

Pedagogical training of academic staff – a Scandinavian perspective

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Lifelong learning for professors

- **Academic freedom**
- **When you have learned your scientific content – you know how to teach**
- **Normally you practice the experience/practices you have learned.**



Scandinavian Faculty development strategies

- **National decentralised strategies, letting the institution set the standard within a frame**
- **Primarily non-research based centres**
- **Centres were established in the 70's, 80's and 90's**
- **Management structure: from a elected system to external boards (privatization)**

Staff development centres

- **Courses / workshops for individual training – PhD level**
- **Workshops/courses for assistant professors**
- **Special seminars for staff at departments/schools**
- **Open seminars/ newsletters / development projects / etc.**

Sweden – case Lund University

Compulsory six weeks of training

- **Breakthrough project – large scale faculty development**
- **The Pedagogical Academy, Titel: ETP (Excellent Teaching Practice) + raise in salary**

NTNU, Norway

Quality reform

- **Evaluation**
- **Curriculum development projects**
- **Compulsory training for all newly appointed teachers**

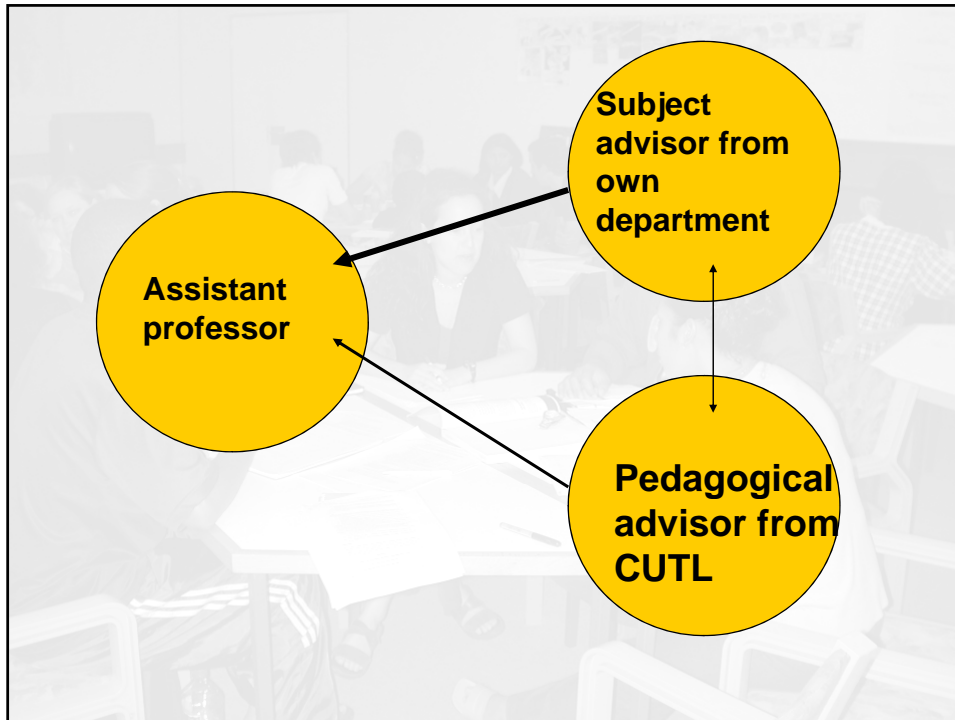
NTNU, Norway

- **Training courses for all new professors (64 hours + 36 hours)**
- **Training for assistant professors**
 - Problem-based Learning (PBL), PBL-supervision
 - Examination and evaluation
 - Teaching large groups
 - Students' evaluation of teaching and learning
 - Subject-based supervision
 - ICT in learning

Aalborg University, Denmark

General: Requirement that the assistant professor receive supervision and coaching

- **Compulsory training for assistant professors (175 hours)**
 - Portfolio method
 - Supervisor from department and from faculty development centre



Outcome of training

- **About 500 assistant professors**
- **Form:**
 - Satisfaction with the form/methods of the course
 - Basically a difficult model to run, because it is based so much on decentralised strategy

Learning outcomes

- **Reflection on learning outcomes**
 - Mental Model for analysing new situation
 - Language
 - Tools
 - Diverse competencies
 - Breaking the tacit knowledge: Don't do as I do – do as I say.....

Outcome of training

- **Agenda – awareness**
- **Increase in curriculum development projects**
- **Establishment of organisational change projects, e.g. ICT**
- **But it is hard to keep the balance**

Up-front model

- **Training of the individual teacher**
- **Better teaching within the existing teaching methods**
- **Training courses and comprehensive certified programmes**
- **Non academic teacher training centres**
- **Part of administration**
- **Professional teacher qualified in staff development, university pedagogy and adult learning**
- **Mostly contact to the Top level**

Interactive model

- **Improve the system for more effective learning**
- **Counselling and curriculum development projects**
- **Non academic and research based teacher training centres**
- **Part of administration or research departments**
- **Professional qualified in university pedagogy, faculty development, counselling and formative evaluation**
- **Contact with the middle and bottom level**

Distributed model

- Community of learning
- Action research projects and curriculum development projects
- R&D in the field of teaching and learning
- Academic centre for university teaching and learning
- Part of action research departments
- Academic faculty developer focusing on creation of reflective practice
- Contact to all levels in the organisation: Top, middle and bottom level

Research on the change process at institutions

- External reasons for starting a transformation process
- Changing the system is not the same as changing the individual. Cultural change and conceptual change takes time.
- There must be an alignment among all elements in the curriculum including the assessment system



Danish cases – two institutional stories

- **CASE A – elected system**
 - **University college**
 - **~ 1050 students**
 - **~ 100 staff**
 - **institutional change in 1998**
 - **11 interviews with former and existing leaders and teachers**
- **CASE B – power game**
 - **University college**
 - **~ 950 students**
 - **~ 95 staff**
 - **Institutional change in 1998 and 2002**
 - **11 interviews with former and existing leaders and teachers**

Faculty development

- **no strong unit for staff development**
- **a strong internal staff development unit to support the idea – they were active during the entire process**

Case A – bottom up

Change

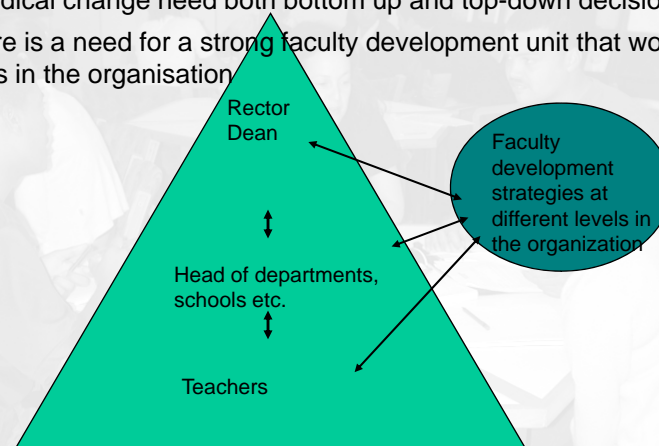
- No sure indications of that the approach to teaching and learning had changed. Projects are mainly regarded as application of the knowledge that has been taught in the lectures.

Case B – top down and bottom up

- Beside subject objectives, they have formulated objectives for process skills
- They formulate philosophy, values, ideas for improvement
- They experiment with formative assessment
- They experiment with timing of courses and projects – and staff regard projects as a mean for learning.

Top down and bottom up

- Radical change need both bottom up and top-down decision
- there is a need for a strong faculty development unit that works with all levels in the organisation



- and organise periodically recurring energizers and reflections on the development

Change processes

Phase	Kotter, 1995	
1	Establishing a Sense of Urgency	External reasons Cuts in resources
2	Forming a Powerful Guiding Coalition	Not always done
3	Creating a Vision	Tendency to forget
4	Communicating the Vision	
5	Empowering Others to Act on the Vision	
6	Planning for and Creating Short Term Wins	Tendency to create short term goals
7	Consolidating Improvements and Producing Still More Change	Tendency to stop
8	Institutionalizing New Approaches	This has been done but the approaches may not be radical enough

Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Change
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Confusion
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Sabotage
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Anxiety
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Resistance
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Frustration
Consensus +	Skills +	Incentives +	Resources +	Action Plan +	= Treadmill

Knoster/Moesby 22