

A Swedish perspective on educational/academic development

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Encuentro RED-U sobre Talleres , Universidad de Cantabria,
Santander 7-8 Julio de 2011







Lund University

Founded in 1666

8 faculties

40 600 students

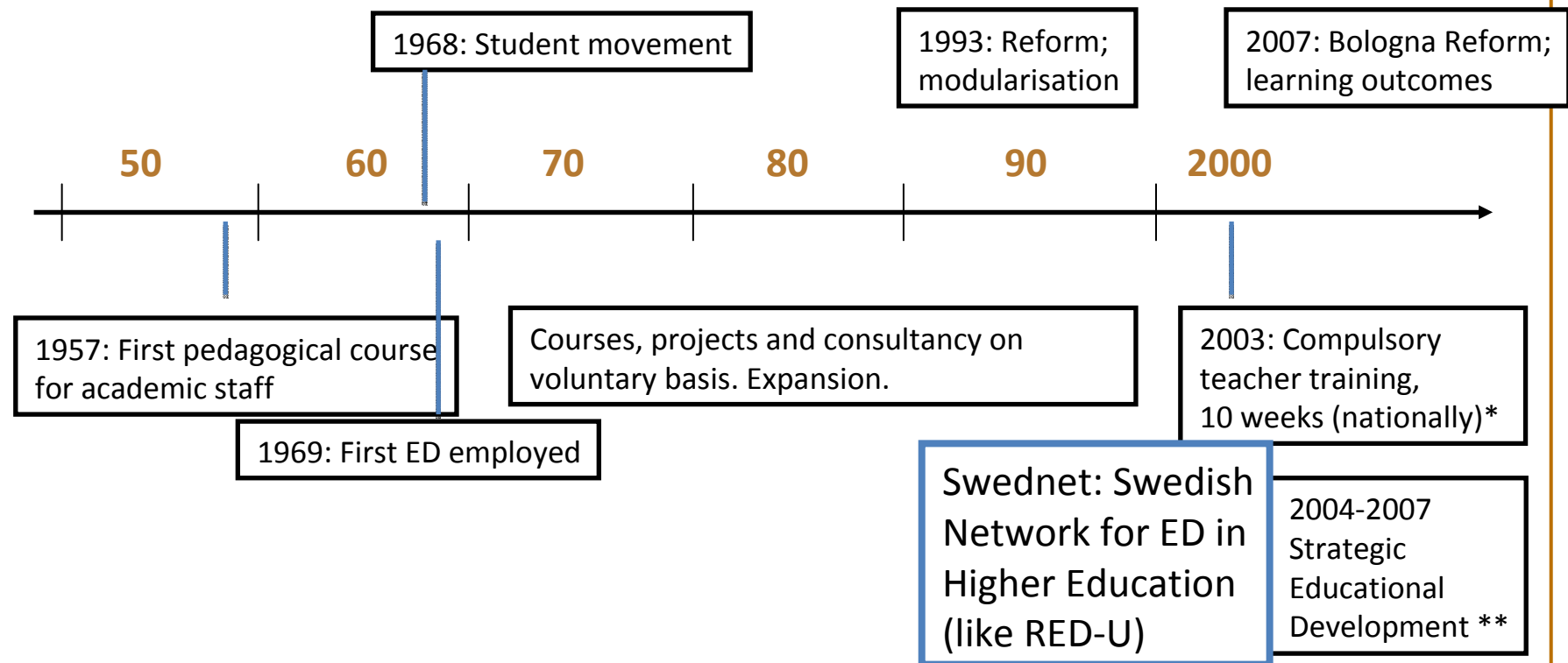
4 000 teaching staff

Overview

1. Historical development of ED in Sweden
2. Some recent themes and focus of interest
 - Teacher training for academic staff
 - The Bologna Process
 - Pedagogical competence
 - Academic leadership
 - Professional development of educational developers:
"Strategic Educational Development"

(Some) Critical incidents in Swedish ED

From individual (teacher) development to organisational development



Åkesson & Falk-Nilsson, 2010; * Lindberg-Sand & Sonesson, 2008; ** Roxå & Mårtensson, 2008

Compulsory higher education teacher training (CHETT)

10 weeks, for tenure academic positions (2003-2011) – national requirement

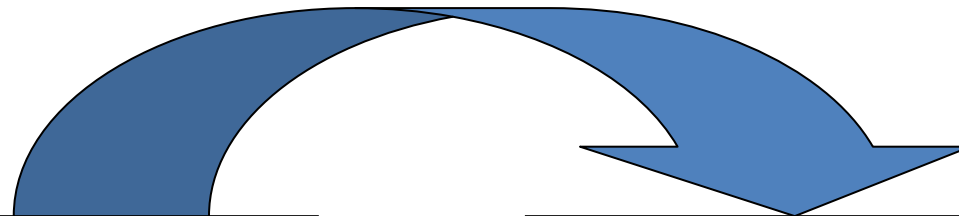
The intended learning outcomes:

After CHETT is concluded participants are expected to be able to:

- show an understanding of student learning in higher education, drawing upon relevant educational research
- plan, teach, assess for and evaluate student learning in their own field of knowledge
- reflect on his/her professional approach as a teacher, and on values in higher education such as academic and scientific ones, democracy, equality and equal opportunities
- show knowledge of society's goals for, and regulations of, higher education
- collect, analyse and communicate experiences from his/her teaching and learning practice, along with relevant research, as a basis for the development of educational practice and professional growth

(Lindberg-Sand & Sonesson, 2008)

The Bologna Declaration



From

The course content...
The course will provide...
This course is an overview of....

1/7
2007

To “Intended learning outcomes”

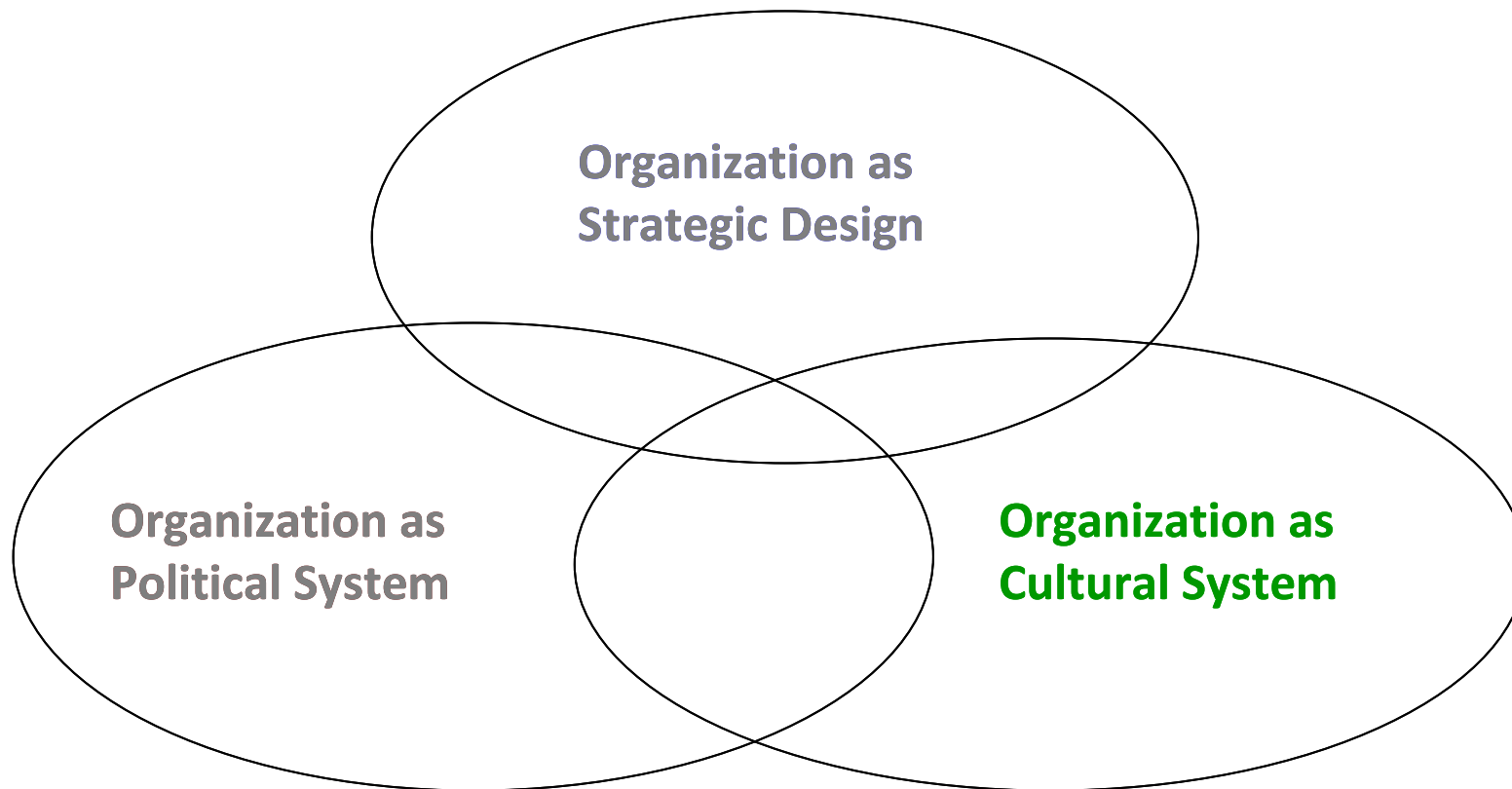
On the completion of this course the student will be able to.....

Implications & consequences

- A lot of hard work for academics!
- Re-writing of all course and programme syllabuses
- Some major changes in terms of pedagogy and curriculum design, with an increased focus on student learning, and *constructive alignment* (Biggs, 1999). Best results when academics have really engaged in analysing and developing their current teaching and assessment practices.
- Increased demands on quality assurance /reporting

Three Lenses on Organization

(John van Maanen, MIT, 2007)



Academic freedom

rest in a continuum between loyalty and autonomy

Being loyal towards
colleagues & institution



Being
autonomous

(Åkerlind & Kayrooz, 2003)

In a research intensive institution loyalty towards the rules of the research culture is widespread.

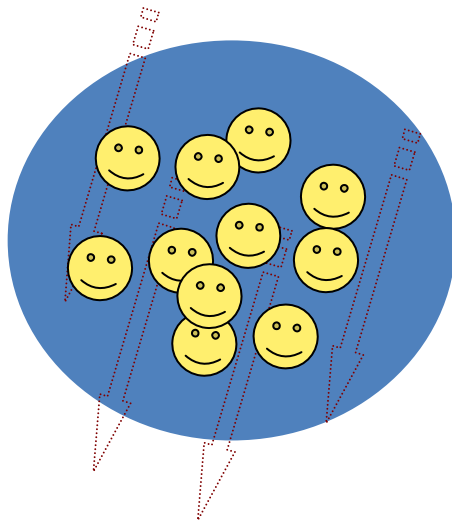
These rules can be incorporated into the teaching and learning culture: documentation, collegiality, and peer review. The focus for attention, though, is still controlled by the academics.

We are aiming for:

A cultural shift concerning Teaching & Learning

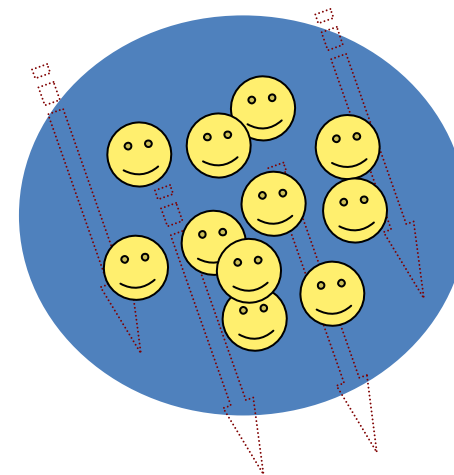
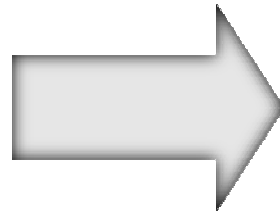
Inspired by the research culture

Scholarship of Teaching and Learning



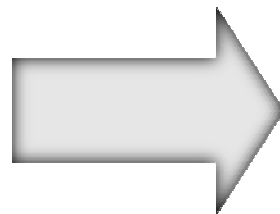
Teaching

- private
- no peer review
- no documentation



Teaching

- collegial
- peer reviewed
- documented



(Mårtensson et al, 2011)

Pedagogical courses

(Roxå et al, 2008)



Level 1. Paper targeted towards colleagues in course

Level 2. Paper targeted towards colleagues in department

Level 3. Paper targeted towards colleagues in the Faculty or beyond

The scholarly sophistication increases on each level

A Swedish perspective on
PEDAGOGICAL COMPETENCE

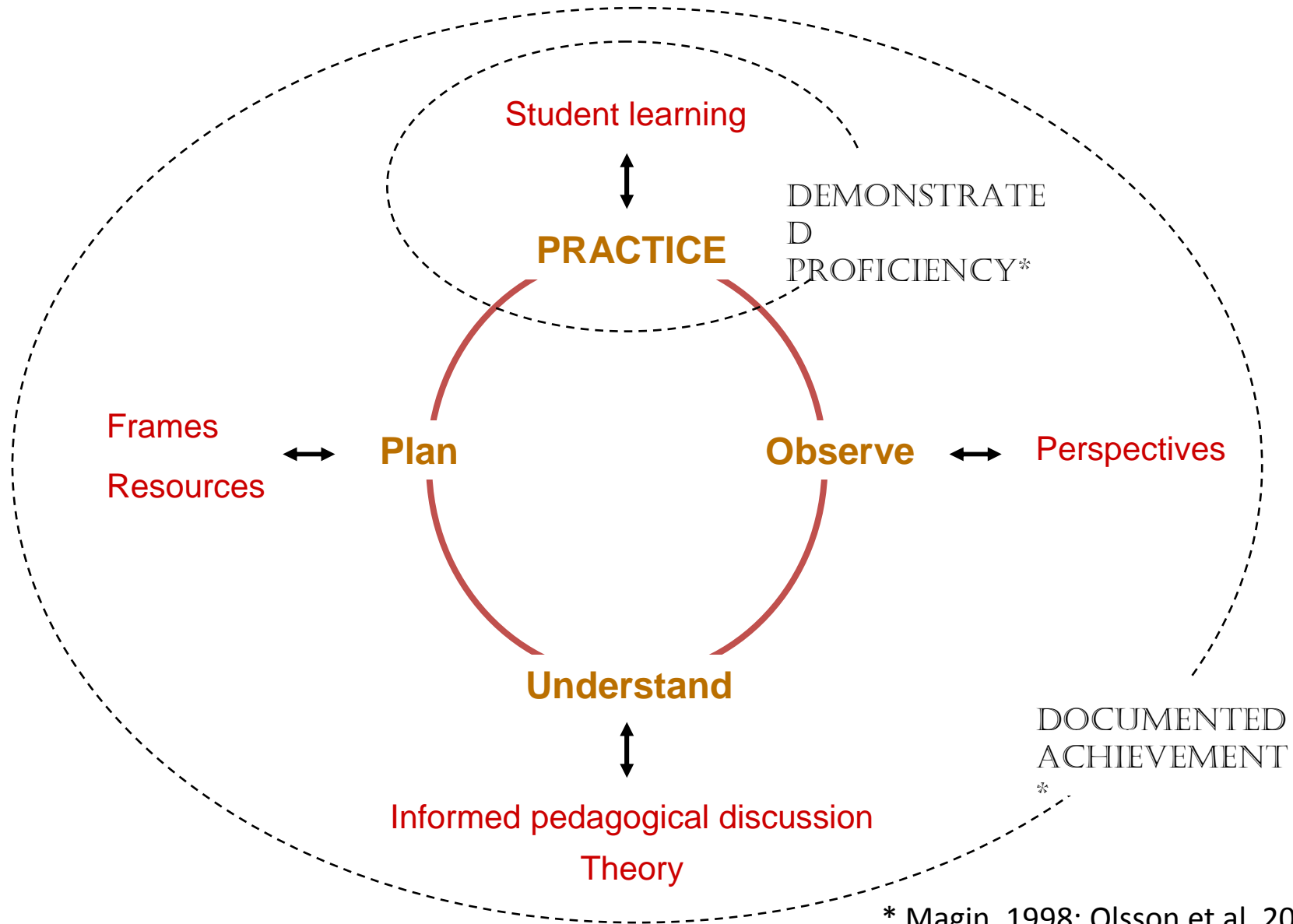


Editor Åsa Ryegård
Karin Apelgren and Thomas Olsson

2008-2010

A joint national initiative
between 10 Swedish
universities to investigate
and recommend how to
document, assess and
reward **pedagogical
competence**

Pedagogical competence - comprehensive model



* Magin, 1998; Olsson et al, 2010

Example:

A reward system in a Faculty of Engineering

LTH's Pedagogical Academy

- monetary incentives for individuals and departments
- based on a teaching portfolio which is peer-reviewed and related to pedagogical theory
- rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on practice

(Ohlsson et al, 2010)



Has the reward system influenced the culture?

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

70 teachers – 10% of all senior researchers at the faculty

Election of a new Dean – many ETP within the group of electors

Faculty leadership (Dean, vice Dean with ETP)

Teachers from all categories – more than 85% are active researchers

Has the reward system affected the policy level (Dean, Heads of Departments, written policies within the faculty)?

Policy level engaged in the development

Boost the faculty's competitiveness

Tenure and especially promotion

Anecdotic evidence...



Leadership matters

(Ramsden et al, 2007; Gibbs et al 2008)



1. Expansion of higher education; quality procedures; widening participation; internationalisation; new societal expectations



2. A lot of these changes and initiatives lay the full weight of the expected improvement on individual teachers. This brings leadership to the fore in relation to educational development.

Identified issues with academic leadership

Anderson et al 2008; Mårtensson & Roxå, 2010

- Being 'the meat in the sandwich' – difficult to work on long-term development/strategic issues
- Constant flow of unpredictable issues to deal with, changed conditions, even contradictory/drowning in the acute
- No real power – few rewards and sanctions
- Isolation / loneliness
- Delicate dealing with the sensitivity ('integrity') of the led often with strong internal motivation
- Few possibilities to construct and elaborate an identity as a leader, construct a Self as a leader

Most leaders want to do a good job!

So how can leadership be supported?

- Release agency (Giddens 1984)
- Support Scholarship of Leadership (SoL)

A need for

- opening up the practice of academic leadership
- language, models, intellectual tools to understand leadership and for further meaning making
- networks for leaders, sharing experiences
- "thick descriptions" and reflective documentation of leadership practice
- courses for academic leaders, including formal content

And how can educational developers be supported?



A Swedish example of
professional development of educational developers

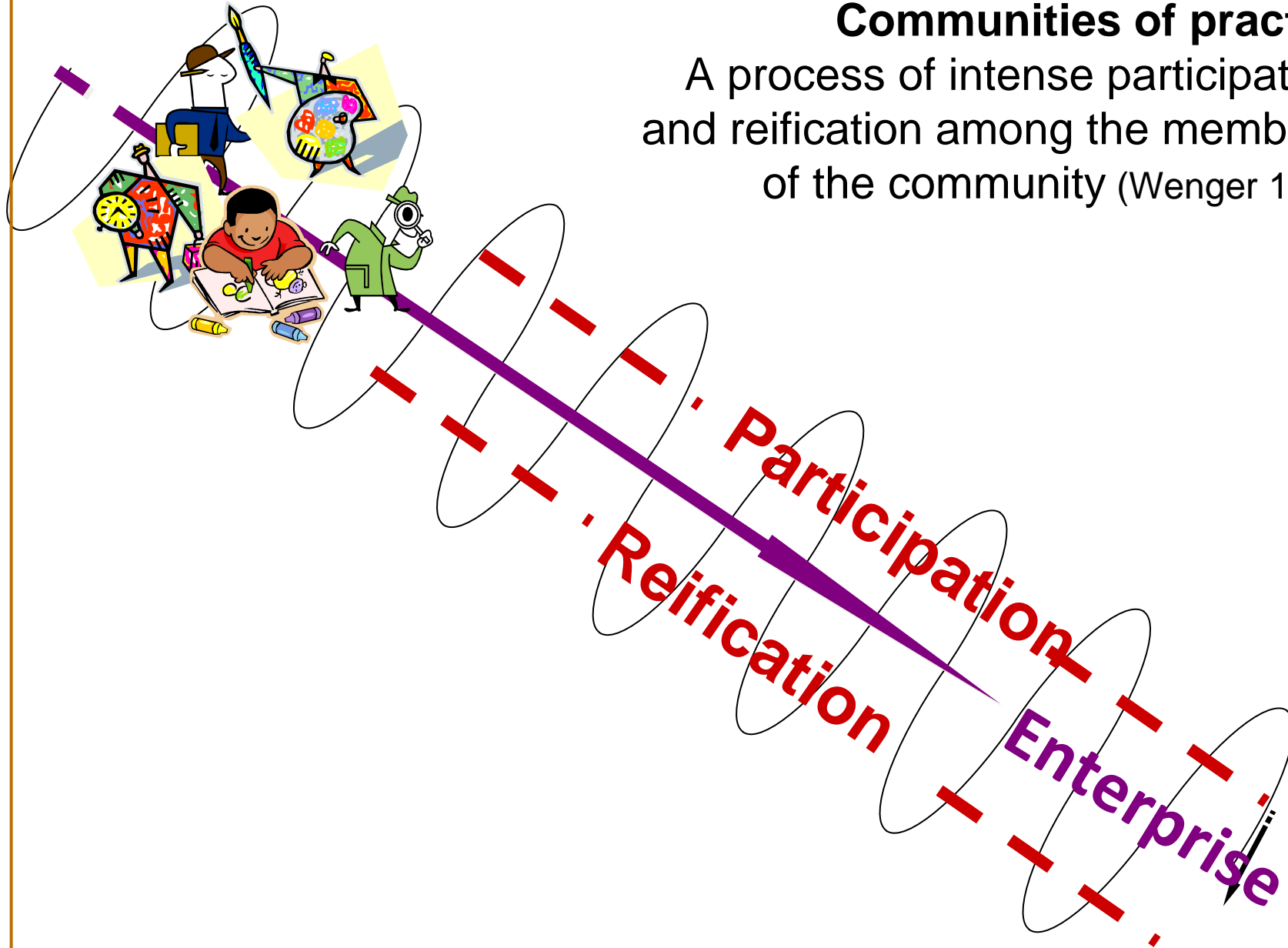
Roxå & Mårtensson, 2008

The project – a course: 'Strategic Educational Development'

- 5 weeks participants time - over 1 year
- 2 cohorts, (2004/2005 + 2006/2007)
- 40 participants (\approx 75 applicants), **everybody working with a strategic development project in their own university. Reported in writing, and peer-reviewed at end of course**
- 7/8 contact-days + web-based interaction
- Course-leaders: Lund & Uppsala University
- National funding + each participating university
(\approx 85000 EUR + 500 EUR/person)

Communities of practice

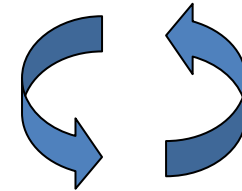
A process of intense participation and reification among the members of the community (Wenger 1999)



Results

Challenges

- The role (Lind, 2005; Magnusson, 2006)
- Scholarship of academic development



Benefits

- ❖ A strong community of practice; > 50% of Swedish HE Institutions participated
- ❖ Course contributed to a strong professional network
- ❖ Swedish EDs now more confident in working strategically
- ❖ Strengthened identity and professional role/s
- ❖ Swednet (the national network) has become more strategic

(Mårtensson & Roxå, 2008 and forthcoming)

Thank you for inviting me!



Understanding strong academic microcultures

(Roxå & Mårtensson, 2011a)

