

- Comprehensive

The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Science

Faculty: Law

Department: Law

Project title/developmental activity:

Expansion of the Law Programme with maintained high education quality.

1. What did you do?

As from the spring semester 2010 we began a gradual increase of the number of students at Law Programme, from about 300 admitted students per year to 500 students per year at present, which means that in 2014 we will have around 2400 full time students at the Department. To maintain the quality of the education, we have increased number of qualified teachers and improved the teaching facilities. Furthermore, the Faculty has decided that teachers with conditional tenure must teach at least 50 hours per academic year at compulsory programme courses.

2. Why did you choose to do what you did?

The increase in the number of students is justified by the increasing demands for legal expertise in the labor market. The subsequent increase in the size of courses requires availability of lecturers and teaching facilities. Special efforts have therefore been made in these respects.

3. How did you go about doing your work in concrete terms?

The quality of the education has been reviewed continually. This work has in particular involved the Teaching Committee, but also the Faculty as a whole. The work is done in close collaboration with the course directors and student representatives. We regularly evaluate each course that is involved in the expansion and discuss the resource needs with the course directors. Particular efforts are made, including the organization of teachers' conferences, identification of various difficulties encountered and possible solutions. The areas identified as the most urgent are teacher resources and the need for premises for the students' studies and seminar preparations.

In order to maintain the quality of the education we have recruited new lecturers. In 2011, we hired 11 new lecturers and we are continuously recruiting new staff. We have also expanded into new facilities with both offices and meeting rooms.

4. What were the main results?

Through analysis of course reports and evaluations it can be concluded that we so far have been successful in implementing the expansion while maintaining the quality. Another effect of the expansion is that we have been able to create favorable conditions for research environments.

5. Who and roughly how many people have been involved in the activities work in one way or other?

All members of the staff, both administrative and teaching staff, have been involved in the expansion process. Much of the work has been done by the course directors of the obligatory courses.

6. Strategy for possible further implementation.

The expansion is planned to be completed in 2014. We plan to recruit more lecturers and to move to more suitable premises, possibly including the construction of a new house designed for teaching with study rooms for students.

7. Advice to others wishing to do something similar.

A reform of this nature requires a long term plan in terms of maintaining quality, assessments of resource needs and commitment of all teachers and administrative staff.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Law

Department: Law

Project title/developmental activity:

Achieving balance in international student exchange at the Department.

1. What did you do?

Work has been done in setting goals and strategies in order to increase the number of our students studying abroad.

2. Why did you choose to do what you did?

The possibility for our students to spend a semester or an academic year on studies abroad would add to the quality of their education. Likewise, foreign students coming to Uppsala for a semester or an academic year would also contribute to the quality of education. For several years in a row the Department has received more foreign students, about 105 per year, than the number of own, some 75 students, going abroad for studies. For pedagogical and for economic reasons, the Department has been working to achieve a better balance in the international student exchange.

3. How did you go about doing your work in concrete terms?

The international coordinator at the Department has, in consultation with other student counselors and student representatives, discussed the availability of advanced courses and developed the contacts with our partner universities in order to create more attractive exchange possibilities and achieve a better balance in student exchange. We have also introduced the possibility for our students to study abroad after having completed five of the mandatory semesters instead of the six terms that was earlier required.

4. What were the main results?

The number of foreign students at the Department has since 2009 been about 105 per year. The number of own students studying abroad has during the same time been 70-75 per academic year, but will in 2012-2013 increase to 102.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The work was mainly done by staff at the Department's student counseling office

6. Strategy for possible further implementation.

The difference in numbers between outgoing and incoming students will be continuously monitored and measures will be taken in order to maintain a balance.

7. Advice to others wishing to do something similar.

A holistic approach to all relevant student exchange issues is needed. All staff with insight and contacts with the actual partner universities need to participate in the work. A good working relationship with student representatives is necessary for identifying factors relevant to students. .

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain:

Faculty:

Department: ALM

Developmental activity:

A series of pedagogical seminars for the teaching staff at the department.

1. What did you do?

We initiated a series of seminars on different pedagogical topics, beginning in October 2010 and ongoing. So far, seminars have covered the following topics:

- gender-conscious teaching
- supervision of master students
- distance education
- assessment criteria

2. Why did you choose to do what you did?

During meetings at the department some of these issues had surfaced, and we found it important to deal with them in an organized way.

3. How did you go about doing your work in concrete terms?

At a couple of occasions we invited someone from the Division for Development of Teaching and Learning (PU) to hold a short lecture as an introduction. In other cases one or two of the teachers at the department commenced the discussion.

4. What were the main results?

One clearly visible result is a raised general interest in pedagogical issues and pedagogical development, which has become obvious in many informal discussions among the teachers.

5. Who and roughly how many people have been involved in the activities work in one way or other?

About 12-15 teachers, i.e. most of the teaching staff at the department, have participated.

6. Strategy for possible further implementation.

We intend to continue with this kind of activities in the future at more or less regular intervals. The next occasion will be a follow-up to the discussion on distance education. Later we plan a seminar about teaching students with functional disabilities.

7. Advice to others wishing to do something similar.

Do not hesitate to contact the Division for Development of Teaching and Learning. They are very competent and helpful.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUU/CrED Follow-up 2012

Report 3 Development initiatives within the area of teachers individual pedagogical development

Faculty: Faculty of Arts

Department: Department of Philosophy

1. What did you do?

In cooperation with the Philosophy Unit at the Royal Institute of Technology (KTH) we gave a subject oriented academic teacher training course for PhD-students in philosophy.

2. Why did you choose to do what you did?

The course is an excellent complement to the ordinary academic teacher training course. The need of the subject oriented course is so obvious that it needs no further motivation.

3. How did you go about doing your work in concrete terms?

The course consisted of three parts: (1) 22 hours of lectures, (2) 3 group meetings (3) individual pedagogical development work. The course focused on basic pedagogical questions related to the university teaching of philosophical subjects. As the main course we were using Kasachkoff Tziporach (ed.): *In the Socratic Tradition: Essays on Teaching Philosophy*, Rowman and Littlefield, 1998.

4. What were the main results?

Almost all of our PhD-students are teaching during their studies and the course gave them the necessary means to do it well.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The course was very popular with 20 students of which 15 were from our department.

6. Strategy for possible further implementation

The course will be offered each second or third year.

7. Advice to others wishing to do something similar.

It is extremely important to involve very experienced teachers. In order to make the course more attractive it may be a good idea to let it be included in the graduate program.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar.

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Centre for Gender Research

Report 1 Development initiatives within prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Gender studies

Faculty: Faculty of arts

Department: Centre for Gender Research

1 What did you do?

Initiated dialogues around pedagogical issues with special focus on examination (see §3), teaching methods (seminars and lectures) and increased student-to-student interaction.

Revising all the course syllabi (basic and advanced level) as well as the guidelines for bachelor's and master essays; criteria for grades; course evaluations (now on the web). On advanced level new courses have been added to improve the content and profile of the programmes.

Entering the Bachelor Programme in Cultural Entrepreneurship

Alumni survey (C-level students)

2 Why did you choose to do what you did?

To further:

- improve our education (basic and advanced) by considering an appropriate and interactive theoretical, methodological as well as empirical progression within different courses and between levels of courses;
- (re)consider the intended course learning outcomes; meeting new challenges and explore new ways in cross-disciplinary teaching;
- ensure the connection between research and education;
- improve the dialogue and interaction between the teachers and the students;
- initiate links between gender education and the labour market (the alumni survey and being part of the CE-programme);

3 How did you go about doing your work in concrete terms?

At regular, and also specially designed, meetings with the teachers where pedagogical issues were discussed in order to exchange experiences of teaching methods. Each semester two half-days (or more) meetings are planned exclusively for discussing educational issues.

Pedagogical lunches have been introduced. These are also open for the researches at the Centre.

The course learning outcomes are presented to the students: at the Introduction of each level; on the schedules for each courses; and they are a given paragraph on the course evaluation to be commented by the students. The course learning outcomes are also discussed with the students at special (and scheduled) meeting (student's councils).

The guidelines, and the criteria for grades, have been revised and are now available in a report (which is part of the essays-courses).

For us examinations are not only a way of seeing how the students have implemented the course literature (including the discussions during lectures and seminars). They also function as practices for different kinds of written and oral presentations. The strategy is to strive for a progression between different forms of examinations and between the levels.

Emphasis is on training the students in writing processes from "hemskrivningar", PM:s, reports through essays. The demands of formal aspects (acribi) and analytical as well as methodological approaches are gradually increased. The aim is to train the students into formulating how they have implemented the demanded knowledge as well as an understanding of theoretical issues.

We have also introduced oral examinations as we have seen a need for training the students in oral presentations.

We also consider the discussions at seminars as important for training the students' ability to write and to perform in front of other students.

On A-level there is time scheduled for information on how to write the different kinds of examinations (hemskrivning, PM and report). We have also scheduled information from the "Språkverkstan" and the library (A, B and C- level with different kinds of issues related to searching for articles, the web etc).

The students also get written feed-back from the teachers on their examinations including the essays.

Scheduled introductions, meetings with the students (some with representative from the student's cooperation sometimes with all the students within a "class"). The Student portal is also an important information site (schedules, examination, seminar etc) for and between the students, the teachers, administrators. The students can also use e-mail as a way of communicating with the teachers, and the administrators.

To improve the interaction between the students, s.c. basic groups (basgrupper) are scheduled where the students can discuss issues that will be taken up in the seminars (or sometimes at lectures) in smaller groups.

Welcome calls are now a routine (a student from B- or C-level does contact the applicants for each course, the students do also receive "a welcome letter" with all information needed. On A-level the students are welcomed to a lunch where they meet the staff and some of the researchers present ongoing projects – this is also part of our strategy to connect research with education. The students are encouraged to take part in open activities at the Centre such as seminars, conferences, and information days (like "högskoledagarna"), 8-mars (International Women's day).

In 2011 the students started an association, which aims to unite and engage (old and new) gender study students in different social activities as well questions related to gender studies.

4 What were the main results?

More devoted and motivated teachers

Better cooperation and communication between the teachers and between the students and the involved teachers

The students have improved their abilities in presenting esp written text.

5 Why and roughly how many people have been involved in the activities work in one way or rather?

The Director of the Centre, the senior-lectures the external teachers involved in our courses, course-administrator, as well as the students from all levels

6 Strategy for possible further implementation?

To involve all teachers, administrator(s), researches and students. Have regular meetings with, at least, the involved teachers, where “pedagogical issues” are discussed;

7 Advice to others wishing to do something similar.

See §6

8 Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Social Sciences and humanities

Faculty: Social Sciences

Department: Business Studies

Project title/developmental activity: The “Smart” project

1 What did you do?

The aim of the “Smart” project was to organize the work at the Department of Business studies in a smarter way in order to find a better balance between our economic resources and the quality requirements faced by both our teaching and research. The project was entirely funded by the department. The project was divided into three phases.

Phase 1 (2007-2009): The department changed the course structure by dramatically decreasing the number of courses. Further, all the courses on bachelor level were made over. This process involved discussions about the content of our education as well as improvements in the progression and pedagogic methods. The savings made by reducing the number of courses were used in increasing teaching hours on the remaining courses and to professional development of teachers.

Phase 2 (2009-2010): The department changed the way of sharing internal research resources, which were previously shared on a flat basis under current working time agreements. Today, these funds are linked to specific projects and achievements. An application and evaluation procedure has been established in which the Scientific Council reviews the projects and results.

Phase 3 (2012-): This phase focuses on further pedagogic development. The aim is to find pedagogic methods which demand less time from teachers than the traditional methods without risking the quality of the education.

2 Why did you choose to do what you did?

The Department of Business Studies is a large provider of higher education and one of our major challenges has always been the fact that both research and teaching are conducted by the same faculty. We train approximately 1400 full time students at undergraduate and postgraduate level and about 40 doctoral students per year. Student allowances paid by the government have declined dramatically over the years. This has led to reduced resources for each course and teachers having to take more courses than before, which in turn implies considerable preparatory time each year. In order to improve the situation the Department reorganized the course structure by creating fewer and larger courses. By changing the framework, we have been able to focus teacher-efforts on fewer and larger classes – thus reducing preparatory time and enabling more continuous periods of research. The change was also supposed to enable us to increase teaching hours on each course.

The purpose of phase 2 was to improve the Department’s research output and the competence of faculty. We experienced that the earlier system where we shared internal research resources

on a flat basis did not contribute sufficient to productivity. We assumed that allocating resources on the basis of performance would increase the level of research activity. Combined with the effort to provide teachers with more continuous periods of research we assumed that the measures would significantly improve research conditions for our teachers.

Given that one of the starting points of the project was scarce resources, we agreed on trying to implement "smart" educational methods (i.e. peer review, case sessions and IT-based methods). These methods would make it possible to rationalize the teaching without compromising too much on quality. Implementing "smart methods" was included in some degree to the development work during phase one. However, the change process was quite extensive and demanded a lot of resources, which had the consequence that implementing "smart" teaching methods was not followed up properly. Today the idea of smart teaching methods is raised again because the department's economy is more strained than before and the future prospects are worrying due to university's new resource allocation model. This is the reason why we will now enter a third phase of the project. During this phase the focus is entirely on finding and implementing methods that make it possible to rationalize the teaching

3 How did you go about doing your work in concrete terms?

The directors of study planned the new course structure in collaboration with the management team

The management team planned for the new system for the allocation of internal funding with Department's scientific council.

The board of the Department was informed as well the local labour union representatives.

The whole faculty of the department was informed about the plans. This was followed by an anchoring process including discussions with different groups of teachers and administrators.

The board of the Department made a formal decision to go forward with the plans.

Head teachers of the new and remaining courses were identified and involved in the development of the courses. We arranged a conference for those faculty members who were involved in the change process.

The new course structure was implemented

The way of sharing internal research resources was changed

Management and faculty has followed up the changes on several occasions and made adjustments when needed.

4 What were the main results?

As a result of the project the Department got a brand new course structure with an improved pedagogical idea and progression than earlier. We also achieved a less fragmented work situation for teachers as their teaching became more concentrated and they got more continuous research time. We have also experienced a more vibrant research environment than before, although it is too early to evaluate the final outcome. This will naturally benefit the quality of education.

Another result of the project was that we were initially able to increase teaching hours on our courses. However, the change process took a relatively large amount of resources and together with the wearing down of student allowance we now need to plan for cuts in teaching. As mentioned above, we will try to replace some of the cuts with smarter teaching methods. These efforts will characterize the pedagogical development during the coming year.

5 Who and roughly how many people have been involved in the activities work in one way or other?

The process was planned and managed by two directors of studies and the management team (8 persons). The development of new courses involved the majority of the teachers at the department.

6 Strategy for possible further implementation.

Se above – phase 3

7 Advice to others wishing to do something similar.

Do not underestimate the costs and personnel resources demanded by the process. In our case the change process resulted in much overtime since the teachers had to manage several processes simultaneously. At the same time as they were planning for new courses they also had to run the old courses and plan for closing them down. Further, planning and managing the process took more time than we initially expected. Finally, communication is very important. It is essential to inform and spend enough time in anchoring the plans with the faculty. It is also important to keep an open mind and use all the help you can get from the faculty in form of warning signals and good suggestions.

8 Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Disciplinary Domain of Science and Technology

Faculty: Faculty of Science and Technology

Project title/developmental activity, example 3:

Council for Educational Development at the Faculty of Science and Technology – Teknisk-naturvetenskapliga fakultetens universitetspedagogiska råd, TUR

1. What did you do?

Development of education practices which draw consistently on current best practice and disciplinary educational research is a serious challenge for universities. The Faculty of Science and Technology has developed a successful model with which to tackle this challenge. The Council for Educational Development at the Faculty of Science and Technology (in Swedish: Teknisk-naturvetenskapliga fakultetens universitetspedagogiska råd, TUR), plays an important role in coordinating initiatives in practical scholarship of teaching and learning (Boyer1990). TUR gathers higher education researchers in the disciplines, students, educational leadership and lecturing staff facilitating scaffolding of competence in combination with leading disciplinary based education research and provides a unique opportunity to connect disciplinary educational research outcomes to the delivery of higher education. Simultaneously the proximity to the disciplinary context provides rich context and enhanced credibility to the professional development activities that TUR coordinates and delivers. Broad stakeholder engagement provides an effective and far reaching contact network within the faculty, promoting informal communication and strengthening shared academic values in teaching and learning practice. The importance of students as true partners, who take active part in all activities cannot be overestimated (Bovill et al., 2011)

Evaluation of TUR's activities emphasises the importance of stakeholder involvement and tailored academic development in subject didactics and engineering education philosophy and theory. Staff who have taken part demonstrate an enhanced repertoire of teaching and learning techniques, and appreciation of their role in facilitating student learning and personal development.

TUR encourages academic collegiality in teaching and learning practice through activities such as seminars, workshops, and conferences. Teaching and learning innovation is stimulated by supporting staff with funding for specific educational development projects. A network for teachers with these grants is organised, with feedback on the application and discussions concerning design, implementation and evaluation of projects and ideas for dissemination of results. Support is also given to educational leaders at all levels, through networks and meetings in smaller groups, to discuss development and cooperation. Recognition of commitment to excellent education by teachers is also a key aspect of the Uppsala strategy. TUR has developed criteria to recognise and promote excellent teachers, which has been adopted by the Faculty.

TUR is seen as an important complement to central units, like the Division for development of teaching and learning. The model is well accepted within the faculty and the university, and serves as a model for other development initiatives.

2. Why did you choose to do what you did?

The educational development strategy for Uppsala University articulates the University vision, "Uppsala University shall offer first-rate education programmes, in which teaching keeps pace with current research developments in educational studies and subject-specific teaching methods."

(Teaching and Learning at Uppsala University, 2008) How is vision to be articulated? While high level strategic decisions are an important component of reform in higher education, engagement at many organisational levels; between lecturers in the disciplines, academic boards of studies and teaching and learning units, are needed to carry this vision into practice (Gosling 2009, Holt et al. 2011).

3. How did you go about doing your work in concrete terms?

TUR and the assignments for TUR were established through the Plan of action regarding teaching and learning at the Faculty of Science and Technology (see other report). The faculty gave the leadership responsibility to a person who had herself done many of the assignments earlier. An e-mail was sent out to all staff with a call to show interest in participating in the different activities. A very experienced group of teachers was chosen. All of them were educational leaders for educational programs or departments, and most of them were higher education researchers in the disciplines. Student representatives were chosen by the student organisation (UTN) and support was given from senior faculty administrators.

4. What were the main results?

TUR has been a crucial part of the development of a community of scholarly practice at the faculty. Many of the other reports to CrED are descriptions of TUR activities or are dependent on support from TUR. It is of importance to be able to tailor academic development in subject didactics and engineering education philosophy and theory. Staff who have taken part demonstrate an enhanced repertoire of teaching and learning techniques, and appreciation of their role in facilitating student learning and personal development. TUR does not just support development, but is also used by deans and educational leaders to guide in further educational development.

5. Who and roughly how many people have been involved in the activities work in one way or other?

Many hundreds of teachers and many students have taken part in activities organised by TUR. All in all eight teachers, seven students and three senior faculty administrators have worked within TUR.

6. Strategy for possible further implementation.

In the new plan of action TUR will be given an even wider area of responsibility, including doctoral education and more exploratory investigations. TUR will continue to develop the cooperation between scholarly teachers and higher educational researchers and thereby build further on the community of scholarly practice. Cooperation with the Division for development of teaching and learning at Uppsala university as well as educational developers and researchers at other universities (e. g. Lund University and KTH Royal Institute of Technology) will continue to be of importance.

7. Advice to others wishing to do something similar.

Learn from research in higher education and other's experiences. Analyse the local needs and take care of inherent strengths. Look inside your faculty to find the competence you need and work with students as true partners. Look outside to find collaborating partners. Do not try to compete with the central units at the university. They provide their special expertise and enable contacts from other faculties with new perspectives. Be instead a local complement with valuable insights in the subject specific practice and research.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Disciplinary Domain of Science and Technology

Faculty: Faculty of Science and Technology

Project title/developmental activity, example 1:

Plan of action regarding teaching and learning at the Faculty of Science and Technology

1. What did you do?

The Faculty board at the Faculty of Science and Technology decided on a plan of action regarding teaching and learning valid from 2009. It was related to the Guidelines for Teaching and Learning at Uppsala University. The faculty level enabled local considerations regarding our special potentials and requirements. Furthermore it made it possible to be more precise and concrete. An important part of the plan was establishment of the Council for Educational Development at the Faculty of Science and Technology, (in Swedish: Teknisk-naturvetenskapliga fakultetens universitetspedagogiska råd, TUR). TUR was given responsibilities for a range of activities, some of which are found below. For more information on TUR, please see the special report.

Prioritized areas with clear responsibilities both at faculty and department level were identified and arranged in accordance with the headlines in the Guidelines.

Condition for Student's learning

- *Clear Continuity and Progression:* Program Coordinators should proceed and complete the educational program analysis where the intended learning outcomes for courses are related to the objectives in the Degree Ordinance in the Higher Education Ordinance for first and second cycle qualifications. Directors of Studies were given a responsibility to ensure the constructive alignment with clear connections between intended learning outcomes, examination and learning activities.
- *Examination and Feedback:* Assessment criteria should be formulated for all courses, with the Director of Studies as responsible.
- *Collaboration Between Teachers and Students:* First year students are especially dependent on the relation with their teachers and they might also have special demands, why workshops for teachers working with first-year students should be offered by TUR.

Development of Education Programmes

- *Clear Educational Leadership:* Heads of departments were obliged to appoint the responsibility (usually to the Directors of Studies) for the educational leadership and to document the mandate for the educational leaders at departmental level. To support the educational leaders for educational programs and at departments a network is created and meetings with suitable current themes are organised by TUR.

Professional Development in Teaching and Learning

- *General and Subject-based Professional Development in Teaching and Learning*: All teachers should have individual development plans discussed in yearly educational development discussions with their Director of Studies. TUR offers courses for teachers in teaching in engineering education and in scholarly practice teaching in science and technology.

The Value of Teaching Qualifications

- *Teaching Career Ladder*: TUR were given the responsibility to develop criteria and handling procedure for reward to excellent teachers.

The Plan of action (in Swedish) can be found at:

http://www.teknat.uu.se/digitalAssets/63/63738_Teknat_ped_program.pdf

A new plan of action for 2013-2016 is now under preparation.

2. Why did you choose to do what you did?

We wanted to congregate many activities done at the faculty into a holistic picture and from that continue the development. When doing that we saw the need of a council for educational development at the faculty, and the answer became the establishment of TUR.

The Guidelines from the University gave an opportunity for comparison with desired goals and analysis of our strengths and potential. A strategy with shared concrete goals and clarified responsibility would enable success. The plan of action gave the possibility to start a year earlier than stipulated from the University Guidelines, which was desired

3. How did you go about doing your work in concrete terms?

The faculty board selected a representative committee of teachers, students and senior faculty administrators with one of the teachers as convenor. The committee presented a proposed plan, which was taken by the board.

4. What were the main results?

Most of the actions suggested in the plan have been accomplished. TUR is now an established part of the faculty with a clear impact on the development. (Some examples of this are given in other reports to CrED.) The Faculty of Science and Technology has a good reputation for its educational development.

5. Who and roughly how many people have been involved in the activities work in one way or other?

There were seven teachers, two students and two senior faculty administrators in the committee. The plan was discussed by many before it was taken by the board.

In some way almost all teachers at the faculty has been involved, through TUR activities, educational development discussions with educational leaders, work with assessment criteria etc.

6. Strategy for possible further implementation.

A new plan of action for 2013-2016 is now under preparation. We build further on the community of scholarly practice. We incorporate doctoral education and focus more on internationalisation. The

importance of student responsibilities for their own learning, for their co-students learning and for the development of the educational programs, courses and teachers, is also highlighted in the new program.

7. Advice to others wishing to do something similar.

Focus on your strengths and build from them. Be concrete and clarify the responsibilities. Find enthusiastic persons to engage and give them some time and a clear mission. Learn from good practice elsewhere.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Science and Technology

Faculty: Faculty of science and technology

Project title/developmental activity, example 2:

The funds for pedagogical renewal project in the Science and Technology faculty
(TUFF –Teknisk-naturvetenskapliga fakultetens universitetspedagogiska förnyelsefond)

1. What did you do?

The faculty has yearly allocated about 2.000.000 SEK for pedagogical renewal. These funds are available for teachers within the faculty to apply for. See

http://www.teknat.uu.se/anstalld/utbildning/Pedagogisk_fond/

2. Why did you choose to do what you did?

In order to promote pedagogical projects and by having funds for it teachers can better allocate time for this work. To have funds for anyone to apply to also promotes diversity and individual initiatives. The criteria presented for how applications are assessed has been guiding the applicants. The idea of a network among successful applicants was chosen to provide support and feedback from didactic advisors (arranged by the council for educational development at the faculty). Furthermore, the request to present the result of a project aims to spread good ideas of practice within and beyond the faculty.

3. How did you go about doing your work in concrete terms?

The projects are awarded grants in competition and evaluated based on the following criteria: a clearly formulated pedagogical idea, a predicted positive effect on education and student learning, benefits the subject/programme or faculty, involves a novel idea, demonstrates how it relates to similar project or relevant literature, involves students, colleagues in a relevant way, presents a clear and realistic project plan, presents a plan for evaluation. For funded project the following is required: i) a participation in a network of successful applicants, ii) a report written in such a way that interested colleagues can learn from it and iii) that the project is presented to spread the ideas and results (at a teachers convention, the yearly pedagogical faculty conference or published at national or international conference) within a year from the project has been finalized.

4. What were the main results?

Beyond the actual performance of the project that has enhanced educational quality the ideas have spread and inspiration has been provided within the whole faculty. For a list of the pedagogical projects see

http://www.teknat.uu.se/Employees/utbildning/Pedagogisk_fond/Pedagogiska_utvecklingsprojekter/.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The council (TUR, 8-10 persons) has been central in this, and about 30 teachers per year in the projects.

6. Strategy for possible further implementation.

It is of strategic importance to provide funds for pedagogical renewal. The organization of network and faculty conference to spread the results are also of strategic importance as the benefits will be broader than just the students and teachers involved in a specific project.

7. Advice to others wishing to do something similar.

Provide good guidelines for applications and what is assessed and aimed for. The requirements of learning focus and spread of the ideas are likely to enhance educational quality.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

See http://www.teknat.uu.se/Employees/utbildning/Pedagogisk_fond/

The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Disciplinary Domain of Science and Technology

Faculty: Faculty of Science and Technology

Project title/developmental activity, example 14:

Seminars and workshops

1. What did you do?

The Council for Educational Development at the Faculty of Science and Technology (in Swedish: Teknisk-naturvetenskapliga fakultetens universitetspedagogiska råd, TUR), organise a range of seminars and workshops for teachers. The students in TUR are often involved in the planning of and take active part in these activities. The numbers of seminars and workshops has increased and we now offer about seven each semester, with a sustained interest in participation.

Recent examples on themes are:

- First year experiences and actions for retention and qualitative learning.
- Constructive alignment and assessment criteria.
- Student identity related to different educational programs.
- International students.
- Plagiarism and scientific writing.
- Assessment of diploma work.
- Learning from laboratory practice.
- Ranking tasks.
- Supplemental Instruction, SI, where more experienced students help less experienced in their learning.
- Literature seminars when teachers and sometimes students discuss research papers in higher education with themes like retention, student active learning activities, feedback and conceptual change.
- Workshops with feedback on project proposals.
- Seminars to discuss the new system for awarding excellent teachers and workshops to help teachers to apply with portfolios that allow fair assessment of their competence.

2. Why did you choose to do what you did?

Regular pedagogical input and possibilities to discuss and work with development is of importance in building a community of scholarly practice. Seminars and workshops give possibilities to learn about new things and to find ways to put them into practice. Literature seminars show more directly how knowledge is created in the area of higher education, which is of importance for a scholarly approach.

3. How did you go about doing your work in concrete terms?

To find appropriate themes we discuss with teachers and educational leaders about their interests, we look around to what is done at other universities and we follow the research in higher education. Invitations to the activities are sent by email to all teachers at the faculty and can be found at TUR's webpage.

4. What were the main results?

Exchange of ideas. Networking. An ongoing dialogue about important issues. Awareness of new trends.

5. Who and roughly how many people have been involved in the activities work in one way or other?

There is a steady flow of teachers attending for the first time. Others are well known to us through earlier activities, TUR's courses or different developmental projects. Many of the most interested teachers come back to many of our activities. They are of uttermost importance for the faculty both because what they do themselves and because of the enthusiasm and the ideas that they transmit to their colleagues. All in all a couple of hundred teachers have taken part in our seminars and workshops. Typically there are around fifteen participants on each occasion. The most well-attended had thirty-nine.

6. Strategy for possible further implementation.

Something we appreciate is active planning and leading from students and from teachers outside TUR. That could be even more encouraged.

7. Advice to others wishing to do something similar.

Serve coffee. Shake hands with them you have not met before (or everybody). When fewer participants than twenty, let them present themselves to each other. Try to reach all teachers directly. Use various ways of finding interesting themes. Go ahead even if there are few participants.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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