



UPPSALA
UNIVERSITET

KrUUt
10-12

**Creative Educational
Development
at Uppsala University 201-2012
(CrED 10-12)**

**Documentation for the International Panel's
Site Visit 25 – 28 September 2012**

The CrED Project Secretariat August 2012

Foreword

The project *Creative Educational Development at Uppsala University 2010-2012* (CrED 10-12) (in Swedish: Kreativ utbildningsutveckling, KrUUt) which was decided by the Vice-Chancellor on 2010-04-06 (UFV 2010/513), has now entered its final phase—the follow-up of developmental work done.

In the following, the developmental work accomplished is reported. This documentation is hoped to inform the preparations of the International Panel before its site visit 25 – 28 September 2012.

The documentation includes the project secretariat's instructions on the follow-up which was sent to the domains/faculties in February 2012, followed by the list of the prioritised enhancement themes and a report of the accomplished work within the CrEd project itself. To provide a context for the CrEd project, there is also a brief presentation of the overall framework of quality enhancement at Uppsala University.

Next, the domain/faculty's summary of developmental work accomplished is to be found, as is individual reports/abstracts in relation to the different enhancement themes. In response to the panel's suggestion during its preparatory visit, the support provided by the University Administration is also reported. Finally, the two major Student Associations provide their perspective.

By consulting this information, we hope that the panel will feel enough prepared to further explore the educational development at Uppsala University once it returns in September 2012. Uppsala University is eager to receive any feed-back that may support the further development of T&L - to the benefit of our students and ultimately society at large. We specifically would like to have the panel's view on Uppsala University's strengths, weaknesses, and potential for development in terms of the following:

- The design and content of the guidelines *Teaching and Learning at Uppsala University*
- Developmental work accomplished within domains/faculties
- Central support for educational development
- The design of the CrED project

Uppsala 10 August 2012

Åsa Kettis
*Responsible
for the follow-up*

Lars Hagborg
Project Secretary

Contents

1. Follow up of Creative Educational Development at Uppsala University 2010-2012 (CrED 10-12)
 - Follow up of Creative Educational Development at Uppsala University 2010-2012 (CrED 10-12) (Instructions to the domains/faculties)
 - Appendix 1. Priority areas for educational development in the CrED project
 - Appendix 2. Overview of accomplished and planned activities within the framework of the CrED project in relation to the Vice-Chancellor's directives
 - Appendix 3. Detailed account of the content of accomplished and planned CrED seminars and theme groups
 - Appendix 4. Excerpts from the Decision regarding the Project Creative Educational Development at Uppsala University (CrED) 2010-2012 (CrED 10-12)

- 2. The framework of quality enhancement at Uppsala University – an overview**

- 3. The domain/faculty's summary of developmental work accomplished**
 - Social Sciences and Humanities
 - Theology
 - Law
 - Arts
 - Languages
 - Social Sciences
 - Educational sciences
 - Medicine and Pharmacy
 - Science and Technology

- 4. Developmental work accomplished – reports**
 - University-wide enhancement themes
 - Research-teaching linkages
 - Boundary spanning courses/programs
 - Bottom-up generated enhancement themes
 - Teaching

- Goals and examinations
- Learning environment
- Teacher competence
- Evaluation
- Comprehensive

5. Support provided by the University Administration

- Instructions to the support units (in Swedish)
- The Unit for Quality and Evaluation (KoU)
- The Division for Development of Teaching and Learning (PU)
- The Office for Leadership and Organisational Development (Kompetensforum)
- Uppsala Learning Lab (ULL)
- Uppsala University Library
- Music and Museums

6. Student Associations

- Uppsala Student Union
- Uppsala Student Nations

7. Appendix. Report from the international panel. Preliminary meeting on the Evaluation of CrED, 9-11 November, 2011.

**Follow up of Creative
Educational Development at
Uppsala University 2010-2012
(CrED 10-12)**

Follow-up of Creative Educational Development at Uppsala University 2010-2012 (CrED 10-12)

The project *Creative Educational Development at Uppsala University 2010-2012* (CrED 10-12) (in Swedish: Kreativ utbildningsutveckling, KrUUt) which was decided by the Vice-Chancellor on 2010-04-06 (UFV 2010/513), is now entering its final phase—the follow-up of developmental work done. After a brief introductory background, what follows broadly outlines how this follow-up is to be carried out.

Background

The overarching goal of the CrED project is to contribute to the realization of the policy programme *Teaching and Learning at Uppsala University*, which was adopted by the Vice-Chancellor on 6 May 2008 (UFV 2008/670). The implementation of that programme is expected—together with the University's strong and broad subject competence—to contribute to the further enhancement of the quality of Uppsala University study programmes. An important aim of the CrED project is to shed light on good examples of educational development and to facilitate the exchange of experience regarding developmental work that is being done in various parts of the University.

During the first phase of the project, 2010-2011, the disciplinary domains and faculties pursued developmental work in relation to the *Teaching and Learning at Uppsala University* policy programme. This work focused on the areas in the programme that the respective domain/faculty boards singled out as priority areas in their operational plans for 2010¹ (see Appendix 1). Moreover, all domains/faculties are expected to have pursued the development of pan-faculty/-domain programmes and to research-teaching linkages. Work within domains/faculties was supported by various pan-University activities, such as CrED (see Appendix 2) and the normal support that is available both locally within the domains/faculties and centrally at the University.

What value-added is the CrED project expected to yield? The bulk of the developmental work that will be reported within the framework of CrED would have taken place without the project, but many good ideas and valuable experiences from local work would probably have remained within the domain/faculty/department. Through University-wide seminars, theme groups, and the follow-up outlined below, the project will contribute to a greater exchange of experiences among the disparate parts of the University. Through reports from and subsequent exchanges among peers concerning the developmental areas prioritised by the faculties in their systematic quality work, efforts to pursue educational development at the University become more visible. What's more, the project provides an international perspective on these efforts. Taken together, this is expected to constitute a good platform for continued developmental work and to show that Uppsala University is a development-oriented university that can come together across domain and faculty boundaries on quality issues in both education and research.

¹ An extra opportunity to review these priorities was provided in the spring of 2010 in the light of the Vice-Chancellor's decision to reinforce the implementation of the *Teaching and Learning* policy programme with the CrED project.

Follow-up 2012

During 2012 the CrED project is to be followed up in accordance with the Vice-Chancellor's decision of 2010-04-06 (UFV 2010/513). The follow-up is designed at the same time to fulfil the mandate issued by the Vice-Chancellor to follow up the *Teaching and Learning at Uppsala University* policy programme when that programme was adopted. Any reporting of developmental work in relation to *Teaching and Learning* that cannot be readily channelled via CrED will be included in departments' and domains/faculties' annual reports for 2012.

The follow-up of the CrED project will be implemented in several steps, namely:

1. Presentation of developmental work accomplished
2. The respective boards' compilation and evaluation of developmental work accomplished
3. Platform to the international panel
4. Site visit from the international panel
5. Peer exchange within the University
6. Final report

1) Presentation of developmental work accomplished. On **15 June** 2012 domain/faculty boards are to report to the Vice-Chancellor what their work with the priority areas has resulted in.

Part of this report will consist of a description of the developmental work that has been done. To facilitate peer exchange between the faculties and the international panel's assessment, a template for this reporting will be provided.¹ These reports are expected to be concise (abstract format), to be in English, and be based on the following questions:

- What did you accomplish?
- Why did you choose to do what you did?
- How did you go about your work in concrete terms?
- What were the results?
- Who and roughly how many people have been involved in the developmental work in some way or other?²

¹ The template is designed to facilitate reporting and will include the same questions as those listed here. This means that the reporting work can get started before the template is available.

² At the request of the international panel, the impact that the project/equivalent has had thus far is to be reported. No precise figures need be given, but an estimate indicating whether it is a rather limited initiative or has involved many teachers and students, as well as whether it has spread across faculty/domain boundaries.

- Strategy for possible further implementation.
- Advice to others wishing to do something similar.
- Name of person to contact (in case there are questions from colleagues wishing to do something similar)

Each board will probably present several such reports, for example, one for each priority area for development. If one and the same developmental area contains multiple subprojects, the best option may be to present a report for each subproject. Each domain/faculty board decides what is most suitable. It is assumed that the project leaders, programme coordinators, teachers, and students who actually carried out the activities to be highlighted will participate in this work.

Besides this reporting of developmental areas given local priority, reports on the following areas of pan-University interest are to be submitted, that is:

- Development of pan-faculty and pan-domain programmes
- Research-teaching linkages

This report must include a concise description of:

- educational collaboration across faculty and disciplinary domain boundaries that is already taking place, any developmental plans, and
- how to ensure research-teaching linkages in domain/faculty programmes, including a brief description of some especially good examples and any developmental plans for research-teaching linkages. These examples are to be reported in accordance with the template above, that is: *What are you doing to ensure clear research-teaching linkages? Why are you doing it this way? How are you going about this in concrete terms? What are the results? Advice for others wishing to do something similar.*

What's more, the domain/faculty can choose to highlight examples of initiatives and modes of working that are not included in the priority areas but are nevertheless worth drawing attention to.

2) *The domain/faculty's summary of developmental work accomplished.* In the next step domain/faculty boards provide a brief summary of the material under point 1. The summary must include the board's assessment of developmental work accomplished in accordance with the above and a plan for any continued implementation. Coming developmental work to be given priority is also to be reported. Report subsections according to the above are to be appended to the faculty's summary. The summary and appendices must be in the hands of the Vice-Chancellor by 15 June 2012.

3) *Material for the international panel.* The project secretariat will compile the domain/faculty boards' summaries under point 2 in a University-wide report together with an account of the central support for developmental work that has taken place during the period. The domain/faculty boards' summaries and reports under point 1 will be appended to the summary. The project secretariat is to forward this material to the international panel by **13**

August 2012.

4) *Site visits from the international panel.* The international panel will visit Uppsala University on **25 – 28 September 2012**. During these days the whole or parts of the panel will meet with staff in charge of education at domains/faculties. What individuals will be involved will be based partly on the panel's own requests. We recommend that individuals in leadership positions at the domain/faculty level, as well as others who have participated in developmental work in the local priority areas, reserve these days in their calendars.

5) *Peer exchange within the University.* After the international panel's visit, that is, during **October-November**, seminars will be arranged for peer exchange between the domains/faculties. Discussions at the seminars will be documented by the project secretariat and will be included in the final report on the project.

6) *Publication of final report.* **At the end of 2012** the final report on the CrED project is to be published. Besides the University's material for the international panel in accordance with point 3 above, it will contain the findings of the international panel regarding strengths, weaknesses, and potential for development in terms of the following:

- The design and content of the policy programme *Teaching and Learning at Uppsala University*
- Developmental work accomplished within domains/faculties
- Central support for educational development
- The design of the CrED project

The international panel is expected moreover to provide recommendations regarding continuing work with educational development at Uppsala University.

The project secretariat will conduct an analysis on the basis of the aggregate material gathered and make suggestions regarding how insights achieved should inform continuing work with strategic educational development at Uppsala University. All this material will then be submitted to the Vice-Chancellor for decision about any further measures deemed necessary.

Once the report has been published

- *Continued developmental work.* Decision-makers at all levels are expected to identify the need for any measures against the background of the final report.
- *Idea bank on the Web.* The abstracts of various developmental projects/equivalent generated by the project will form the basis for a pan-University idea bank on the Web.

Questions about the follow-up?

More information is available on the project home page: www.uu.se/kruut

Questions about the follow-up can be directed to Evaluation Director Åsa Kettis or Project Secretary Lars Hagborg (contact information below).

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Appendices

Appendix 1: Priority areas for educational development in the CrED project

Appendix 2: Overview of accomplished and planned activities within the framework of the CrED project in relation to the Vice-Chancellor's directives

Appendix 3: Detailed account of the contents of accomplished and planned CrED seminars and theme groups

Appendix 4: Excerpts from decisions regarding the project Creative Educational Development at Uppsala University 2010–2012

Priority areas for educational development in the CrED project

University management's priorities—common to the whole University

- Faculty/ domain-wide programmes
- Research-teaching linkages (also “local priorities” for MedPharm and Languages)

Faculty boards' priorities

Teaching

- Work life experience (Theol)
- Generic skills (MedPharm)
- Communication—oral argumentation (SocSci)
- Laboratory-based social /digital media in teacher training and how this competence is then used in teaching in preschool/school (EdSci)
- Progression (SciTech)

Goals and examinations

- Learning outcomes, and examination and feedback (SocSci)
- Use of information technology science (Arts, MedPharm, SciTech, Languages)
- Development of grading criteria, primarily for independent projects (Theol, Law, Languages)
- Placement grading (EdSci)

Learning environment

- Welcoming students, student participation, mentorship (Arts, SciTech)

Teacher competence

- Educational development of teachers (Arts)
- Teaching qualifications for teachers (SocSci, SciTech, MedPharm)
- Leadership in teaching (SciTech)

Evaluation

- Course evaluations (EdSci)
- Study follow-ups (Arts)

Comprehensive

- The SMART project—with the purpose of enhancing the quality of undergraduate education and the work situation for teachers (SocSci)
- Implementation of internal policy programme for teaching and learning (SciTech)
- Expansion of the study programme with no quality loss (Law)

Overview of accomplished and planned activities within the framework of the CrED project in relation to the Vice-Chancellor's directives

The following are the principal activities that have been accomplished and planned to implement the directives in the Vice-Chancellor's decision regarding CrED as of 2010-04-06.

Directive 1

Initiate University-wide activities to promote and support the ongoing educational development within the disciplinary domains and the Faculty of Educational Sciences during the period 2010-2011

University-wide seminars

Four University-wide seminars have been arranged on the basis of the project's priority areas:

- Research-teaching linkages (30 November 2010)
- Examinations—if so, how? (17 February 2011)
- Degree Projects (17 March 2011)
- Documenting, Assessing, and Rewarding Teaching Qualifications (14 April 2011)
- Topical Issues in Higher Education (9 November 2011)

Each seminar has had these three features:

- Invited external experts in the field who share their knowledge and experience
- Examples of concrete initiatives at Uppsala University
- Student perspectives on the issue at hand

The seminars were video-recorded and can be viewed via Web streaming on the project home page: www.uu.se/kruut

For spring 2012 three further seminars are planned:

- Liberal Arts in Higher Education: Exploiting the Potential of the Comprehensive University (7 March 2012)
- Generic Skills and employability (26 April 2012)
- Workshop on the Meaning of Quality in Education (15 May 2012)

Detailed presentations of the completed and planned seminars are found in Appendix 3.

University-wide theme groups

One component of the project is SIGs (Special Interest Groups), or theme groups. The idea behind these groups is that officers in charge of education, teachers, and students with common interests in a particular area of educational development can meet across domain and faculty boundaries, exchange experience, and enhance their knowledge together. Theme groups are meant to meet in small formats (15 – 25 people) to discuss concrete educational development.

Initiatives for theme groups can be taken by teachers or students, and the CrED project has some funding available to facilitate this work, for example in the form of refreshments at meetings, help with advertising seminars, and help with financing invited guests. It should be possible to establish a SIG as soon as a need arises and equally easy to phase one out if the need no longer exists and to replace it with another.

One theme group, Active Student Participation, has distinguished itself by having an especially high level of activity during the period, while others are initiatives just gathering momentum. Active Student Participation was started by Johan Gärdebo, a history student, and the group has arranged the following theme group meetings:

- Why Active Student Participation in Teaching? (20 September 2011)
- How Can Active Student Participation be Achieved?, (13 October 2011)
- Implementing Active Student Participation: From Idea to Activity (22 November 2011)

The project secretariat had hoped that more theme groups would have been established in 2011. The reasons for this limited response will be investigated. The work mode has nevertheless proven to be successful in the above example, and the project will continue to work for the creation of new theme groups.

Web site

The CrED project home page provides information about and experience from the priority areas.
www.uu.se/kruut

Directive 2

Help to spotlight and spread good examples of initiatives in educational development within and outside the University

Within the University the directive has primarily been implemented in the form of what has been presented above, namely, University-wide seminars, theme groups for student participation in teaching, and the project Web site. Moreover, the CrED project and its activities have been regularly presented in the University newsletter *Universen* and in the management newsletter *Ledningsnytt*.

More palpable spotlighting, both internally and externally, will take place in connection with the International Panel's follow-up visit on 25 – 28 September 2012, and when the project's final report is presented in December 2012. Internal peer exchanges will contribute to internal spotlighting.

Some degree of external spotlighting has already occurred in connection with the collaboration with EQ 11 (Lund University) and BLUE 11 (Gothenburg University) and through collaboration in the Matariki network.

Directive 3

Design and implement a continuous follow-up of developmental work and an evaluation in 2012 with both peer review within the University and an international assessment

Continuous follow-up

Continuous follow-up of the actual *developmental work within domains and faculties* has taken place through meetings with the University Quality Committee and the project reference group, both of which consist of representatives of active teachers and students in the various domains/faculties. The secretariat has also been informed of the presentations of developmental work, which has been accounted for in the domain/faculty's annual reports and operational accounts for 2010-2011.

The CrED project itself has also been the subject of continuous follow-up. The project leader and secretary have regularly reported about and gathered viewpoints about the design of the project from University management. Furthermore, work with the project has been reported at two of the Vice-Chancellor's meetings with deans. Continuous follow-up of the project has also taken place at meetings of the project reference group and the University Quality Committee, as mentioned above, which has contributed constructive criticism and good suggestions.

On 9 -11 November 2011 an informal follow-up of the project was carried out in that the *international panel* was invited to carry out a *preparatory site visit*. The purpose of the visit was primarily to orient the panel in the Swedish higher education system, Uppsala University's organization and quality work, the work of the student unions, and the aims and design of the CrED project. The panel also had the opportunity to touch down in ongoing developmental activities in various domains/faculties. They met representative from the Faculty of Science and Technology's Council for University Teaching (TUR) and the Disciplinary Domain of Medicine and Pharmacy's support function IT in Learning (MedPharmDolT). What's more, teachers at the Faculty of Social Sciences presented their work with the development of laboratory-based social science. The panel asked questions about various conditions, submitted preliminary observations, and provided feedback about the planned structure for follow-up 2012 (see appended report). In connection with the panel's visit an open seminar was held, titled "Topical Issues in Higher Education" in which each of the (non-Swedish) panel members addressed the issue of educational quality against the background of their expertise and their national perspective.

Members of the International Panel

Prof Denise Chalmers, Director, Centre for the Advancement of Teaching and Learning, UWA, Australia

Prof Bengt Ove Bostrom, Vice Chancellor's

Prof Brenda Ravenscroft, Associate Dean of Studies, Arts & Science, Queens University, Canada

Prof Stefan Lindgren, Project leaders of EQ

Prof Vernon Squire, DVC(A & I) Otago University, NZ

Prof Lee Harvey, Consultant, UK, External I

Prof Stefanie Gropper, Vice-President for Academic Affairs, Tübingen University, Germany

Dr Victoria Gunn, Acting Head, Academic D

Prof Thomas Luxon, Director, Centre for the Advancement of Learning, Dartmouth College

Dr Claire Carney, Head of Quality Enhance

Prof Timothy Clark, Dean of the Graduate School and Dean of Internationalisation, Durham University

Dr Lars Geschwind, Senior Consultant and EO (secretary)

Summative evaluation

The model for the follow-up was presented in the letter to the boards. A draft of the model was discussed in the University Quality Committee (which also constitutes the project's steering group), the project's internal reference group, the International Panel, and University management.

Detailed account of the content of accomplished and planned CrED seminars and theme groups

Accomplished activities

University-wide seminars

1. Research teaching-linkages: What, How, and Why? 30 November 2010

Linking teaching to research is self-evident at Uppsala University. But it is not equally clear exactly what is meant by this and what it is expected to lead to. Is it enough for teachers to be researchers and for the subject matter to be research-based? Or must students have the opportunity to do their own “research”? Should teachers’ instructional methods be research-based?

From the contents:

Enhancing Graduate Attributes through Research-Teaching Linkages

Dr Claire Carney, Assistant Director, The Quality Assurance Agency for Higher Education in Scotland, and Dr Vicky Gunn, research-teaching linkages consultant, University of Glasgow, Scotland

Scholarship of Teaching and Learning: Research-linked Teachership
Cormac McGrath, educational developer, Karolinska Institutet

Biology Education at Uppsala University Best in Europe. What Role Has Research Linkage Played in this Success? □

Professor Håkan Rydin, Department of Ecology and Genetics, Plant Ecology, Disciplinary Domain of Science and Technology and programme coordinator for the Master Programme in Biology

Student Panel on Research-teaching linkages

David Larsson, master student in peace and conflict research (moderator)

2. Can We Guarantee the Quality of our Examinations—If So, How? 17 February 2011

Quality in examination is central to the quality of the graduates of Uppsala University. Are examinations conducted in a manner that guarantees that all learning outcomes are achieved in the course of the programme? Are they conducted in a way that safeguards individual rights? Do they contribute to student learning? Are we equipped to deal with the coming assessment by the National Agency for Higher Education focusing on how well students’ actual learning outcomes correspond to the expected learning outcomes?

From the contents:

Examinations in Real Life—What Every Day Problems do Teachers and Students Confront ? A Survey
Dr Camilla Maandi, project leader, Office of Quality and Evaluation

Report from the Horizon of the Grading Ombudsman
Professor Em. Gunhild Hammarström and Senior Lecturer Em. Rolf Paulsson

Inspiring examples focusing on work to establish grading criteria:

- Experience from work with grading criteria in pharmacotherapy. Lecturer Ann-Marie Falk, Department of Pharmaceutical Science
- Linking learning outcomes and grading criteria to written examinations. Lecturer Stefan Pålsson, Department of Information Technology

Examinations that Observe Individual Rights—A Utopia? Sverker Scheutz, Department of Law

Student Perspectives on Examinations. Panel Debate

David Larsson, student in the Master Programme in Peace and Conflict Research (moderator)

2. Degree Projects, 17 March 2011

In degree projects, students are expected to give expression to a broad range of knowledge and skills such as critical thinking, the capacity to formulate and solve a problem, the ability to make ethical decisions, and the aptitude to identify the need for new knowledge. And all of this is to be done in a rather limited period of time. In the National Agency for Higher Education's new result-oriented model for educational evaluations, independent projects constitute the most important platform for assessment. In other words, it is crucial for us to discuss how our programmes are organized to create the conditions necessary to enable independent projects to be an expression of the requirements laid down in the Degree Ordinance.

From the contents:

What Is an Independent Project? Examples from Various Parts of Uppsala University

Lars Hagborg, project secretary, CrED secretariat

Assessment of Independent Projects within the Framework of the National Agency for Higher Education's Subject Evaluations

Åsa Kettis, Chief Quality Assurance Officer, Office of Quality and Evaluation (replaced Åsa Ekberg, investigator with the Evaluations Department, National Agency for Higher Education, who was suddenly unable to participate)

National Collaboration for Enhanced Quality in Independent Projects

Department of Physical and Analytical Chemistry and educational developer

Forms of Supervision: How Can Group Supervision Support Students' Independent Project Work at All Levels?

Mats Hammarström, senior lecturer in peace and conflict research

Student Panel on Independent Projects

David Larsson, Hanna Victoria Mörk, Lars Niska, and Emil Paulsrud.

4. Documenting, Assessing, and Rewarding Teaching Qualifications. 14 April 2011

Who, in fact, is a competent university teacher? How can teaching skills be documented? Can teaching skills be assessed in a fair manner? Should there be special reward systems for skilled teachers, and, if so, how might they be designed?

These questions are highly relevant and topical both for individual teachers and for students, but also for the University's quality work. During the seminar a number of examples will be given of what is in the pipeline, and different aspects of the issues will be discussed.

From the contents:

Teaching Qualifications at Uppsala University Today and Tomorrow. What Is Happening in Response to the New Autonomy? □

Karin Apelgren, Division for Development of Teaching and Learning

Web-based Portfolios for Teaching Qualifications – From Idea to Reality.

Jakob Johansson, Louise Rugheimer, and Martin Grundén, Faculty of Medicine and MedPharmDoIT

Skilled Teachers from a Student Perspective.

David Larsson and others

The Teaching Academy. An Example of How Teaching Qualifications Can Be Rewarded.

Maria Larsson, Lund University

A Faculty-dedicated Reward System for Teaching Qualifications. □

Maja Elmgren, Faculty of Science and Technology

What Happens Next? Some Perspectives and Thoughts for the Future

Karin Apelgren and David Larsson

5. Topical Issues in Higher Education

How are university programmes affected by recurrent evaluations? What is meant by research-teaching linkages, and how can it be implemented in practice? How can a university make the best use of experience gleaned within and outside the institution?

Presenters (all foreign members of the panel):

Prof Denise Chalmers, Director, Centre for the Advancement of Teaching and Learning, UWA, Australia (chair) □

Dr Claire Carney, Assistant director, the quality assurance agency for higher education in Scotland □

Dr Victoria Gunn, Acting Head, Academic Development Unit Learning and Teaching Centre, University of Glasgow and Research-Teaching Linkages Consultant □, Scotland

Prof Stefanie Gropper, Vice-President for Academic Affairs, Tübingen University, Germany □

Prof Lee Harvey, Former Director of the Centre for Research into Quality in the UK □

Prof Thomas Luxon, Director, Center for the Advancement of Learning, Dartmouth College, USA

Prof Brenda Ravenscroft, Associate Dean of Studies, Arts & Science, Queens University, Canada

Prof Vernon Squire, DVC (A & I) Otago University, NZ

SIG/Theme Group: Student Participation

Why Active Student Participation in Teaching? 20 September 2011

The seminar presented experience from student participation in teaching at the Department of Archaeology and Ancient History and the Department of Physics and Astronomy, Section for Physics Education. Teachers and students from Lund University also took part in the seminar.

How Can Active Student Participation be Achieved?, 13 October 2011

The seminar presented experience from the US, other Swedish institutions of higher education, and Uppsala University. During lunch and the programme feature Speed Dating, it was possible to get quick answers to concrete questions about how mentoring can be introduced in various programmes.

Implementing Active Student Participation: From Idea to Activity, 22 November 2011

The seminar presented examples of how active student participation can be implemented in teaching. Buzz group discussions (stations) were held on the subject of how activities can be launched and further developed. Specific problems and concept plans for initiatives in participants' own operations were discussed by participants and presenters for each respective station.

Planned CrED activities for spring 2012

1. Exploiting the Potential of the Comprehensive University. 7 March 2012

One of Uppsala University's competitive advantages—besides features such as excellent opportunities for research-teaching linkages, international perspectives, and an active student life—is the University's great breadth. How can this breadth be exploited to provide individual students with an education that meets society's demand for understanding complex relationships and disparate perspectives? Could introducing more features of liberal education help achieve this? Does a liberal arts focus conflict with the goal of striving for good employability? What examples of liberal education does Uppsala University already feature? And how should we understand the concept of liberal education?

2. Generic Skills and Working Life; 26 April 2012

The Bologna Process places great emphasis on education providing students with generic skills, alongside a successively deeper understanding of the major field. Generic skills are critically important in preparing students for working life, as they are useful regardless of what careers our graduates choose to devote themselves to. Furthermore, generic skills have come into sharper focus in the National Agency for Higher Education's evaluations in that goal fulfilment and progression are also to be reported in terms of such skills. How does this alter our way of organizing teaching? And how can/should progression be ensured for generic skills? How do we examine generic skills? What type of proficiency training has been neglected most? What skills are employers looking for? Is there any risk that generic skills are stressed too much in relation to the graduate's knowledge of the subject?

3. Workshop on the Meaning of Quality in Education; 15 May 2012

The policy programme *Teaching and Learning at Uppsala University* can be seen as an expression of quality in education as this is defined by the institution's own teachers and students—taking the latest educational research into consideration. However, the existence of a policy programme does not mean that there is no need to carry on a lively and in-depth discussion of what quality in education means. Also, new generations of students and teachers need to have a sense of ownership of the programme and to be able to contribute to its further elaboration—and what is already in the programme must be operationalized and converted into practice. The international panel identified a possible lack of consensus about what quality in education can and should mean between the University and its students. The CrED project will therefore invite domain/faculty board officers in charge of education and representatives from the student unions to participate in a half-day workshop on this issue.

4. SIG/Theme Group: Active Student Participation

The purpose of Theme Group Student Participation is to develop ideas about how students can take a more active role in each other's and their own learning. The goal is thereby to enhance the quality of teaching and increase students' proficiency training and student throughput in higher education. The focus of the theme group has thus far been, in seminars and articles, to present good examples of how active student collaboration can be converted into practice. The hope is thereby to learn from previous experience and to create networks for educational renewal work.

During the spring the theme group's seminar series will be compiled and presented in the form of an anthology about active student participation within the framework of the Division for Development of Teaching and Learning's series of publications. The authors are students, teachers, and decision-makers working with student-activating initiatives and Uppsala University and internationally. During the spring further updates will be presented regarding ongoing educational projects via a newsletter. Those interested are also offered presentations and meetings about active student participation.

APPENDIX 4

Excerpts from the Decision regarding the Project Creative Educational Development at Uppsala University (CrED) 2010-2012 (CrED 10-12)

Excerpts from the policy programme *Teaching and Learning at Uppsala University*, adopted by the Vice-Chancellor on 6 May 2008 (UFV 2008/670):

Implementation and follow-up of the programme

“Each responsible entity under the guidelines will choose a suitable way to analyse its strengths and weaknesses in relation to the guidelines and, based on this analysis, draw up a plan for what should be developed further, as well as how. Proposed measures will be given priority in this connection, for implementation over a three-year period.

Results are to be reported in each faculty board’s activity plan for 2010. The Office for Development of Teaching and Learning can provide tools for analysis and self-evaluation as of the autumn of 2008.

The practical results of the development plans, as well as a further plan for continued efforts, will be reported in the 2012 annual report or in some other suitable form, subject to instructions. An evaluation aimed at continued development will then be carried out by the Office of Quality and Evaluation.”

Excerpts from the Vice-Chancellor’s decision 2010-04-06 regarding Creative Educational Development at Uppsala University 2010-2012 (CRED 10-12) (UFV 2010/513):

“[The Vice-Chancellor] directs the University Quality Committee to coordinate the project ‘Creative Educational Development at Uppsala University 2010-2012’ and within the framework for this to:

o initiate University-wide activities to promote and support the educational development that is underway at the disciplinary domains and the Faculty of Educational Sciences 2010-2011,

o help to spotlight and spread good examples of educational development initiatives within and outside the University,

o design and implement a continuous follow-up of developmental work and a summative evaluation in 2012 with both peer review within the University and an international assessment.”

Comment: The section in italics constitutes the platform for the follow-up within the framework of the CrED project according to the Vice-Chancellor’s decisions. The summative evaluation of CrED in 2012 also largely fulfils the requirement for following up the policy programme *Teaching and Learning at Uppsala University*. However, domain/faculty boards may need to submit certain complementary information in their annual reports for 2012.

The director of the Division for Development of Teaching and Learning, who bears the main responsibility for developing and implementing the policy programme *Teaching and Learning at Uppsala University*, and the head of the Office of Quality and Evaluation, who was placed in charge of following up the policy programme *Teaching and Learning at Uppsala University*, are both represented in the CrED project secretariat.

Excerpt from Directive to the disciplinary domains and the Faculty of Educational Sciences 2010- 04-26 (UFV 2010/513)

“Directive to faculty boards

[The faculty boards are directed] to take a stand on the following:

“Priority areas for development

Are there any remaining priority areas in relation to the policy programme Teaching and Learning at Uppsala University as formulated in the operational plan for 2010? If this is the case, all that is needed is a confirmation of this fact and an excerpt from the operational plan presenting the section(s) in question.

Does the faculty board wish to specify its priority developmental areas in more detail or make any additions? If so, we ask the faculty board to submit a revised compilation of its priority areas for development.

It should be indicated at what level the areas are prioritized (domain/faculty, department, and/or programme level).

/.../

A presentation of priority areas and suggested faculty representatives must have been received by the Uppsala University Quality Committee by 4 June.”