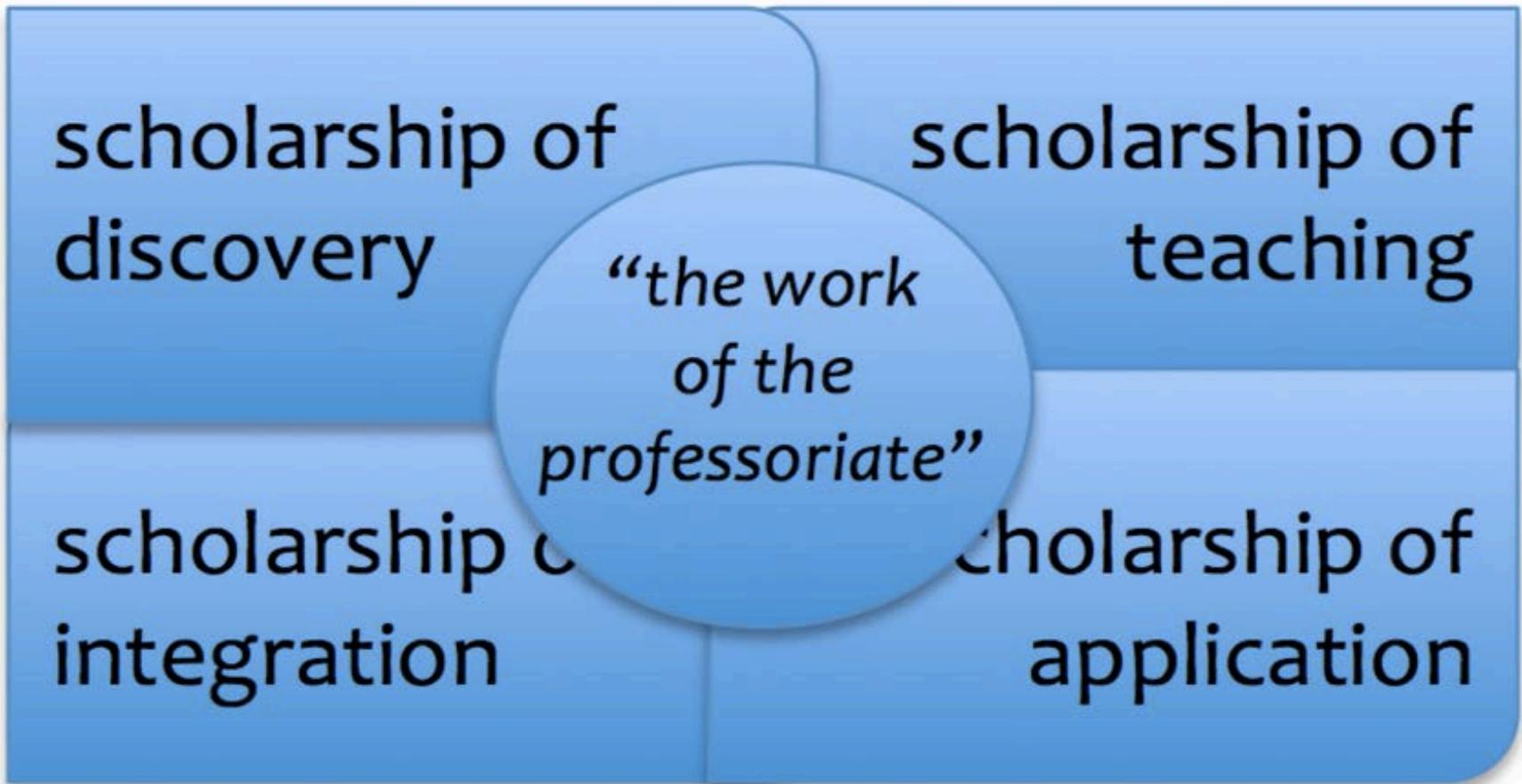
- 1) reflects on his own practice
- 2) relates it to other higher education research,
- 3) communicates this with colleagues in writing and orally.

“SOTL is scholarly inquiry into student learning which advances the practice of teaching by making inquiry findings public.”

Wikipedia

“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)

SUPPORT FROM THE CENTRE OF TEACHING AND LEARNING

- Credit courses
- Non credit courses in cooperation with other universities
- Seminars, theme days, workshops – often in international. with institutions/
- Research circles/Learning circles
- Conferences
- Course collaboration with the HR Dept.
- Tailored and bookable activities for departments
- Media workshop
- Home page, CTL Blog, Podcast,
- Consultative work
- Preparatory to the Board of Education
- Ph.D. courses
- Supervisor training

MANDATORY

All teaching staff at Malmö University must undergo training in teaching and learning in higher education prior to appointment/promotion.

In accordance with the university's appointment rules, the training must amount to at least **15 credits (10 weeks)**.

COURSES, 5 ECTS CREDITS EACH

Ground level:

- Teaching in Higher Education (every year)
- Scholarship of University Teaching (every term)

Thematic university pedagogy (minimum every third term):

- 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
- Collaborative Learning in a Digital Learning Environment
- Supervising Theses and Independent Projects at First and Second Cycle
- Supervising Work Integrated learning at First and Second Cycle

Project:

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

NON-CREDIT COURSES

- Open Networked Learning (In collaboration)
- Educating for critical thinking (in collaboration)

- Recognition of non-credit courses from other HEIs:
University teachers may be given credit for courses studied at other higher education institutions, even if they were only recorded in number of weeks, not credits

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 (SoTL)
- Senior “adjunct” programme (30 ECTS credits)
- Learning circles



SHARING

- Digital resources
https://play.mah.se/media/Backward+Course+Design/0_b4fcy46m
- Blog <http://akl.mah.se/>
- E-journal (plan for 2018)
- Pedagogical lunch talks ("Pedagogical snack")
- Conferences

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
- The implementation of a new LMS 2017 is a chance to develop pedagogy!
- Development project together with faculties
- Media workshop; pedagogical support and inspiration (CTL, IT & Library)



OTHER SIGNALS FROM THE UNIVERSITY MANAGEMENT

- Pedagogical annual award
- Seed money for pedagogical development project (2017 8 X 5 000 €, Board of Education)
- Pedagogical engagement and development a criteria for salary development
- Academic promotion as checkpoints for mandatory courses
- Criteria for salary development
- A new role as a PVC for Global Engagement and Challenge Based Learning

- **Criteria for annual appraisal of teaching staff**
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- **To carry out, lead and develop research and teaching of high quality**
- How you in relation to the overall mission and in your daily work:
- Contribute to development within the subject area
- Actively participate in research and publishing of research results. Development of research cooperation and contribute to the impact of the research of the university in the academic society nationally and internationally
- Collaboration with other actors in the society
- Contribute to resource mobilisation for research and education at the university.
- Contribute to the creation of academic and learning environments and situations that are inclusive and support internationalisation and widened participation
- Actively contribute to development of learning and teaching that is based on current research.
- Contribute to development of the university by participation in, and leading, academic and administrative processes

NEXT STEPS

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



THANK YOU !