Teaching Excellence
Teaching Portfolios
Rewarding Excellent Teaching

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Topics…

What constitutes excellence in university teaching?

How can we assess excellent teaching?

A model of pedagogical competence

Teaching portfolios

How to write and assess portfolios

Rewarding excellent teaching

A reward system – The Pedagogical Academy

Development

Quality discussions

What constitutes excellence in university teaching?

… what is an excellent university teacher?
… what kind of teachers do you want at your university?

Brainstorming and priorities – in groups

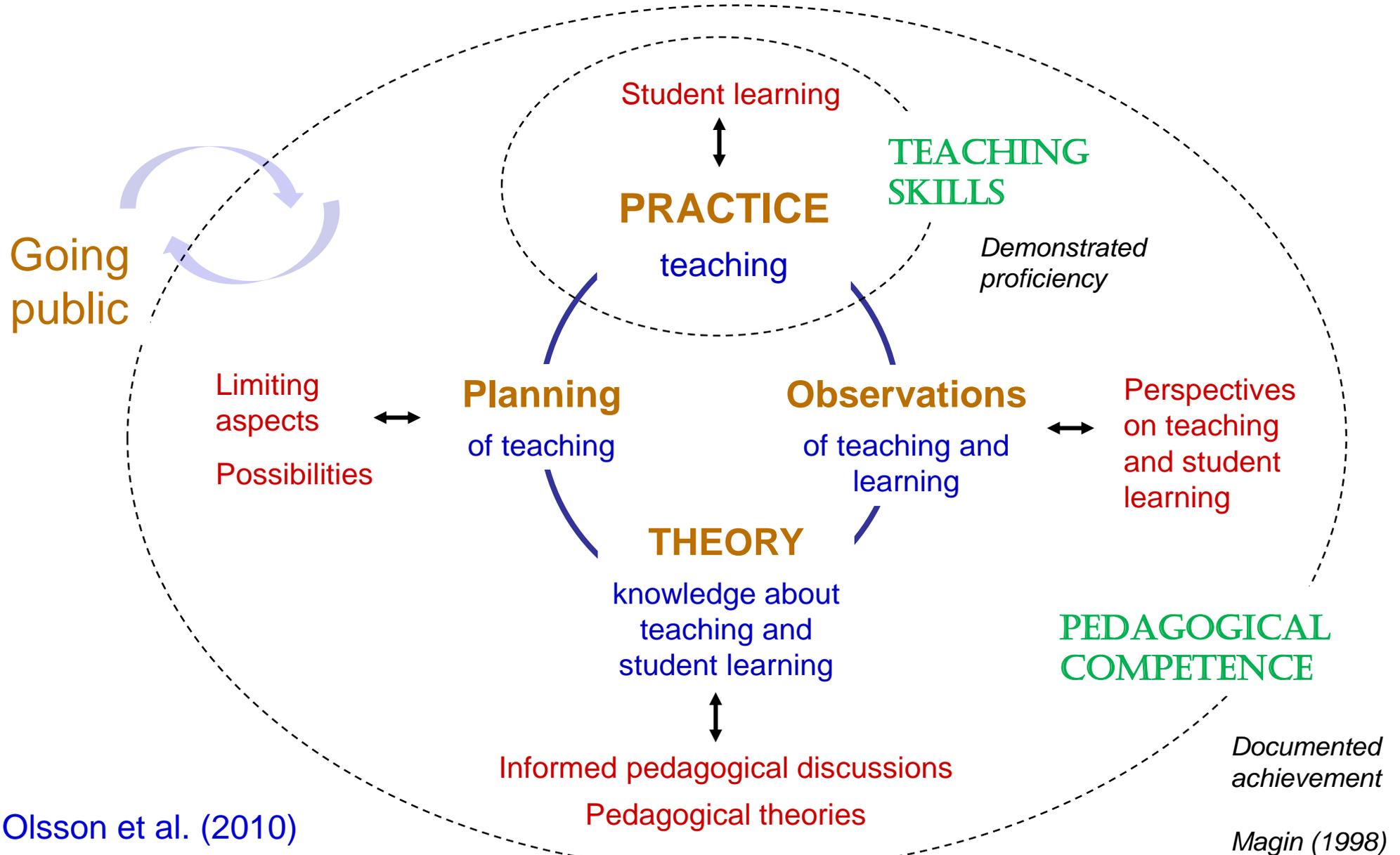*Discussion*

How can we assess university teaching?

… what should we look for?
… quantity vs. quality?

Brainstorming and priorities – in groups

Discussion

Pedagogical competence – a model

Student learning

TEACHING SKILLS

PRACTICE

teaching

Demonstrated proficiency

Going public

Limiting aspects

Possibilities

Planning
of teaching

Observations
of teaching and learning

Perspectives on teaching and student learning

THEORY

knowledge about teaching and student learning

PEDAGOGICAL COMPETENCE

Informed pedagogical discussions

Pedagogical theories

Documented achievement

Magin (1998)

Olsson et al. (2010)

Olsson & Roxå (2013)

Teaching portfolios

- problems and possibilities when teachers write their teaching portfolios

some slides from Anders Ahlberg, Lund University

A significant teaching and learning situation

Talk to each other (in pairs) about a teaching and learning situation you consider significant

- What happened?

- What was good/problematic?

- Why?

- How do we know this?

- How will this influence your teaching in the future?

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

After Apelgren & Giertz (2001)

Subject matter content knowledge

Substantive structures - the ways in which basic principles and concepts are organised to incorporate its facts

Syntactic structures - discipline specific sets of ways in which truth/validity are established (to be familiar with the "grammar of the discipline")

Pedagogical content knowledge

To have a discipline specific arsenal of analogies to choose from

To be aware of discipline specific learning hurdles and useful learning pathways

Curricular knowledge

To access the full variety of instructional materials and ways through the subject discipline

To be able to link subject discipline to sister disciplines

Lee Shulman (1986)

Common reflective text components

- A very **brief** teacher biography

- Teaching **philosophy**/favourite educational principles (including references to the literature)

- Your key **concrete teaching practice** examples (representative selection)
  - Why did you develop teaching?
  - How did you develop teaching?
  - With which student learning results?

- Possibly an integrative discussion making your development as a teacher over time clear to the reader

- A **brief** statement of future plans

Assessing excellent teaching

The literature …

Criteria … on which the assessment is based

Evidence … to show that the criteria are met

Standards … to judge the evidence

Chism (2006); Ramsden & Martin (1996); Elton (1998); Trigwell (2001); McAlpine & Harris (2002); Gibbs (1995); …

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

Assessment criteria – improvement ... Shulman (1986)

4   New criteria focusing on **the importance of the subject**

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

Struggling portfolio-writers

- Philosophy detached from teaching practice

- Active, possibly successful change of teaching practice without well established arguments for this change

- Not accepting that teaching practice needs development (not only the portfolio text)

- No future vision

- No observations

- Not including PhD supervision and teaching
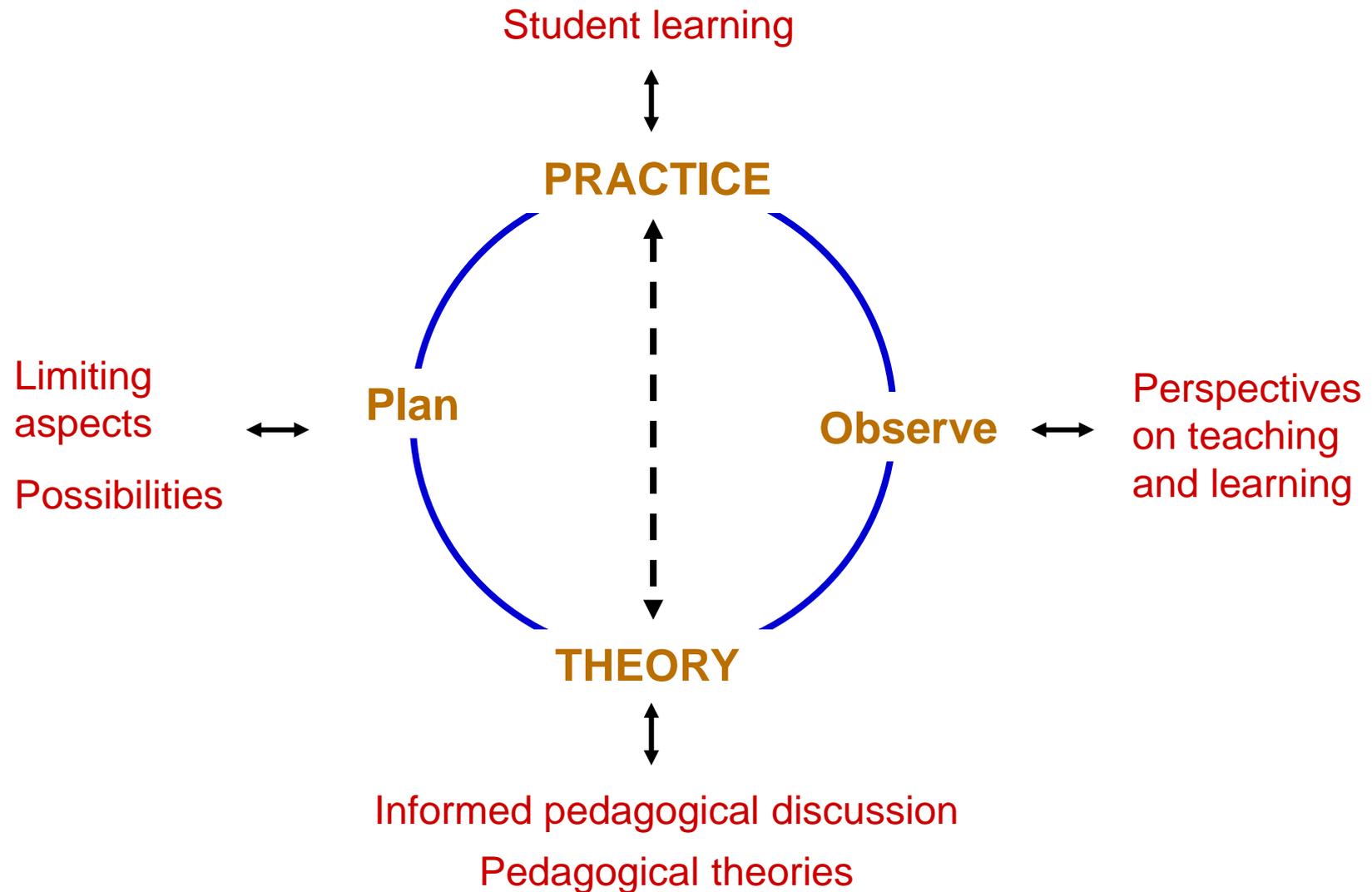
Portfolio and assessment biases

too much focus on quantity

too much focus on theory

too much focus on practice

Pedagogical competence

THEORY Complexity of pedagogical reasoning and understanding*

Holistic approach

Integrated understanding

Structured knowledge

Fragmented knowledge

Atomistic approach

* Biggs & Collis 1982
   Didactic triangle
** Kreber 2002
   Trigwell & Shale 2004
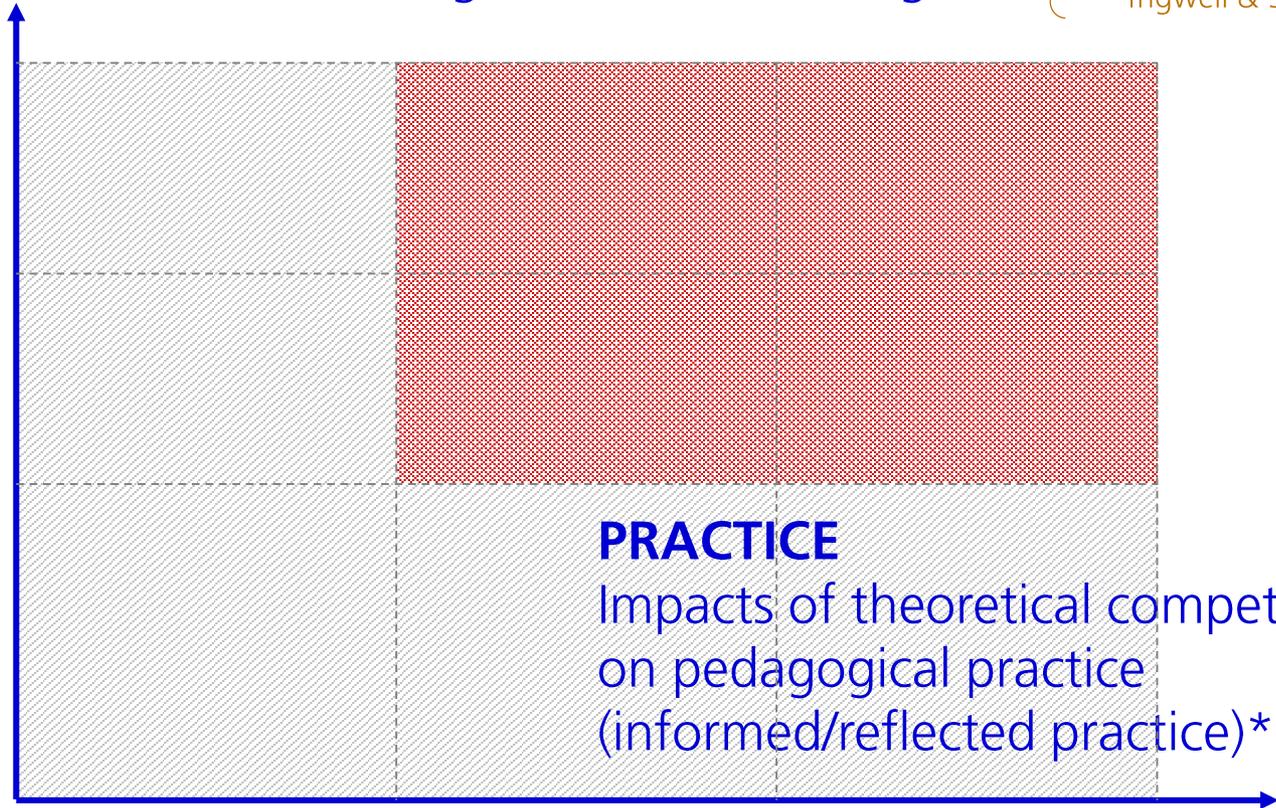
PRACTICE
Impacts of theoretical competence on pedagogical practice (informed/reflected practice)**

Intuitive practice   Reflected practice   Scholarly practice

Antman & Olsson (2007)

Un-reflected approach ⟶ ⟶ **Scholarly approach**

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
    R 2 900 per month

- Increased teaching grants for the department
    R 72 000 per year per rewarded teacher

Statistics   -- 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)

Assessment criteria (Lund University – Engineering)

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Time-line

1998 2000 2001 2003 2005 2006   2015

Idea Working group

Excellence in University Teaching

Nationally / Internationally

Version 1

National project 2008-10
Ten Swedish universities

Research project

International project 2010-
Sweden – South Africa

Version 2

Workshops/seminars/
keynotes

Sweden, Denmark, Norway,
Finland, Germany, UK, USA,
Canada, Hungary, Macedonia,
Switzerland, Spain, South Africa,
Australia, India, Singapore,…

A Swedish perspective on PEDAGOGICAL COMPETENCE

http://www.uadm.uu.se/upi/arkiv/rapporter/NSHU%20Eng_inlaga[1].pdf

A Swedish perspective on
PEDAGOGICAL COMPETENCE

Editor Åsa Ryegård
Karin Apelgren och Thomas Olsson
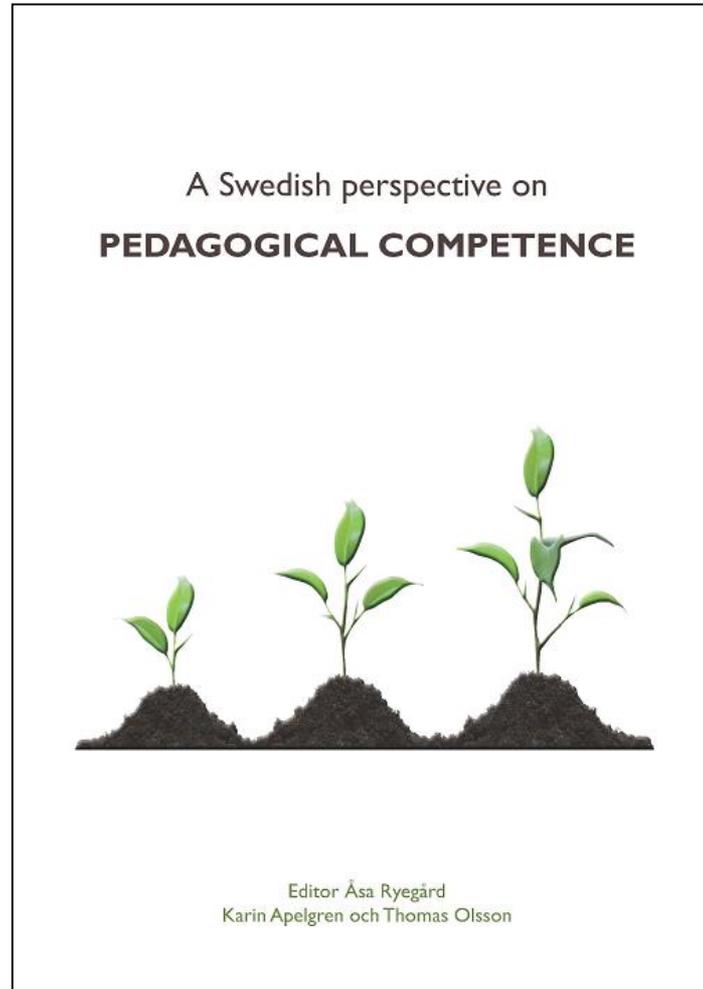
Table of content

- *About the project – background, organisation and results*

- *Eight perspectives on pedagogical competence*

One, two or three levels

Basic level

Accomplished teacher

Qualified teacher

Excellent teacher

Excellent Teaching Practitioner (ETP)
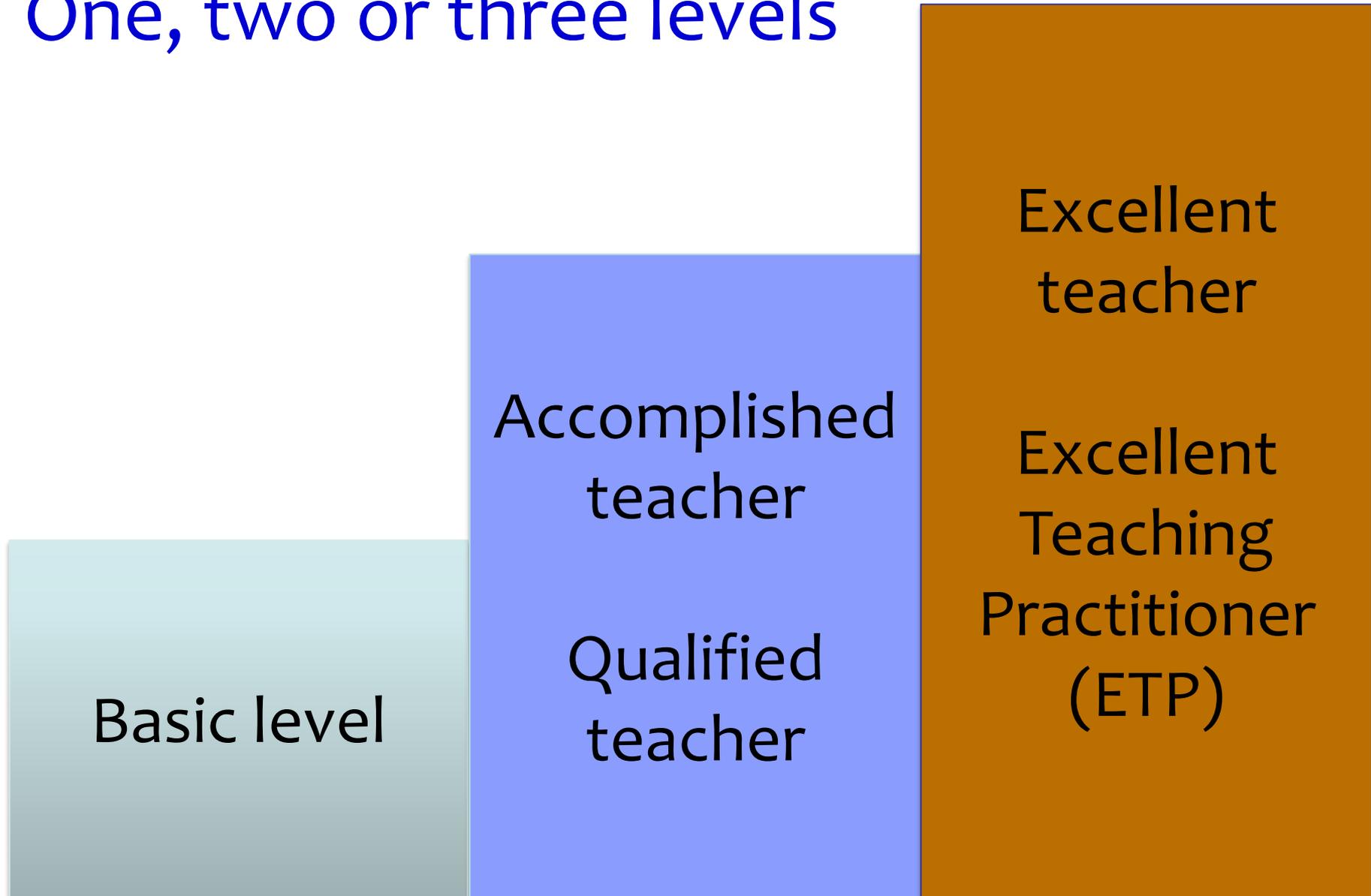
Examples of two different models

Faculty of Engineering at Lund University

Umeå University

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

How is the pedagogical practice expressed in **teaching portfolios** (development over time)
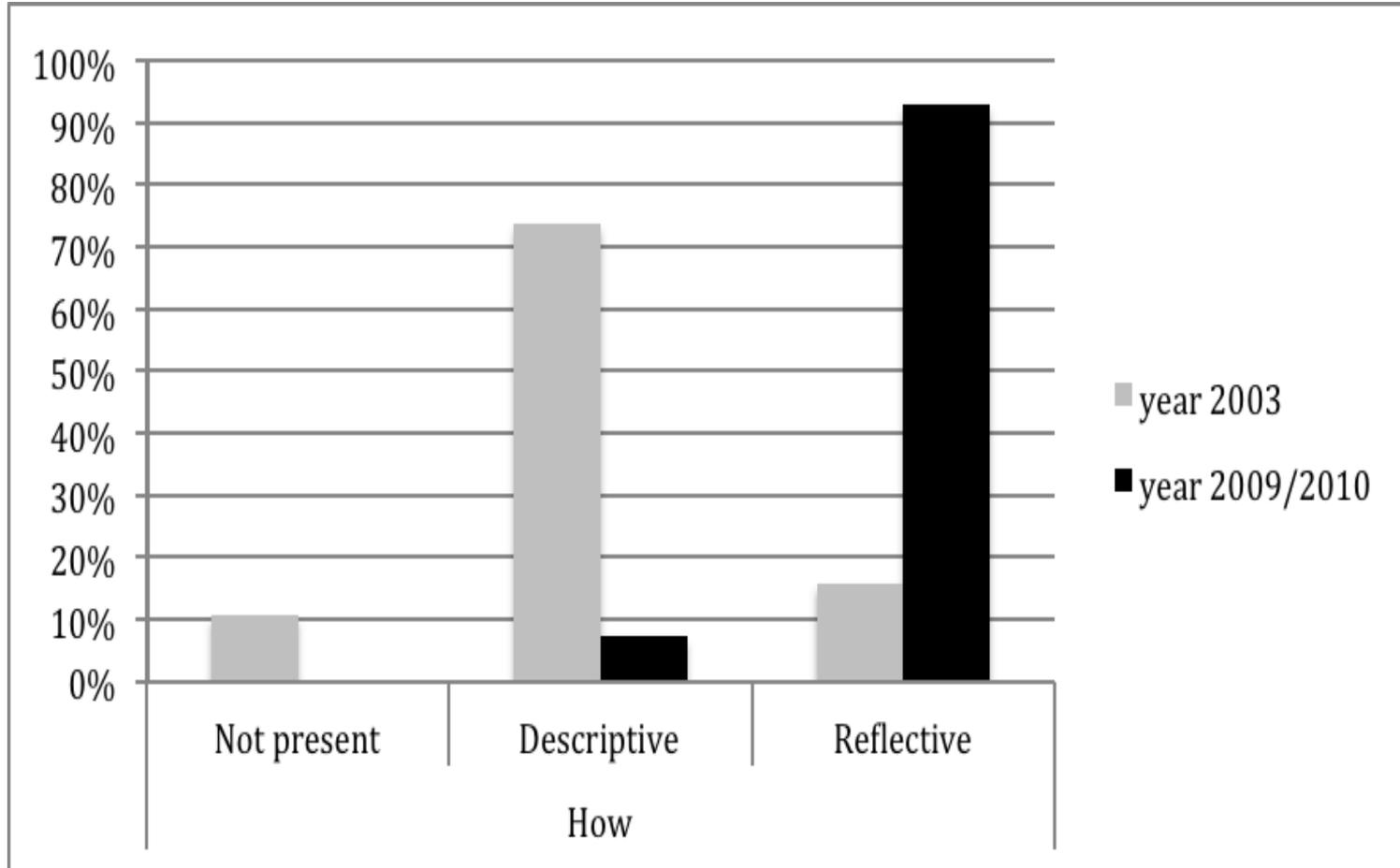
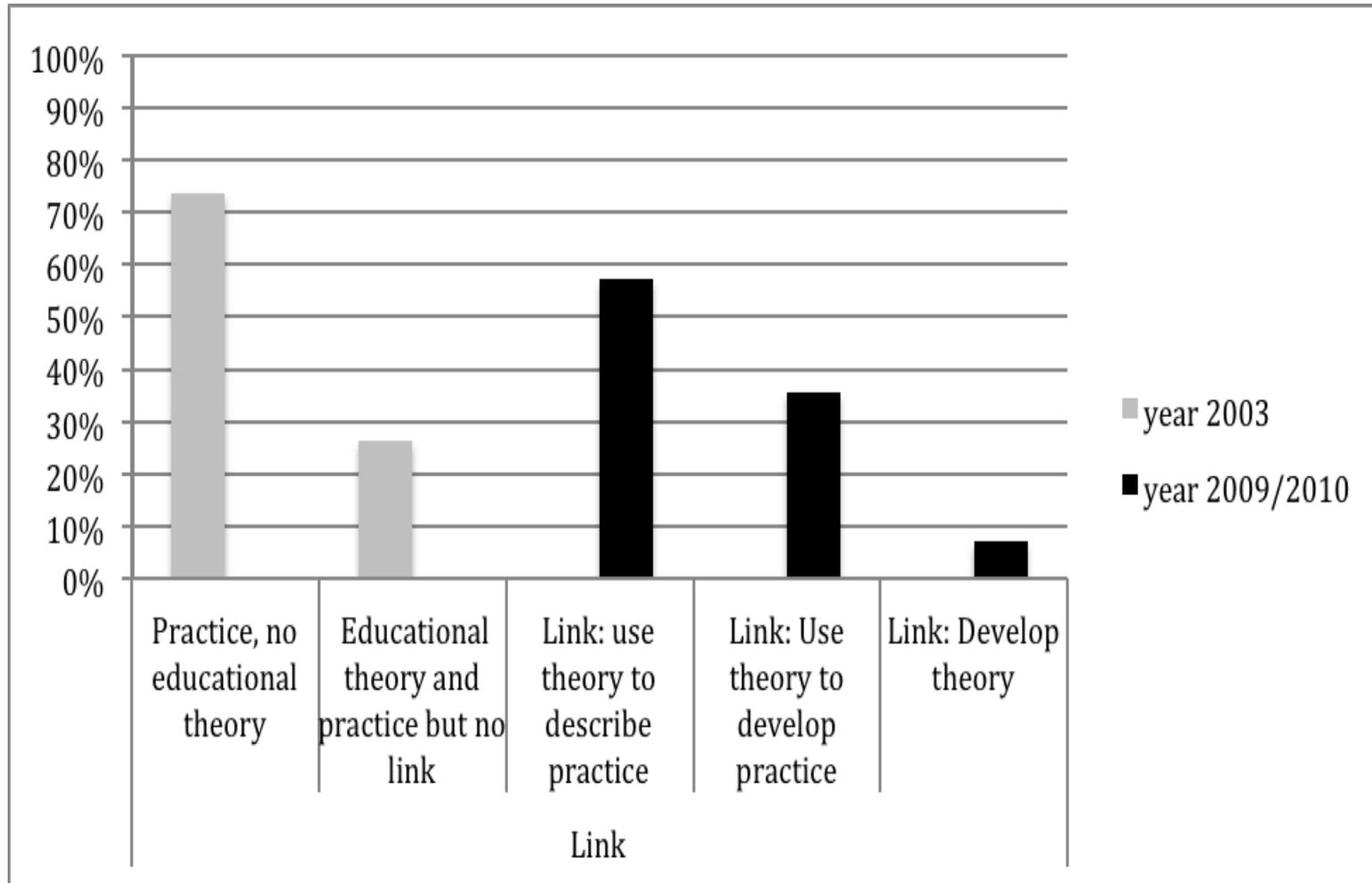What   How   Effects   Link theory/ practice   Sharing/ disseminating

Discussions about **What** the teacher teaches about
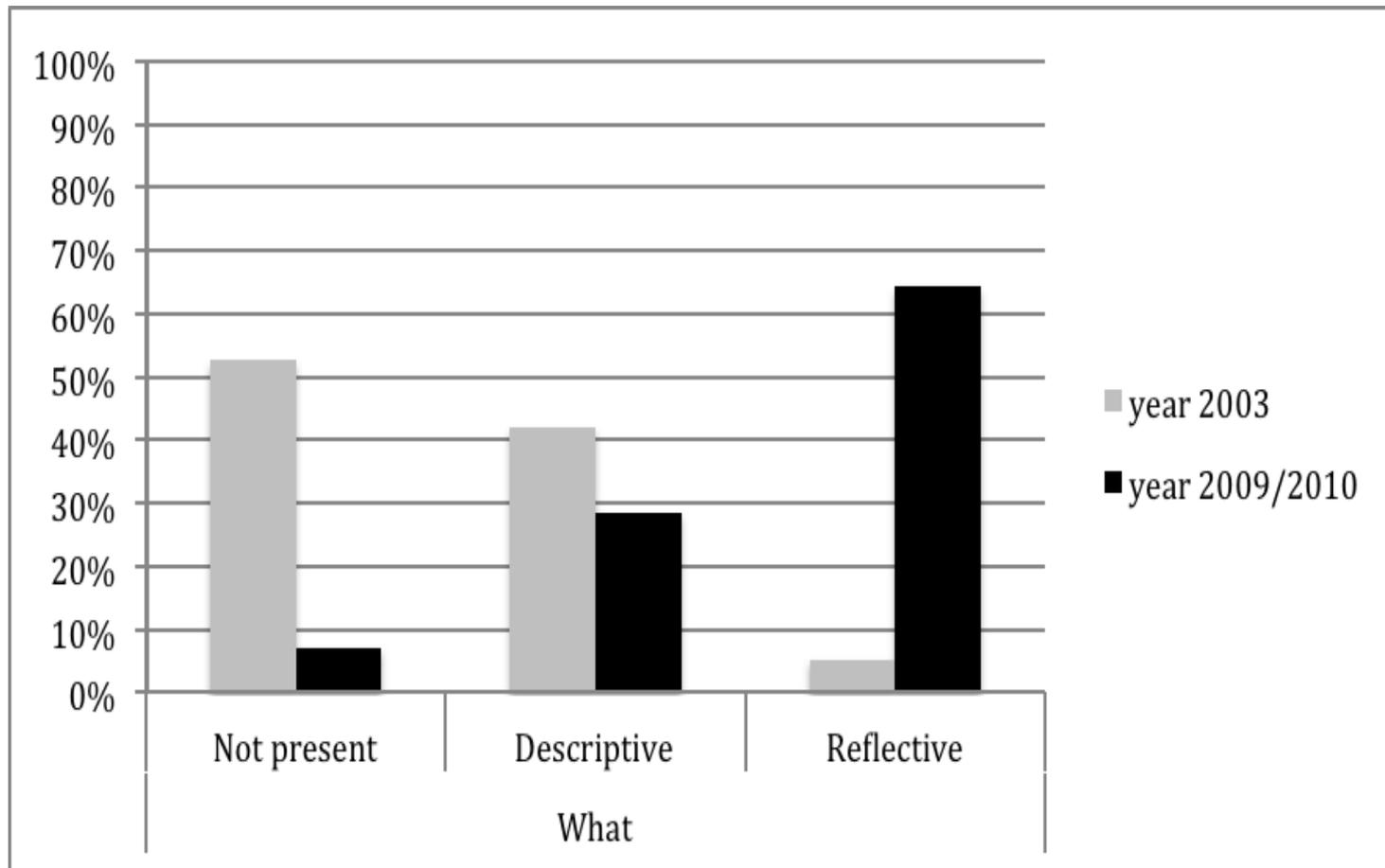
Discussions about **How** the teacher teaches

Teacher's **Link** between theory and practice

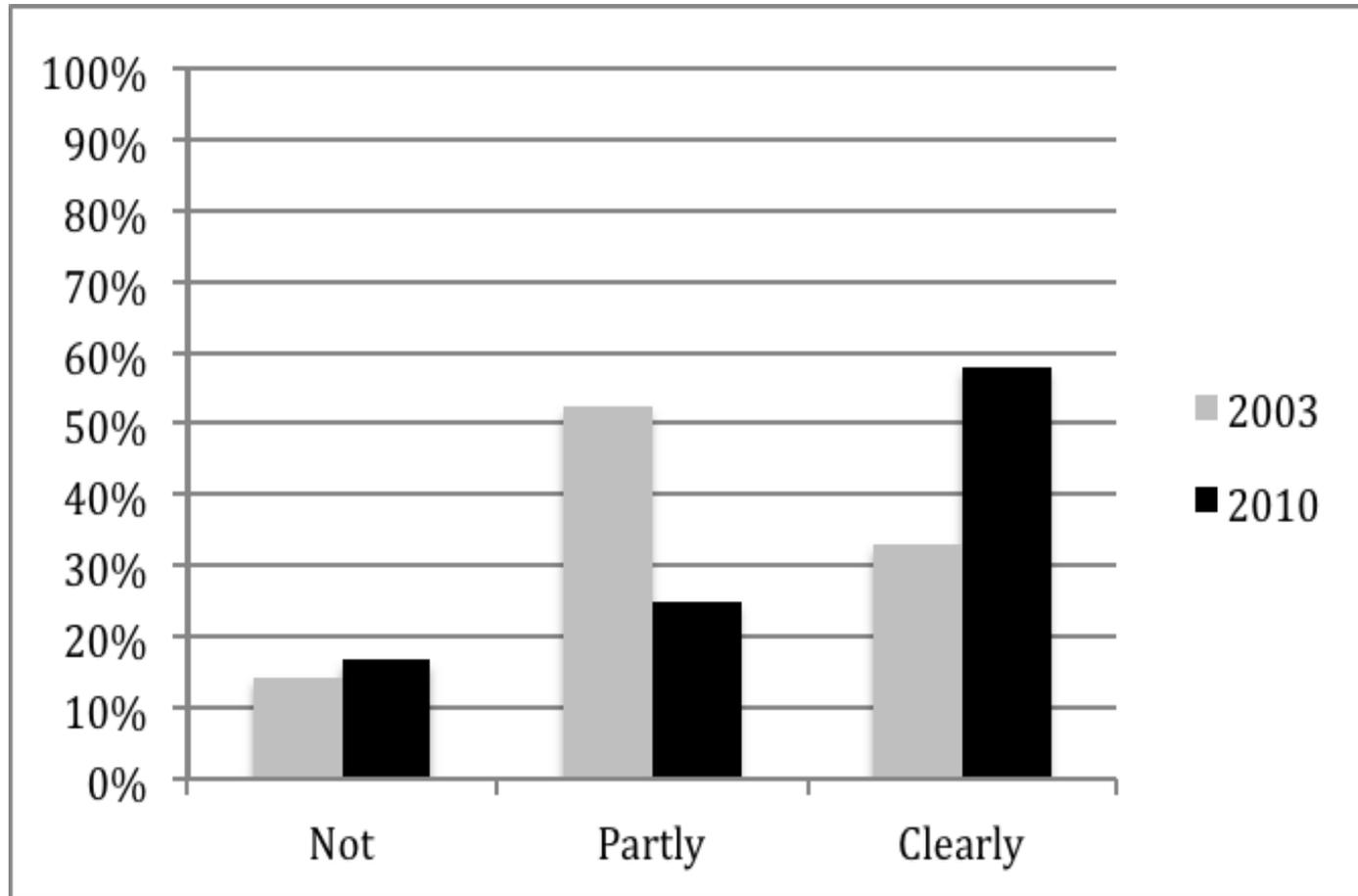# Discussions about **Effects** on students' learning
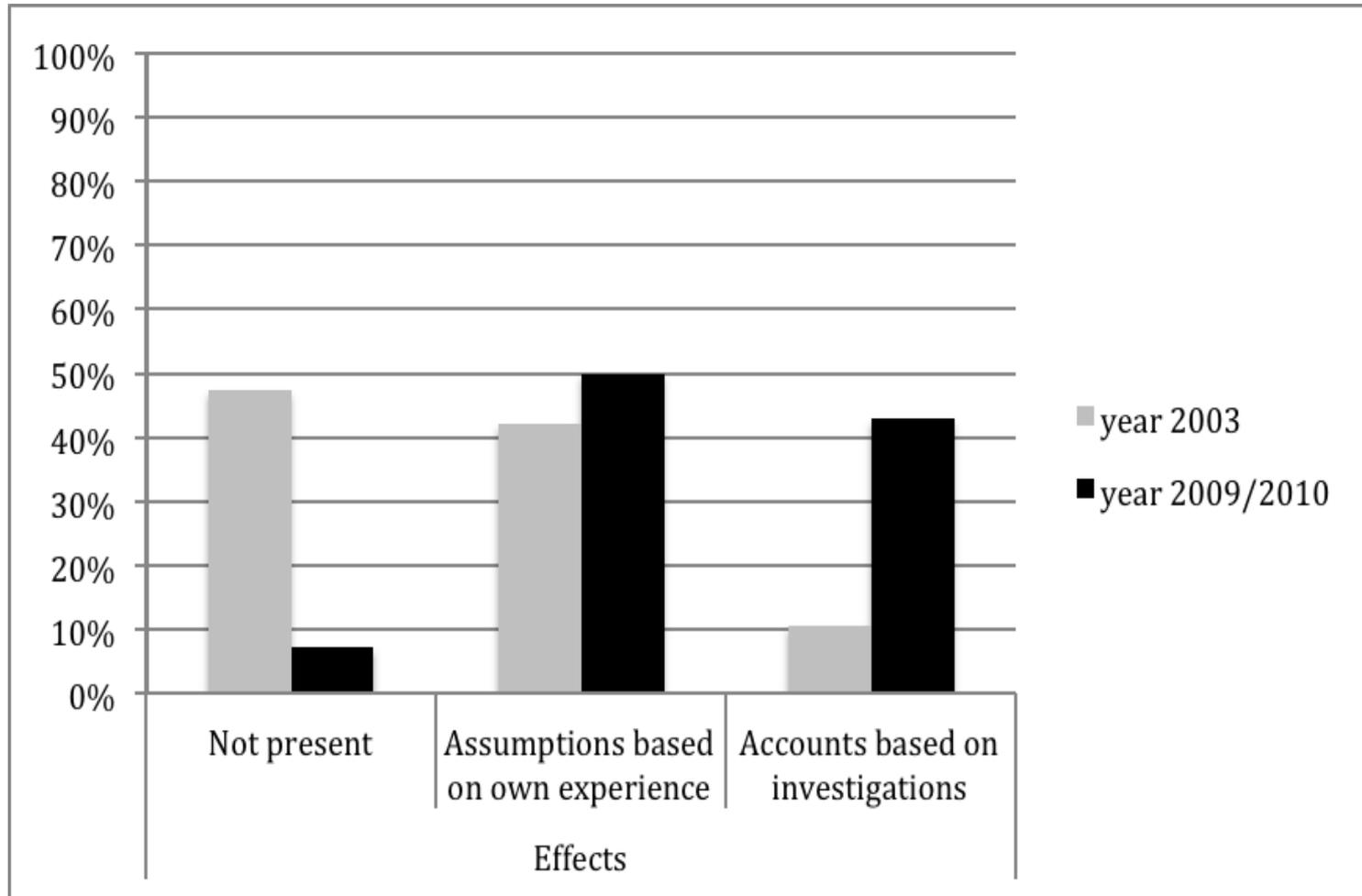
Sharing and disseminating

Development from departmental level to more faculty/university levels and national levels.
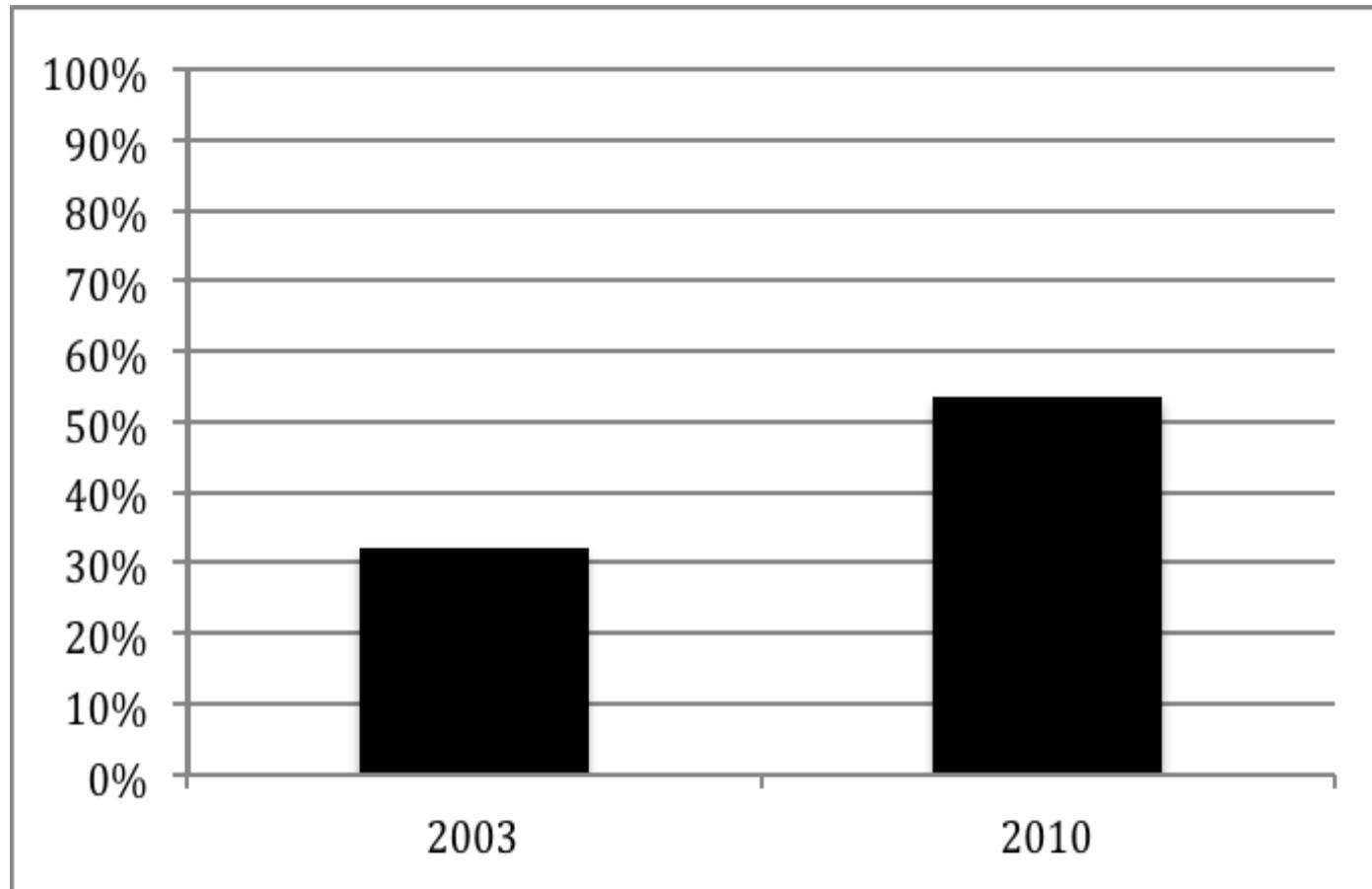
More arenas available 2009/10 – clearly evident in the portfolios.

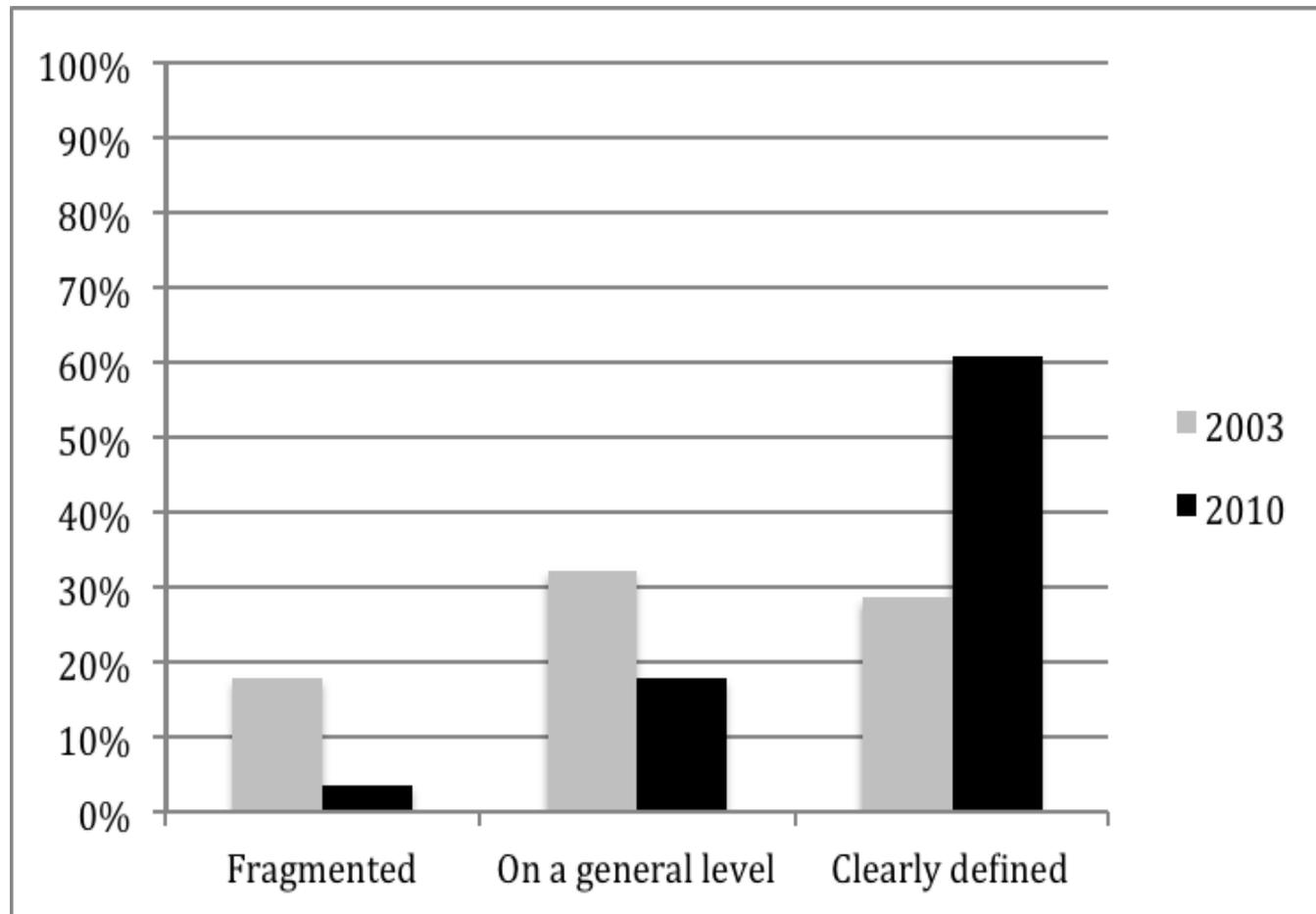Quality aspects of **campus conference papers**
(development over time)

Focus on **students' learning**

Relevant **research integrated** in the article

Coherence of the article

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.

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?
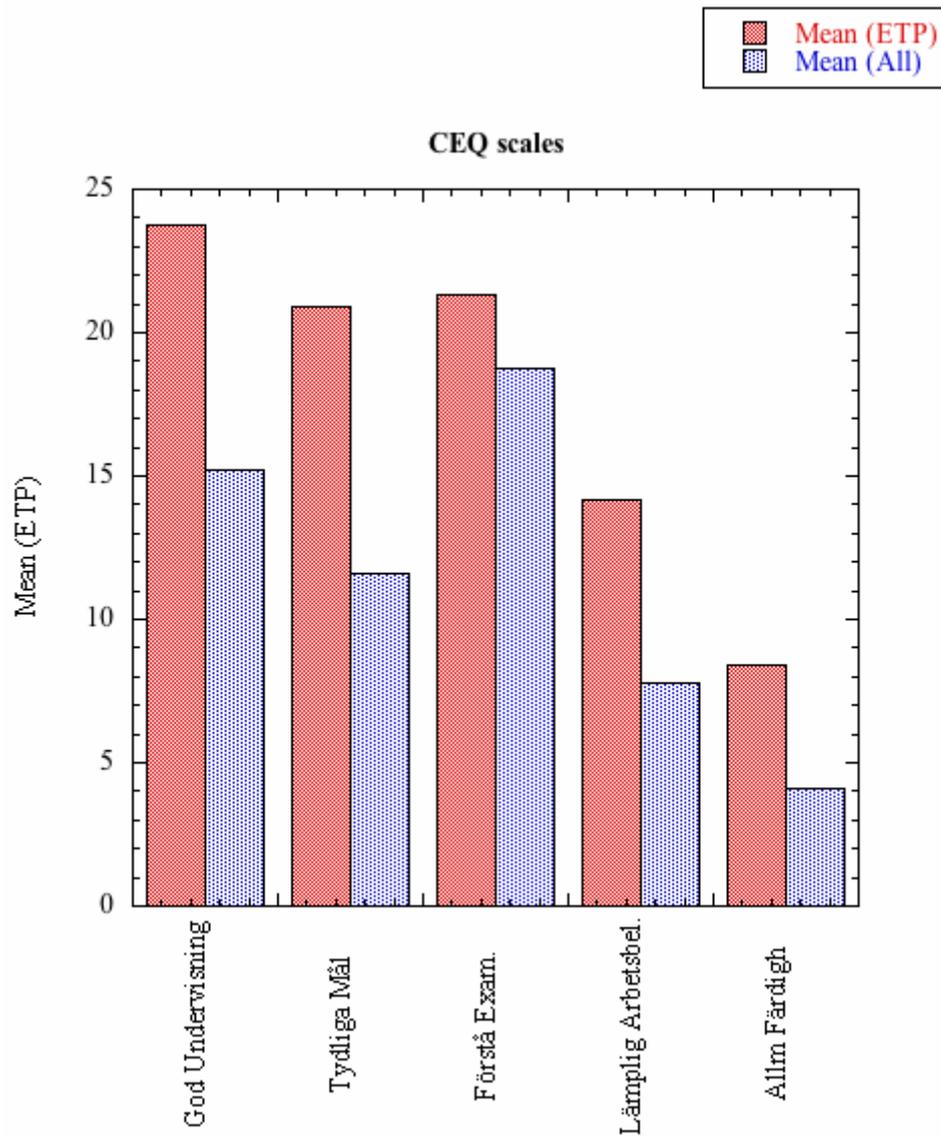
Does the reward system reward good teaching?

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

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

Results from 2006, 2007, 2008, and 2014
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.

Excellent Teaching Practitioners
(February 2015)

Research (R) Boards and Educational Programme (EP) Boards

R Board 1	1 / 8	13 %
R Board 2	2 / 6	33 %
R Board 3	3 / 11	27 %
EP Board A	0 / 9	0 %
EP Board B	2 / 8	25 %
EP Board C	4 / 10	40 %
EP Board D	4 / 10	40 %
EP Board E	4 / 8	50 %

Of the eight Chairs five are members of the Pedagogical Academy

Teacher Appointment Committees

Recruitment Board	1 / 4	25 %
Careers Board	1 / 4	25 %

The Chair of each committee is a member of the Pedagogical Academy

Departmental Leadership Team

Heads of Department	6 / 18	33 %

Faculty Management Team

Dean, Deputy Dean, Vice Deans	2 / 5	40 %

Faculty Board

Academic teachers	6 / 9	67 %

All teachers at the Faculty

Members of the academy	116 / ~700	16 %

Example teaching portfolios

Teaching portfolios (reflective part) written by teachers at the Faculty of Engineering, Lund University…

- Packaging Logistics
- Food Technology
- Mathematics
- Production Management

from their applications to the Pedagogical Academy

Example teaching portfolios

Table 1   Packaging Logistics + Food Technology

Table 2   Mathematics + Production Management

Table 3   Packaging Logistics + Mathematics

Table 4   Food Technology + Production Management

Table 5   Mathematics + Food Technology

Table 6   Packaging Logistics + Production Management

Table 7   Packaging Logistics + Food Technology

Table 8   Mathematics + Production Management

Table 9   Packaging Logistics + Mathematics

Table 10   Food Technology + Production Management

Table 11   Mathematics + Food Technology

Read portfolio texts (two per table)...

Discuss in the groups

Overall observations and comments?

Similarities and differences

Compliance with criteria

Integration between theory and practice?

Level of scholarship?