

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

Thomas Olsson

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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



LE  
RU



# 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 ...





# 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

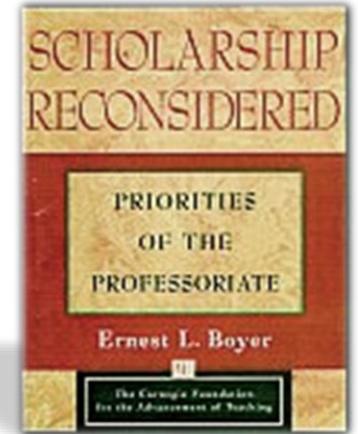
*goes beyond the individual and influences institutions*

- 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 ...

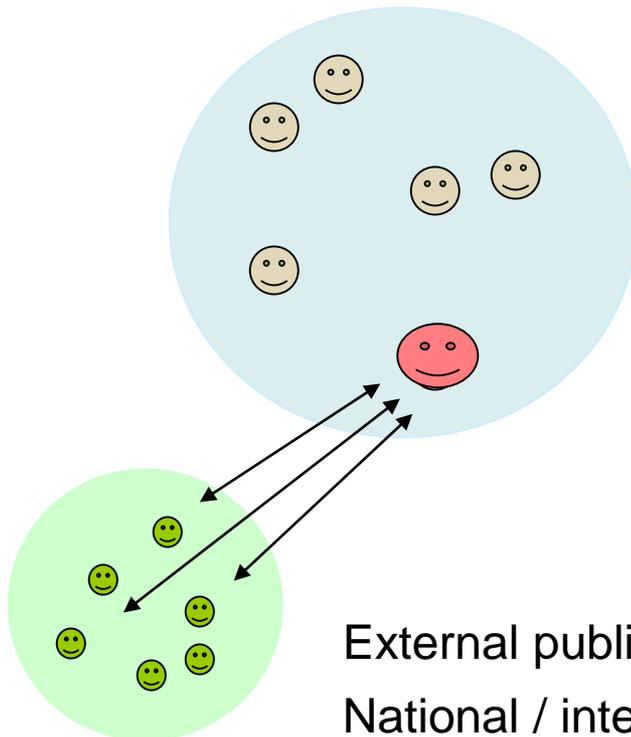
Roxå, Olsson & Mårtensson (2008)



# Effect on the local context

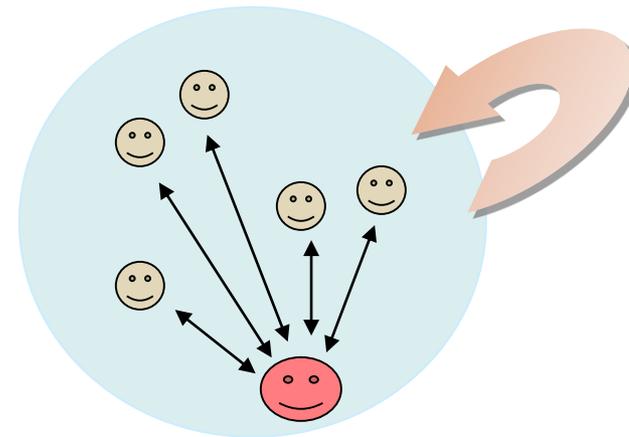
## Trajectory 1

Teachers engage in discussions with colleagues *in other* contexts



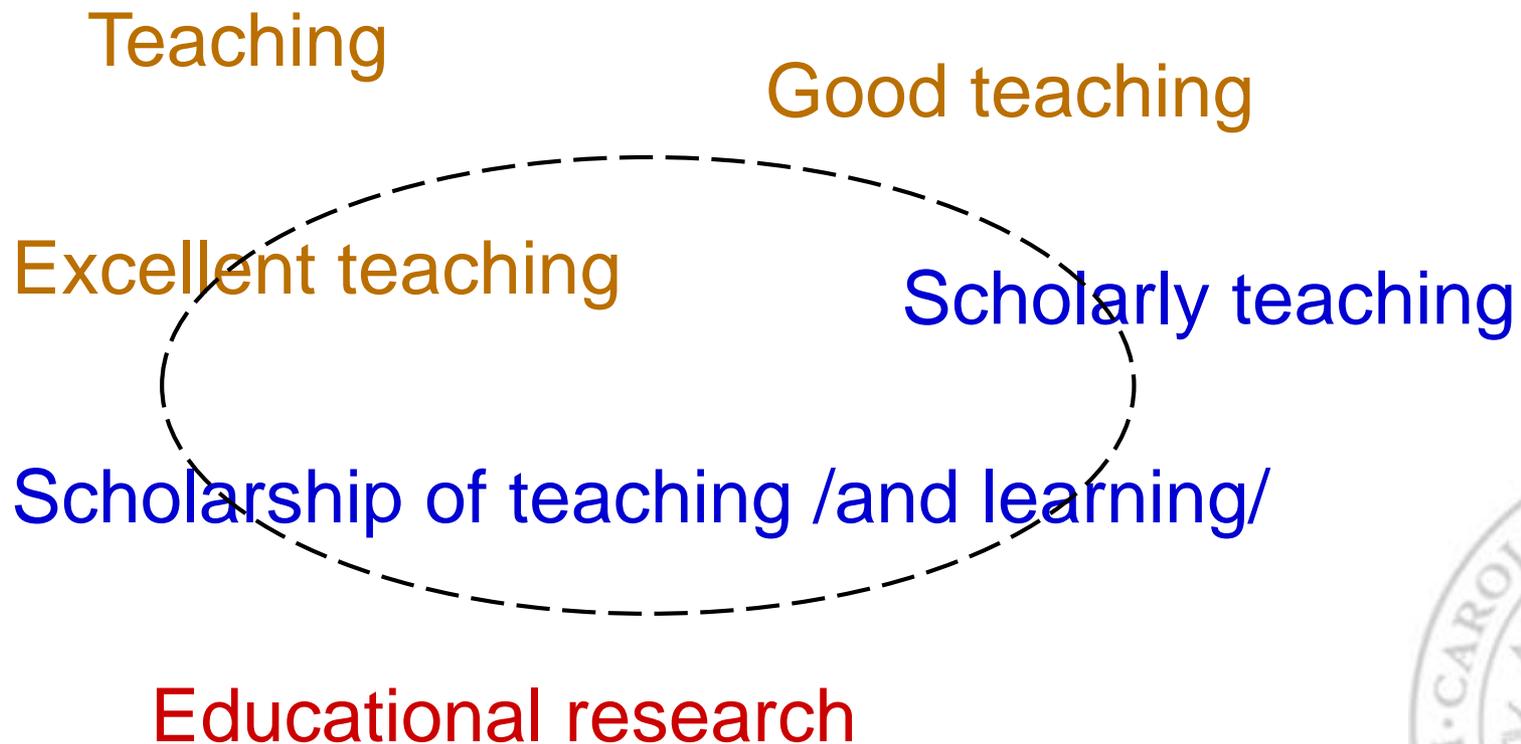
## Trajectory 2

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



# Teaching

– terms and concepts



# 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)



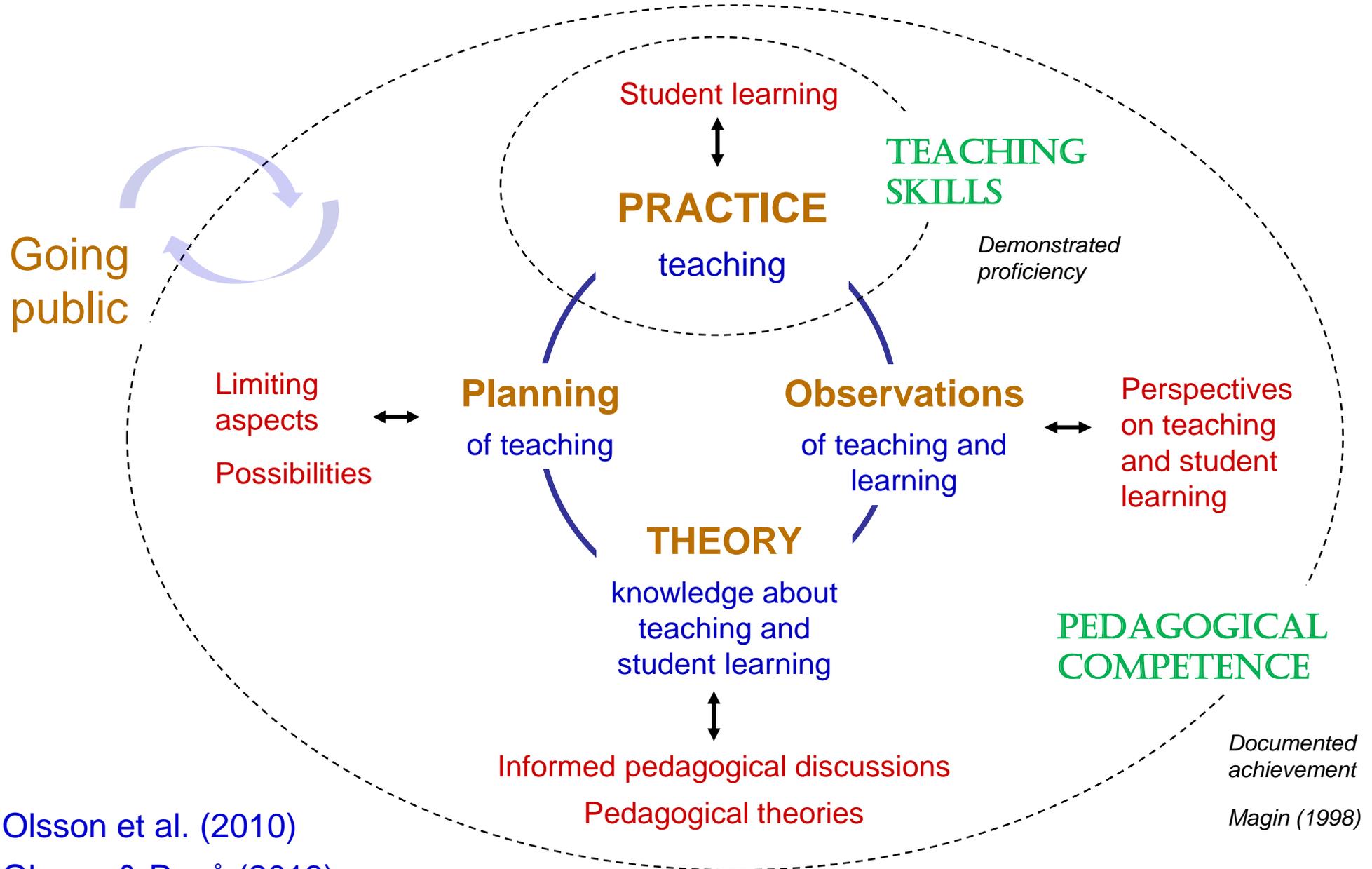
What constitutes excellence in university teaching?

How can we assess university teaching?

two important questions . . .



# Pedagogical competence – a model



Olsson et al. (2010)  
Olsson & Roxå (2013)

*Documented achievement*  
*Magin (1998)*

# 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



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

*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)

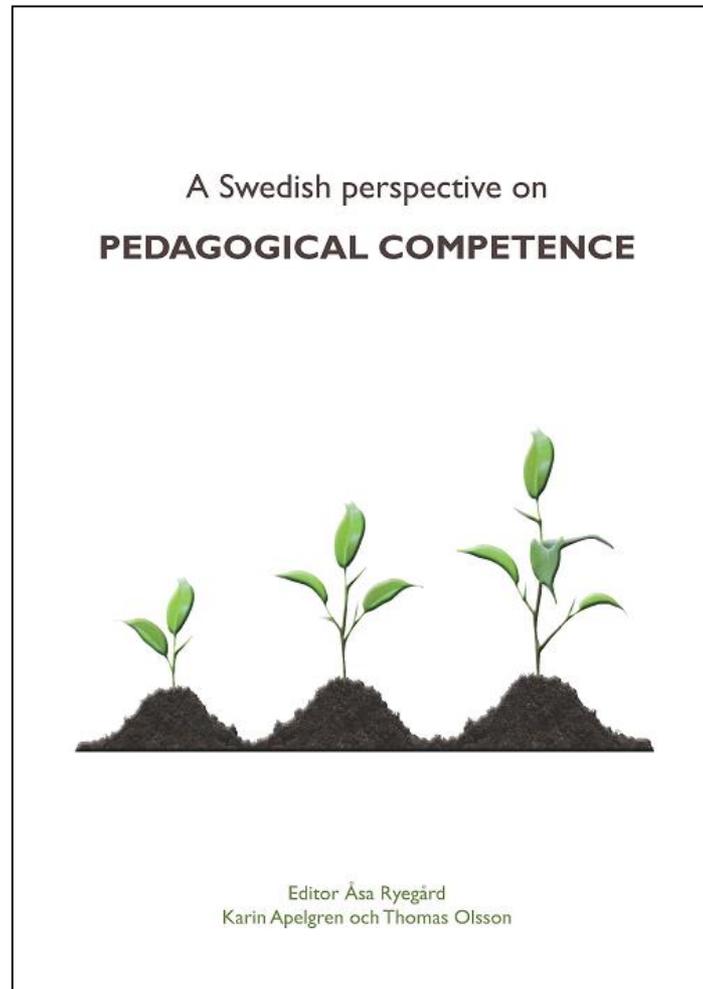


# Time-line



# A Swedish perspective on PEDAGOGICAL COMPETENCE

[http://www.uadm.uu.se/upi/arkiv/rapporter/NSHU%20Eng\\_inlaga\[1\].pdf](http://www.uadm.uu.se/upi/arkiv/rapporter/NSHU%20Eng_inlaga[1].pdf)



## *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

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*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.



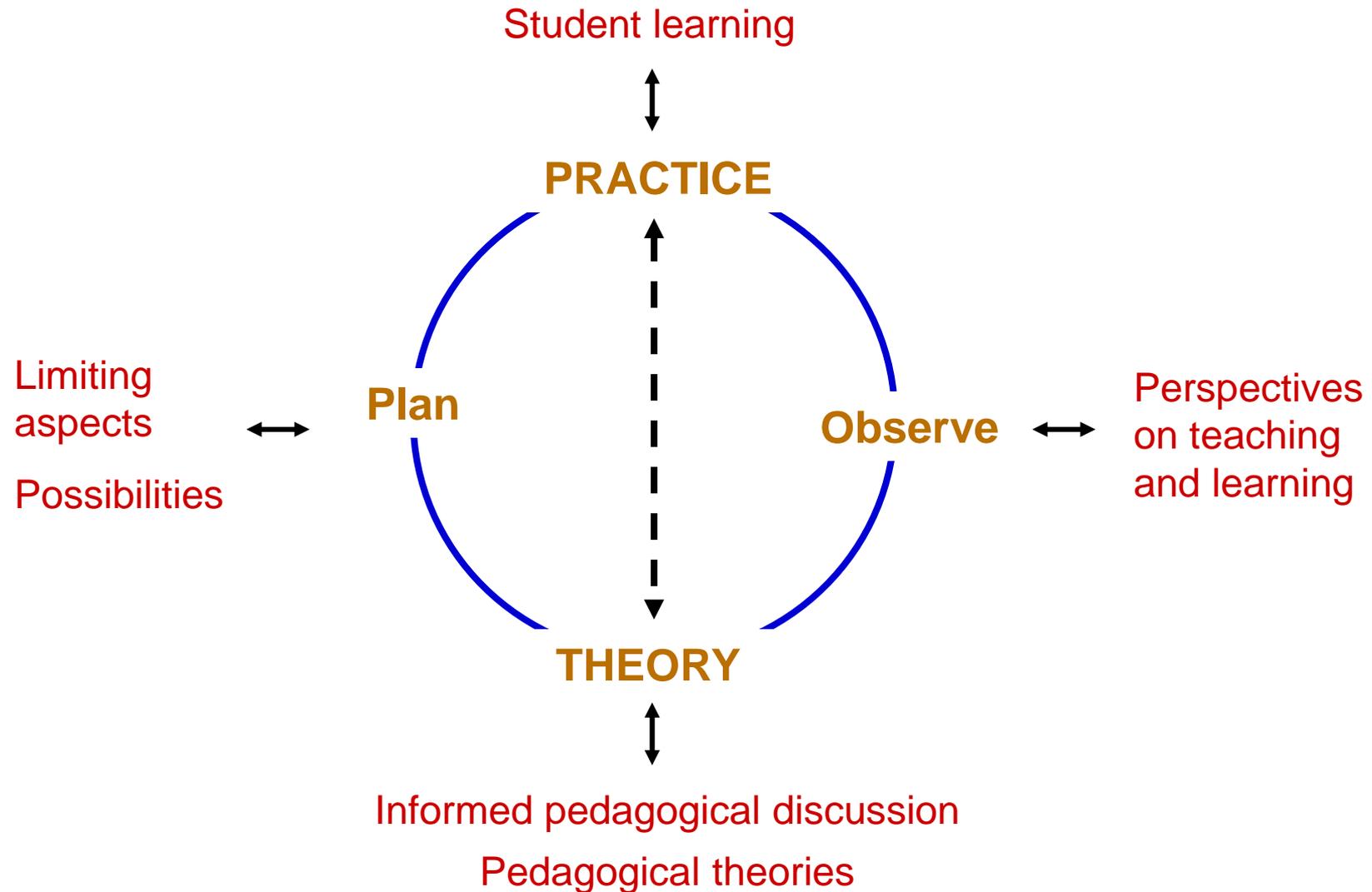


*Thank you!*

thomas.olsson@genombrottet.lth.se



# Pedagogical competence



**Holistic approach**

**THEORY** Complexity of pedagogical reasoning and understanding\*

\* Biggs & Collis 1982  
Didactic triangle  
\*\* Kreber 2002  
Trigwell & Shale 2004

**Integrated understanding**

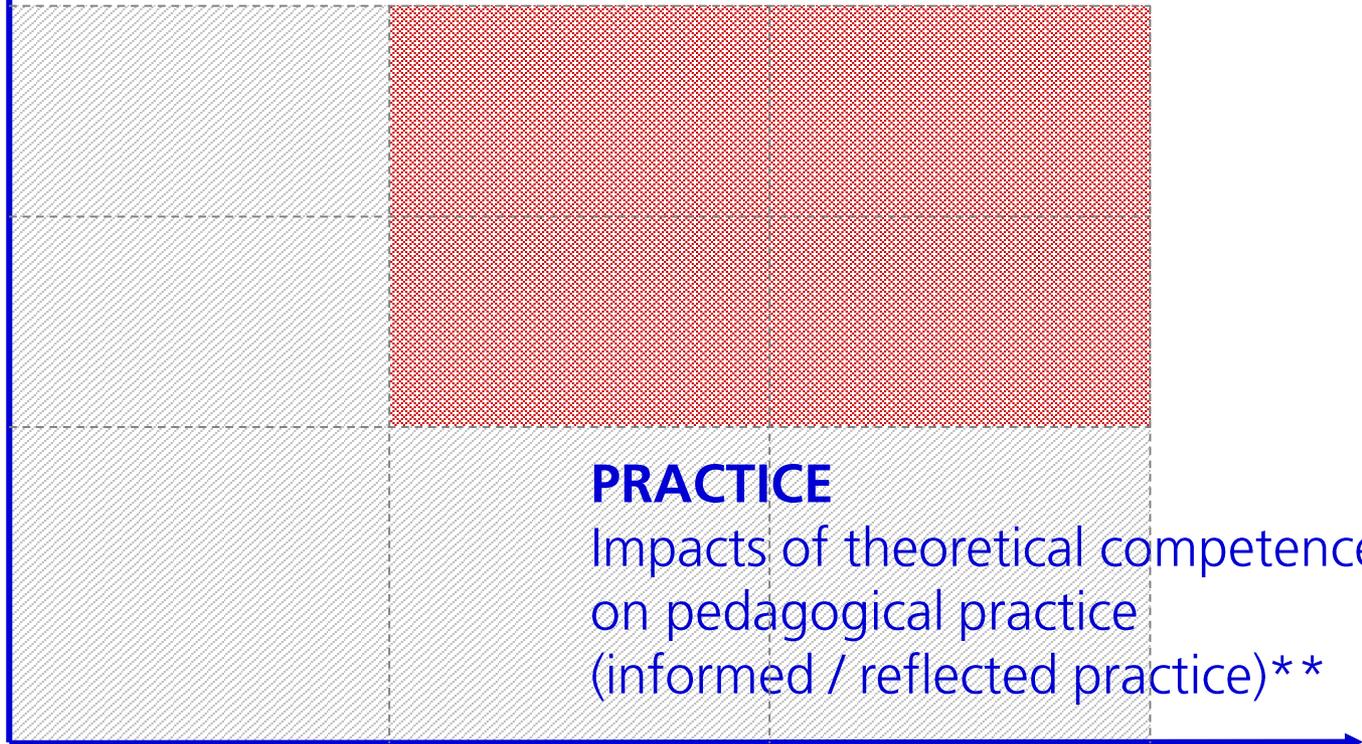


**Structured knowledge**



**Fragmented knowledge**

**Atomistic approach**



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

**Intuitive practice**

**Reflected practice**

**Scholarly practice**

Antman & Olsson (2007)

**Un-reflected approach**



**Scholarly approach**



*Thank you!*

[thomas.olsson@genombrottet.lth.se](mailto:thomas.olsson@genombrottet.lth.se)

