IMPROVING THE ASSESSMENT OF TEACHING SKILLS

EXPERIENCES FROM A NATIONAL COURSE FOR PROSPECTIVE ASSESSORS OF PEDAGOGICAL QUALIFICATIONS

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Overview

- Appointment of teaching staff in Sweden
- Our initiative – the course
- The effects
The autonomy of universities has increased

- Effects appointment procedures and has a substantial impact on teaching and learning
Appointment and promotion of academic teachers in Sweden

Regulations

- Higher Education Ordinance at national level
- Local appointment rules at university level
- Complementary instructions at faculty level
The assessment process

1. Submission of application (incl. teaching portfolio)
2. Assessment of qualifications (demonstrated in portfolio)
3. Decision (based on assessments and sometimes interview)

To recruitment committee or equivalent

By committee or external experts (research and/or teaching)
Assessment criteria

- A focus on student learning
- A clear development over time
- A scholarly (reflective) approach
External experts/assessors

- Quality assurance
- Investment for the university
- Honorary task / necessity
- Different demands and expectations
Why a national course?

- Local criteria and assessment procedures
- External experts from other universities
- Variations in the assessments and the written statements
Aims of the course

Increase the possibilities to assess excellence in teaching and learning locally by offering support and education for prospective assessors nationally

- Involve more academics as assessors
- Increase the quality of the assessments
- Promote quality enhancement in teaching and learning
- Promote a common language
- Create a community of peer review
Program

Two full days together with two/three shorter e-meetings in groups with mentors

Day 1
- The role of the external expert - theory and practice

Day 2
- Experiences from test assessments of portfolios

Day 3/4
- Discussions about current assessments

Day 5
- Finalize the written statements
Written assessment

Provide a basis for committee decisions and give the applicant constructive feedback

Basis for decision
- State which criteria the assessment is based on
- The assessment is based on the documentation, and often an interview
- Clear and motivated conclusions

Feedback to the applicant
- Emphasize strengths as well as areas for development
- Comment on the documentation and ways to improve it
- Show a positive tone – in thought and text
Our experiences

- A wider interest than expected
- A need to discuss these issues
- The course does not make you an authorized assessor
Impact of the course

1. Own assessment practice
2. Discussions at the institution
3. Networks, national consensus
Effects of the course on own assessment practice

- Creates structure
- Use criteria and assess qualifications
- How to formulate a written assessment
- Find your personal style
- Confidence and value of peer review
Discussion

Are assessors of teaching excellence used in South Africa?

Could they be trained/used?