

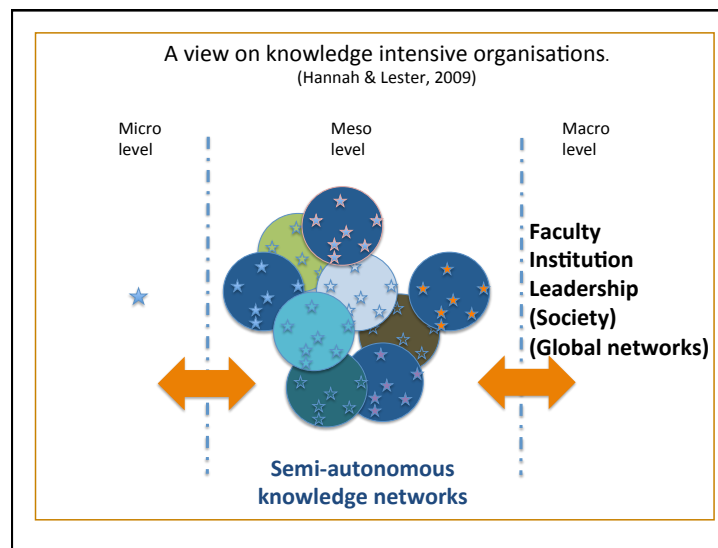
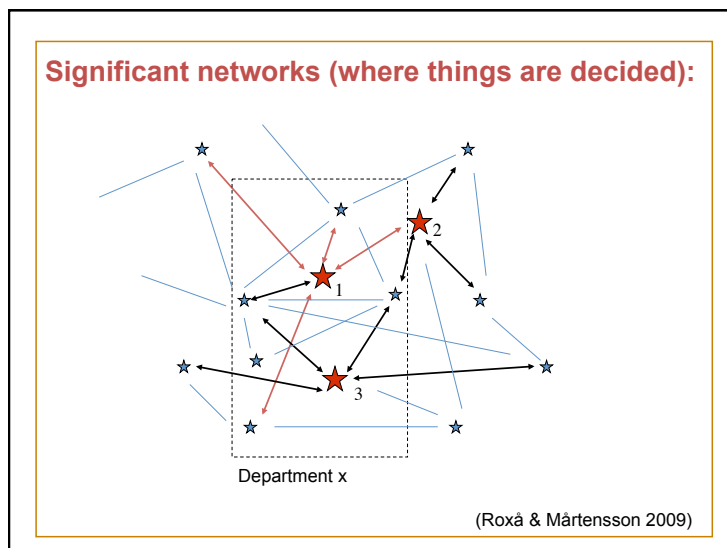
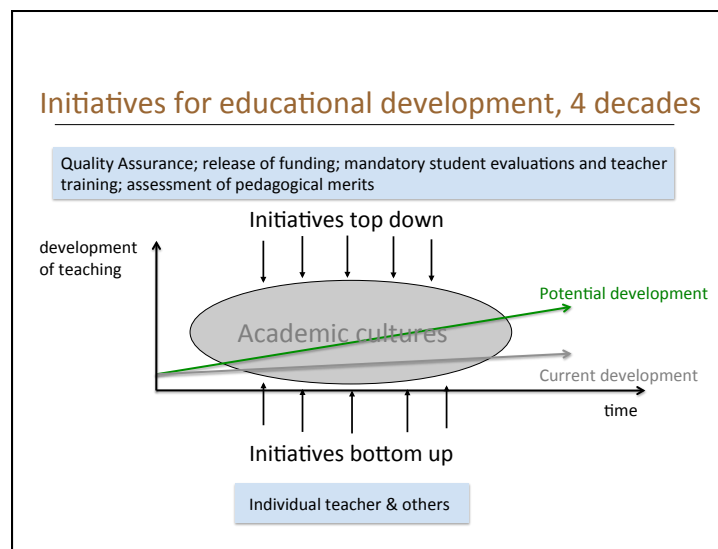


*teacher competence and career incentives
at a faculty of engineering (LTH)*

— in search of a practical theory
“advice for academic leaders”

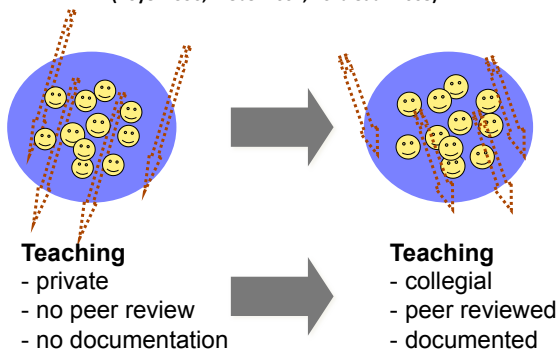
LUND UNIVERSITY
Faculty of Engineering

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Copenhagen April 25, 2014

A cultural shift concerning Teaching & Learning

Inspired by the research culture
Scholarship of Teaching and Learning
 (Boyer 1990; Kreber 2002; Roxå et al. 2008)

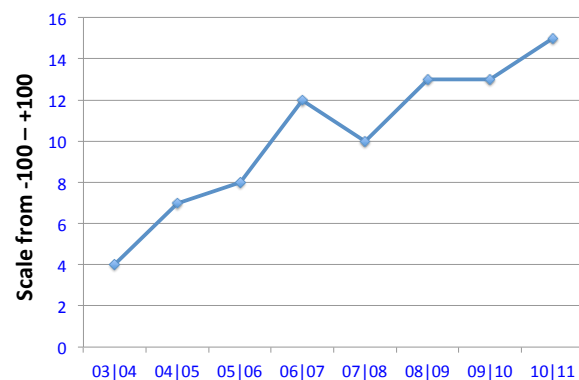


Evidence after 20 years:

Effects on students and on *potential* students

1. LTH is the higher education institution that most strongly is associated with *quality in education* among young people in Sweden
2. *Educational quality* is the prime reason for new students to chose to study at LTH
3. We are gaining market shares from competitors (students select LTH as their first choice)
4. Students appreciation of *good teaching* (measured over 10 years) is steadily however slowly increasing
5. *Other institutions* follow the example of LTH (Chalmers, Uppsala, Umeå, Halmstad, Örebro, Helsinki, Stavanger,

Student experience of "good teaching" 2003-2011;
 CEQ Engineering, n:110 013



A reward system that has influence promotion and employment

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



Appointment

Successful applicants/departments receive...

- The title ETP (Excellent Teaching Practitioner)
- Rise in salary for the individual teacher
€ 250 per month
- Increased teaching grants for the department
€ 6 000 per year per rewarded teacher



Application

Applicants hand in ...

- Teaching portfolio
 - scholarly 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



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 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

Rewarded -- 2013

Total 98 (25 women; 73 men)

Different categories

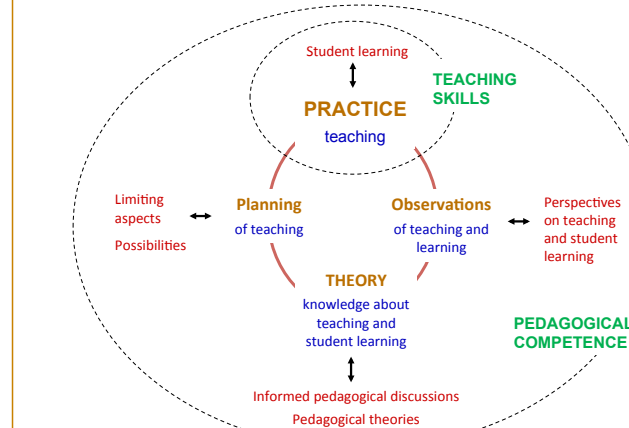
Professor	33
Lecturer (with PhD)	53
Lecturer (without PhD)	12

Departments

All 18 departments
(between 11 and 1 rewarded teachers)



Pedagogical competence at LTH – a model



Olsson & Roxå (2012 & 2013)



LTH

15 december 2010

Call for papers

100 participants Proceedings
20 paper 1300 words,
Keynote incl. references

LÄRANDE I LTH

Newsletter to all teachers

GENOMBROTET – BLAD 17 – MARS 2012

Genombrottet är LTH:s pedagogiska stöd- och utvecklingsorgan. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete.

I detta nummer av Lärande i LTH presenteras tre artiklar som bygger på rapporter skrivna inom ramen för de högskolepedagogiska kompetensutvecklingskurserna vid Genombrottet, LTH:s pedagogiska stöd- och utvecklingsorgan. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete. Genombladet presenterar och illustrerar LTH:s pedagogiska stöd- och utvecklingsarbete.

Innehåll

Sid 2: När blir man självständig forskare på LTH? – vad händer efter disputationen?

Sid 4: Correlation between the implementation of constructive alignment and course evaluations at LTH – CEQ in combination with course coordinator questionnaire

Sid 6: Måttliga och kunniga teknologer i utbildning och lärande – en intervju med Adjunctive Check List

Sid 8: LTH:s högskolepedagogiska kompetensutvecklingskursen våren 2012

Sid 9: Kom ihåg

Sid 9: Kontaktinformation

Vad har du skrivit för språk och har du gjort några utvärderingar? Eller har du skrivit några utvärderingar? Eller har du skrivit några utvärderingar? Eller har du skrivit några utvärderingar?

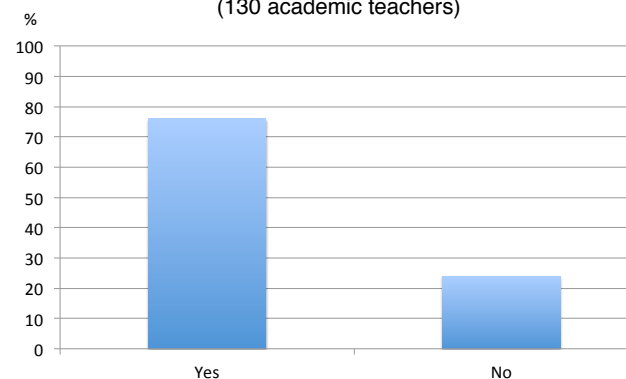


LÄRANDE I LTH – BLAD 17

1

Teachers working together on pedagogical projects "pedagogical courses"

SOTL-projects do influence teaching practice (130 academic teachers)



(Larsson & Mårtensson, 2012)

References:

Mårtensson, K., T. Roxå, et al. (2011). "Developing a Quality Culture through the Scholarship of Teaching and Learning " Higher Education Research & Development **30**(1): 51 - 62.

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Roxå, T., K. Mårtensson, et al. (2011). "Understanding and influencing teaching and learning cultures at university: a network approach." Higher Education **62**(1): 99 - 111.

Roxå, T. and K. Mårtensson (2009). "Significant conversations and significant networks – exploring the backstage of the teaching arena." Studies in Higher Education **34**(5): 547 - 559.

Roxå, T., T. Olsson, et al. (2008). "Appropriate Use of Theory in the Scholarship of Teaching and Learning as a Strategy for Institutional Development." Arts and Humanities in Higher Education **7**(3): 276 - 294.



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