Rewarding Excellence in University Teaching

experiences from Lund University

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LUND UNIVERSITY
Faculty of Engineering
2012
Lund University

Founded in 1666
8 faculties
47 000 students
6 800 employees

Faculty of Engineering
(LTH, 1961-)

9 600 students
1 500 employees
This presentation…

What constitutes excellence in university teaching?
   A model

How can we assess and reward excellent teaching?
   The Pedagogical Academy

Development
   Quality enhancement – some research results
   Effects at the Faculty of Engineering
   National/ international outlook

Theoretical aspects
   … in relation to the model
What constitutes excellence in university teaching?

What is an excellent university teacher?

It is more than just the teaching practice…

Excellent teachers demonstrate pedagogical competence at a high level…
Pedagogical competence – a model

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

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

**TEACHING SKILLS**
- Demonstrated proficiency

**PEDAGOGICAL COMPETENCE**
- Documented achievement

**OLSSON ET AL. (2010)**

Magin (1998)
Let us 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 peer-reviewed and related to knowledge about teaching and learning
Application

Applicants hand in …

- Teaching portfolio
  - self reflection (teaching philosophy)
  - integrated examples from the teaching practice

- 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
  € 220 per month
- Increased teaching grants for the department
  € 5500 per year per rewarded teacher
Statistics -- 2012

Total 92 (21 women; 71 men)

Different categories

Professor 31
Lecturer (with PhD) 49
Lecturer (without PhD) 12

Departments

All 18 departments
(between 10 and 1 rewarded teachers)
Assessment criteria

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 on 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
Plans for the near future…

4. New criteria focusing on the importance of the subject/subject area

Subject matter content knowledge

the subject

Pedagogical content knowledge

teaching and learning in relation to the subject

Curricular knowledge

relations to other disciplines/ the course as part of a programme
Time-line


Idea       Working group

Version 1

Research project

Version 2

Excellence in University Teaching
National project 2008-2010
Ten Swedish universities

International project 2010-
Sweden – South Africa
Development

Quality enhancement
  teaching portfolios
  conference articles

Effects at the Faculty of Engineering
  who, where, …
  students
  policy levels

National / international outlook
Quality enhancement

How is the pedagogical practice expressed in teaching portfolios (development over time)

What
How
Effects
Link theory/practice
Sharing/disseminating
Discussions about **What** the teacher teaches about
Discussions about **How** the teacher teaches

![Bar chart showing the percentage of responses for 'Not present', 'Descriptive How', and 'Reflective How' for two years: 2003 and 2009/2010.](image)
Teacher’s **Link** between theory and practice

<table>
<thead>
<tr>
<th>Link</th>
<th>Year 2003</th>
<th>Year 2009/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice, no educational theory</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Educational theory and practice but no link</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Link: use theory to describe practice</td>
<td></td>
<td>60%</td>
</tr>
<tr>
<td>Link: Use theory to develop practice</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>Link: Develop theory</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>
Discussions about **Effects** on students’ learning

![Bar chart showing effects on students' learning over the years 2003 and 2009/2010.

- **Not present**: Year 2003 (45%) vs. Year 2009/2010 (10%)
- **Assumptions based on own experience**: Year 2003 (35%) vs. Year 2009/2010 (58%)
- **Accounts based on investigations**: Year 2003 (20%) vs. Year 2009/2010 (32%)
Sharing and disseminating

Development from departmental level to more faculty/university levels and national levels.

More arenas available 2009/10 – clearly evident in the portfolios.
Quality aspects of conference articles (development over time)
Focus on **students’ learning**
Relevant research integrated in the article
Coherence of the article

The diagram shows the coherence of the article in 2003 and 2010. The categories are 'Fragmented', 'On a general level', and 'Clearly defined'. The data indicates a significant increase in clearly defined coherence from 2003 to 2010.
A clear development of quality (according to certain relevant criteria) of teaching portfolios as well as conference articles is evident between 2003 and 2010.

Has the teaching at the faculty improved?

Has student learning improved?
Effects at the Faculty of Engineering
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

Preliminary results from 2006, 2007, and 2008 show that rewarded teachers are responsible for high quality courses at the faculty.
Mean (ETP) based on 7797 questionnaires.

Mean (All) based on 84107 questionnaires.
National / international outlook

Policy documents

Especially appointment and promotion
Lund University and other universities

Systems for rewarding excellent teachers

Lund University (3 faculties besides Engineering)
Several Swedish universities
Nordic / Baltic universities

Cooperation (workshops; education; projects etc.)

Sweden, South Africa, India, Hungary, Macedonia, Spain, Switzerland, Palestine, USA, Great Britain, Canada, Australia, Germany, Norway, Denmark, …
Theoretical aspects

... in relation to the model of pedagogical competence

Observations of high quality are especially important

Olsson & Roxå (2012)
Conceptual change  

a driving force for development and improvement

learning perspective
Cognitive dissonance

new knowledge that is in conflict with previous knowledge

the tension between conflicting cognitions, the dissonance, is a driving force for change … eliminate dissonance and achieve consonance …
Content, process, and premise reflection

increasingly complex ways of reflection

Mezirow (1991)

does not question validities … within the boundaries of our beliefs … question our knowledge and beliefs …
Theories in use

Espoused theories

Single-loop learning

Double-loop learning

congruence between espoused theories and theories-in-use

conclusions from data → double-loop learning

Argyris & Schön (1974)
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