Demonstrating, evaluating and rewarding excellence in university teaching
– a Swedish perspective

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LUND UNIVERSITY
Faculty of Engineering
2015
Lund University

Founded in 1666
8 faculties
47 000 students
7 500 employees
600 partner universities in more than 70 countries
Turnover ZAR 12 000 000 000

Faculty of Engineering

Since 1961
9 600 students
1 500 employees
Outline of the presentation . . .

Introduction

My background and development

Scholarly teaching / Scholarship of Teaching

What constitutes excellence in university teaching?

A model

How can we assess and reward excellent university teaching?

Teaching portfolios

The Pedagogical Academy

Institutional development
“My development from Chemical Engineering to Teaching and Learning in Engineering Education”

some personal experiences of special importance ...
1. Pedagogical Course: 
   Project (Chemical Engineering)

2. Advanced Pedagogical Project: 
   Conference Publication (Chemical Engineering)

3. The Swedish Council for the Renewal of Higher Education: 
   Funding (Chemical Engineering Education)

4. Academic Development and Engineering Education: 
   Development / Research (Excellence in university teaching …)
What is a Scholarly Approach?

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; …)
What is Scholarship?

Scholarship of teaching…
builds on and goes beyond scholarly teaching
goes beyond the individual and influences institutions

• requires an understanding of how students learn and what kind of teaching activities support learning in the specific discipline

• generates new knowledge and is innovative and original

• can be replicated and built on

• is documented, public, and subjected to peer-review
Scholarship of Teaching - Background

Ernest Boyer (1990)

“Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of discovery; the scholarship of integration; the scholarship of application; and the scholarship of teaching.”
Lee Schulman (1998)

Characteristics of an activity to be defined as scholarship:

- It should be made public in some manner
- It should be subjected to peer review and evaluation
- It should be accessible for exchange and use by others (cited, built upon and shared)
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)
Local knowledge from the perspective of our research …

Roxå, Olsson & Mårtensson (2008)
Effect on the local context

**Trajectory 1**
Teachers engage in discussions with colleagues *in other contexts*

**Trajectory 2**
Teachers engage in discussions with colleagues *sharing the same context*

External publications
National / international conferences
Teaching – terms and concepts

- Teaching
- Good teaching
- Excellent teaching
- Scholarly teaching
- Scholarship of teaching /and learning/
- Educational research
Benefits for the individual teacher

Benefits for the institution
Benefits for the individual teacher

Benefits for the institution
Engaging in scholarly activities can support cultural change…

and I will present a system for rewarding excellence in teaching

the Pedagogical Academy
Engaging in scholarly activities seems to improve teaching…

Olsson and Roxå (2008)
What constitutes excellence in university teaching?

How can we assess university teaching?

two important questions...
Pedagogical competence – a model

**THEORY**
- Knowledge about teaching and student learning
- Informed pedagogical discussions
- Pedagogical theories

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

**TEACHING SKILLS**
- Demonstrated proficiency

**PEDAGOGICAL COMPETENCE**
- Documented achievement

**Going public**

**Limiting aspects**
- Possibilities

**Perspectives on teaching and student learning**

Olsson et al. (2010)
Olsson & Roxå (2013)
Assessing excellent university teaching

The teaching portfolio is the central document
Assessment criteria (Lund University – Engineering)

1 **A clear focus on student learning**
   - A practice based on a learning perspective
   - An integrated relation between theory and practice
   - A practice based on a sound relation to students

2 **A clear development over time**
   - An effort to, over time, consciously and systematically develop students’ learning
   - An idea for continued development

3 **A scholarly approach to teaching and learning**
   - A reflection on practice based in educational theory relevant for the applicant’s discipline
   - A search for and creation of knowledge about student learning in the applicant’s discipline
   - An effort to make findings public with a purpose of collaboration and interaction
Teaching portfolios

- concretion is a key issue . . .
Significant teaching and learning situations from the teaching practice…

- could be used to add to concretion
<table>
<thead>
<tr>
<th>Philosophy, action</th>
<th>Consequences</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>My view on education is ...</td>
<td>... and there for I do...</td>
<td>... which has resulted in...</td>
</tr>
<tr>
<td>I participated in a pedagogical course ...</td>
<td>... which made me change my practise in the following way...</td>
<td>... which in turn has resulted in clearer student understanding of ...</td>
</tr>
<tr>
<td>I analysed the learning outcome of last years course (frustration..)...</td>
<td>... which made me change the structure of the exercises as follows ...</td>
<td>... reports now reveal better understanding and abilities in ...</td>
</tr>
</tbody>
</table>

After Apelgren & Giertz (2001)
The importance of the subject, the discipline...

This could not be overemphasised

... but what do we mean?
Subject matter content knowledge

Knowledge and organisation of facts and ideas
Knowledge of rules and norms that support the content
Knowing that something is true and understanding why it is true

Pedagogical content knowledge

Discipline specific examples, analogies, explanations
Discipline specific learning hurdles
Useful learning pathways

Curricular knowledge

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

Lee Shulman (1986)
The content of a teaching portfolio

• Brief **teaching biography** (educational cv)

• Teaching **philosophy** (scholarly reflection including references to relevant literature)

• **Concrete** (integrated with the philosophy) **examples** from the **teaching practice** (a representative selection)
  – Why did you develop your teaching/supervision/leadership/… practice?
  – How did you develop your teaching/supervision/leadership/… practice?
  – Discussions of student learning results

• Supporting documentation
Let’s look at a reward system…

LTH’s Pedagogical Academy

• rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on practice

• monetary incentives for individuals and departments

• based on a teaching portfolio which is exposed to peer-review
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
  ZAR 3 200 per month

- Increased teaching grants for the department
  ZAR 80 000 per year per rewarded teacher
Rewarded teachers -- 2015

Total 116 (31 women; 85 men)

Different categories

Professor 37
Lecturer (with PhD) 67
Lecturer (without PhD) 12

Departments

All 18 departments
(between 12 and 2 rewarded teachers)
Time-line


Idea       Working group

Version 1

Research project

Version 2

Excellence in University Teaching

Nationally / Internationally

National project 2008-10
Ten Swedish universities

International project 2010-
Sweden – South Africa

Workshops/seminars/
keynotes

Sweden, Denmark, Norway, Finland,
Germany, UK, USA, Canada,
Hungary, Macedonia, Switzerland,
Spain, South Africa, Australia, India,
Singapore, China, …
A Swedish perspective on PEDAGOGICAL COMPETENCE


Table of content

• About the project – background, organisation and results
• Eight perspectives on pedagogical competence
The Scholarship of Teaching and Learning in Higher Education: On its constitution and transformative potential

Shirley Booth
Laurie Woollacott  Editors

Elsie Anderberg
Ann Cameron
Tina Kindeberg
Maria Larsson
Thomas Olsson
Ruksana Osman
Teboho Pitso

will be published 2015 …

AFRICAN SUN MeDIA
Critical factors for success

Focus on institutional development

Integrated pedagogical development (overall view)

Scholarly approach (scholarship of teaching)

► pedagogical courses (with scholarly based projects)
► local arenas (campus conference, news letter, seminars…)
► monetary incentives (for individuals and institutions)
► support and trust from the leadership
► pedagogical competence defined in relation to teaching skills
► criteria (that are possible to reach)
► peer-review assessment
Development

Quality enhancement
  teaching portfolios
  campus conference papers

Effects at the Faculty of Engineering
  who, where, …
  students
  policy levels
A clear development of quality (according to certain relevant criteria) of teaching portfolios as well as campus conference papers is evident between 2003 and 2010.

Larsson, Anderberg and Olsson (2015)
Has the reward system influenced the culture?

Has the reward system had a social impact in terms of who are being rewarded?

- What kind of teachers?
- How many?
- Leaders at faculty level
- Heads of departments
- Different committees

Has the reward system affected policy levels?

- Recruitment and promotion
- Faculty competitiveness
- Official documents
Does the reward system have implications for funding and distribution of resources?
Does the reward system reward good teaching?

Course Experience Questionnaire (CEQ) by Ramsden (1991)?

- good teaching
- clear goals and standards
- experience of workload
- assessment oriented towards understanding
- overall satisfaction

Results from 2006, 2007, 2008, and 2014 show that rewarded teachers are responsible for *high quality courses* in the Faculty.
Thank you!

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Pedagogical competence

Student learning

PRACTICE

Limiting aspects
Possibilities

Plan
Observe

Perspectives on teaching and learning

THEORY

Informed pedagogical discussion
Pedagogical theories
THEORY

Complexity of pedagogical reasoning and understanding

Holistic approach

Integrated understanding

Structured knowledge

Fragmented knowledge

Atomistic approach

PRACTICE

Impacts of theoretical competence on pedagogical practice (informed / reflected practice)

Intuitive practice

Reflected practice

Scholarly practice

Un-reflected approach

Scholarly approach

Antman & Olsson (2007)

Biggs & Collis 1982

Didactic triangle

Kreber 2002

Trigwell & Shale 2004
Thank you!

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