

Agenda: Pedagogik

Hur skapar vi förutsättningar för god undervisning?
En undersökning från Sveriges förenade studentkårer.



ALLA
FATTAR
UTOM
JAG

Everyone understands
except me How do we create the conditions for good teaching?

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SFS

Sweden's united student unions

You have the right to good education!

When you as a student set aside several years of time, hard work and mortgage yourself for the foreseeable future, you deserve to get a good education back. You should be able to trust that you will get the help you need to meet the course objectives. You should be able to count on your teachers having received a pedagogical education and are well acquainted with the latest research findings on how best to set up a higher education. You should be able to be confident that the Higher Education Act ensures that the teaching conducted at your higher education institutions is of a high quality.

Unfortunately, you can not be so sure. SFS 'review of pedagogy in higher education shows large differences between different higher education institutions. At 60 per cent of all higher education institutions, all teaching staff are not required to have a higher education pedagogical education. This means that many of the country's students risk being taught by unqualified teachers. It is difficult to understand why it is not obvious that those who teach at universities should be pedagogically educated.

Within the academy, there has long been a system for assessing researchers' scientific skills. Corresponding established systems for assessing teachers' pedagogical skills are lacking. SFS states that two thirds of the universities do not have a university-wide system for meriting pedagogical skills. This means that the teachers who want to give the students the best teaching are not always rewarded for it in a fair way. It is also proof that teaching still has much lower priority than research for many universities. Teachers' knowledge of the subject is superior to their ability to teach the same knowledge.

Sweden needs a national agenda for pedagogy that creates the conditions for all teachers and universities to work with pedagogical development. In order for all Sweden's students to be guaranteed better teaching, SFS requires:

Stop for unqualified teachers in the university. All teaching staff at the university must undergo at least ten weeks of higher education pedagogical training and be entitled to continuous higher education pedagogical competence development.

2. All good teachers should be rewarded. It is time for the government to initiate national coordination of pedagogical merit systems, in a similar way as exists for science.

3. Make sure that the pedagogy develops. Assign an authority to coordinate higher education pedagogical issues and promote pedagogical development at the country's higher education institutions.



Rebecka Stenkvist
Chairman of SFS



Johan Alvfors
Vice Chairman SFS

För att alla Sveriges studenter ska kunna vara garanterade bättre undervisning kräver SFS:

1. Stopp för obehöriga lärare i högskolan.

All undervisande personal i högskolan ska genomgå minst tio veckors högskolepedagogisk utbildning och ha rätt till fortlöpande högskolepedagogisk kompetensutveckling.

2. Alla bra lärare ska belönas.

Det är dags att regeringen initierar en nationell samordning av pedagogiska meriteringssystem, på motsvarande sätt som finns för vetenskap.

3. Se till att pedagogiken utvecklas.

Ge en myndighet i uppdrag att samordna högskole-pedagogiska frågor och främja pedagogisk utveckling på landets lärosäten.



Abstract

In January and February 2015 The Swedish National Union of Students conducted a survey about Swedish universities work with pedagogy and pedagogical development in higher education. The primary aim was to highlight requirements of pedagogical training in higher education for teachers and doctoral students at Swedish universities, as well as to investigate how pedagogical proficiency is assessed and rewarded. In order to create a high quality education for students, universities have to give higher recognition to pedagogical merits as well as ensure that teachers receive pedagogical training. University teachers also have to be able to continuously develop their pedagogical expertise.

The survey shows that many universities do not follow the recommendation of ten weeks pedagogical training for teachers, set by The Association of Swedish Higher Education. Thereto, only fifty percent of the universities have guidelines regarding further training which ensure that teachers can develop and strengthen educational abilities throughout their career. While some universities have created systems for assessing and rewarding pedagogical merits many universities still lack basic functions such as a definition of pedagogical competence, the use of pedagogical experts when assessing pedagogical competence, the use of pedagogical portfolios and guidelines for documentation of pedagogical merits. Only one third of the universities have pedagogical merit systems which provide career paths for pedagogical skilled teachers.

It is time to adopt a holistic approach on pedagogy in higher education and create conditions for pedagogical progress.

SFS demands that:

- a ten week mandatory education in pedagogy for university teachers, and teacher's right to further pedagogic training, is listed in the Higher Education Ordinance.
- the government initiates a coordination of the various systems for assessment and rewarding of pedagogical merits.
- that a national authority is assigned the task to support pedagogic research in higher education and to promote pedagogical development at universities.

Introduction

As the students' national advocacy organization, SFS works with issues concerning the quality of higher education. Previously, SFS has published two reports that shed light on and define what quality in higher education is from a student perspective. One report is about how the education has good quality if it is also useful for the student¹. The second report describes how quality is created through in-depth, effective learning².

In this report, SFS describes the conditions that exist at Swedish higher education institutions for creating good pedagogy.

SFS's previous reports have described what we students think our education should look like. In this report, SFS begins to examine the state of pedagogy at our universities. Pedagogical development is an issue with both university-internal and national angles. Although pedagogy is discussed locally in many places, no national overview of the higher education pedagogical development has been made since 2006³.

. It is now nine years ago, and in the absence of a government initiative for an updated survey, our intention has been to provide an updated picture of the state of basic pedagogical issues.

Implementation

The report is based on a survey that was sent out to Swedish higher education institutions during January-February 2015. The survey was aimed at people who work with strategic higher education pedagogical issues and who have an overview of the higher education institution's work with higher education pedagogy. The overall purpose of the survey has been to gain insight into how Swedish higher education institutions work to create conditions for good pedagogy. The purpose has not been to report on the situation at individual higher education institutions. For that reason, and since several higher education institutions have chosen to remain anonymous, the results are presented only overall.

The questionnaire was sent to the registrar at the higher education institutions, or directly to people who work with higher education pedagogical issues, a total of 48 higher education institutions⁴. The questionnaire was divided into two parts, of which the first part dealt with the areas of higher education pedagogical education for staff, assessment of pedagogical skills and career paths for skilled educators. The second part of the survey dealt with the respondents' own experiences of the university's work with higher education pedagogy. A total of 35 higher education institutions responded to the first part of the survey. Nine of them chose not to respond to the second part of the survey. The response rate to the survey was thus 73 percent in the first part of the survey and 54 percent in the second part of the survey. The 35 universities and colleges that responded to the survey together account for 94 percent of Sweden's students.⁵

¹ SFS (2013b)

² SFS (2013)

³ The National Agency for Higher Education (2006)

⁴ Information taken from UKÄ's list of Swedish higher education institutions. The Opera Academy, Stockholm University School of Drama and the School of Dance and Circus are part of Stockholm University's Academy of the Arts and have provided a joint answer.

⁵ According to UKÄ (2014), there are approximately 290,000 full-time students. The higher education institutions that respond to the survey account for approx 273,000 full-time students.

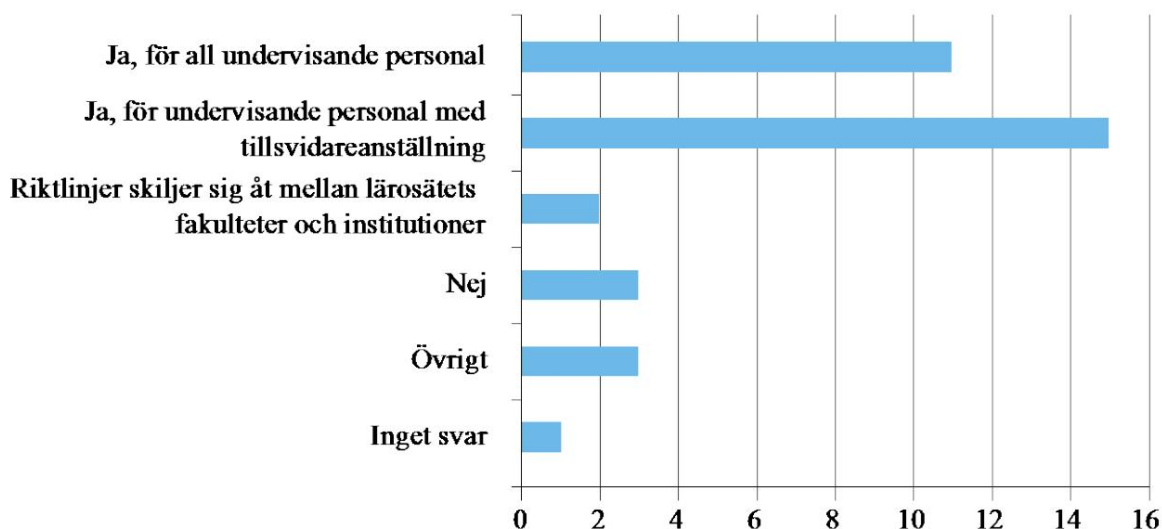
University pedagogical education

Today, it is possible to teach at the highest level in the Swedish education system without having a single point of pedagogical education in your luggage. Before the autonomy reform in 2010, pedagogical education for teachers was a requirement according to the Higher Education Ordinance (1993: 100). Now it is instead up to each university to decide what requirements they place on their teachers and their pedagogical skills. The requirement in the regulation sent a strong signal that pedagogical education is important for higher education and the quality of education. Therefore, it is unfortunate that the requirement was removed.

SFS's survey shows that the higher education institutions' requirements for higher education pedagogical education for teachers are low and that many higher education institutions also lack structures for continuous higher education pedagogical competence development. Lack of pedagogical knowledge among teachers risks leading to students receiving a poorer education.

Table 1. Requirements for higher education pedagogical education for teachers

Ställer ert lärosäte krav på att undervisande personal (doktorander undantagna) ska ha genomgått högskolepedagogisk utbildning eller ha förvärvat motsvarande kunskaper som bedöms likvärdiga?



The majority of higher education institutions require that all or parts of the teaching staff must have undergone higher education pedagogical training. However, the requirement mainly applies to teaching staff with permanent employment. Only 31 per cent of the higher education institutions state that they set requirements for higher education pedagogical education for all teaching staff. Three higher education institutions state that they have no explicit requirements at all. For the remaining higher education institutions, the requirement for higher education pedagogical education differs between the higher education institution's faculties and departments or between different forms of employment. That 43 percent of the higher education institutions have a requirement that staff with permanent employment undergo

“Då du som student investerat tid och pengar i en utbildning ska du kunna vara säker på att den som står framför dig och undervisar är pedagogiskt utbildad.”

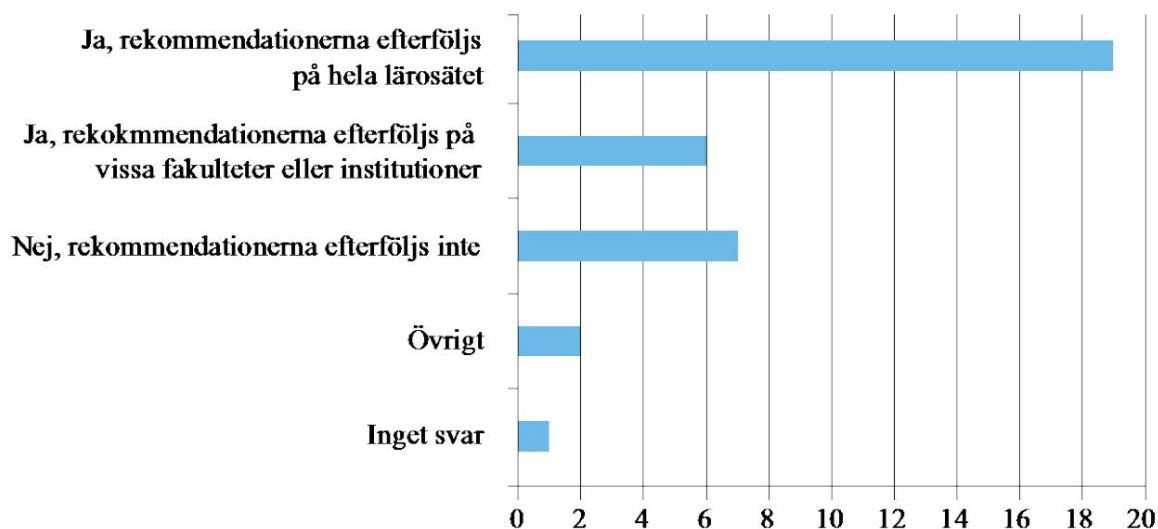
Student som studerar statsvetenskap

pedagogical education must at the same time be seen in the light of the fact that one third of the teaching and research staff at the university have fixed-term employment.⁶ The result therefore unfortunately indicates that a large proportion of students at the university can be trained by teachers without any pedagogical education.

In 2005, the Swedish Association of Universities and University Colleges (SUHF) produced recommendations and goal descriptions for qualifying higher education pedagogical education. According to the recommendations, teachers must have completed at least ten weeks of full-time studies in higher education pedagogy. SFS's survey shows that many higher education institutions do not live up to the recommended minimum level for pedagogical education for teachers at the university.

Table 2. SUHF's recommendations on higher education pedagogical education

Följer ert lärosäte SUHF:s rekommendationer om att alla lärare ska ha genomgått minst tio veckors högskolepedagogisk utbildning eller ha bedömts förvärvat motsvarande kunskaper snarast möjligt efter att de erhållit tillsvidare tjänst?



Only just over half of the higher education institutions state that they fully follow SUHF's recommendations for ten weeks of pedagogical training. Slightly more than a third of the higher education institutions state that the recommendations are only followed at parts of the university or that they are not followed at all.

Since the higher education institutions themselves, in their employment regulations or in special regulations, determine the requirements for higher education pedagogical education, some are content with less than ten weeks.

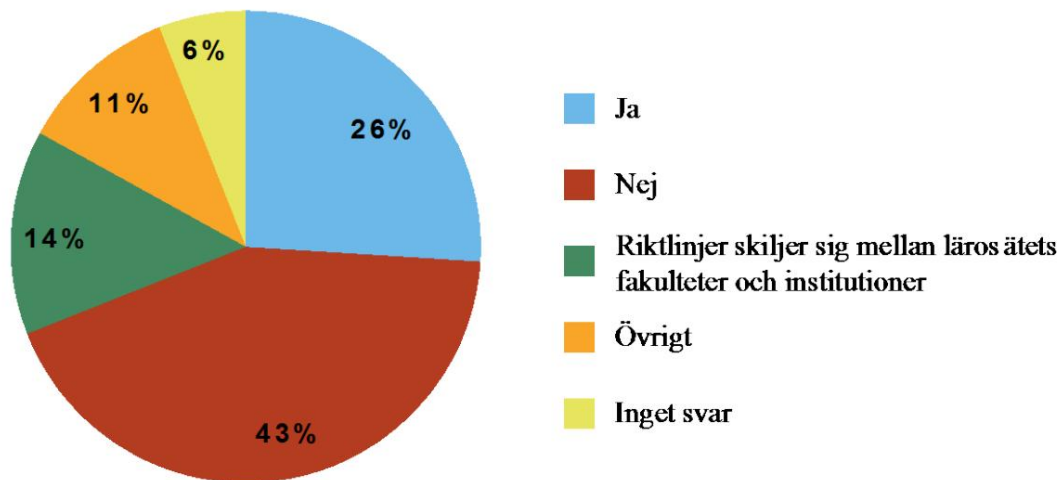
SFS's survey shows that a majority of higher education institutions place some kind of requirement on higher education pedagogical education for teachers. At the same time, the survey shows that the requirements do not apply to all teaching staff. At many higher education institutions, it is common for doctoral students to teach at a basic level. The higher education institutions' requirements for higher education pedagogical education for doctoral students

⁶ SULF (2014)

varies, but the survey results show that in many higher education institutions it is possible for doctoral students to teach without pedagogical competence. It also means that many doctoral students do not receive the education they need for their assignments.

Table 3. Higher education pedagogical education for doctoral students

Ställer ert lärosäte krav på att doktorander ska ha genomgått högskolepedagogisk utbildning eller ha motsvarande kunskaper som bedöms vara likvärdiga?



Of the 35 higher education institutions that responded to the survey, four state that they do not teach at the doctoral level. Of the remaining 31 higher education institutions, only nine higher education institutions require that their doctoral students have completed higher education pedagogical education. Of the higher education institutions that have doctoral students, almost half do not have requirements for pedagogical education for all doctoral students.

Skills development - should be obvious

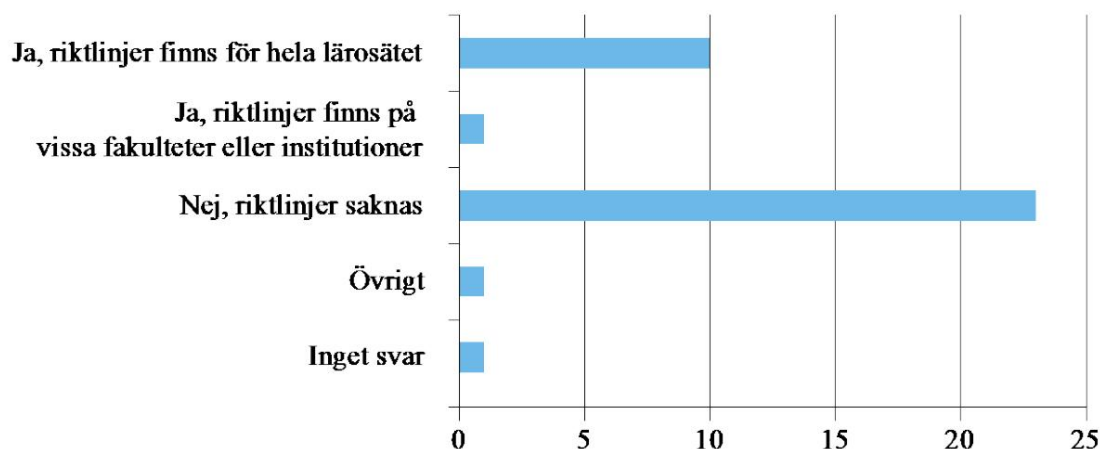
As a teacher, taking a course in higher education pedagogy is obviously not enough to change the teaching. A teacher must also be given the opportunity to develop pedagogically during his career.

This requires both competence development and time to develop their teaching. New students have different expectations and experiences than the previous students had. At the same time, pedagogical research is also being driven forward.

In order to develop their teaching, and to be able to offer an education that rests on a scientific basis, university teachers must be given the opportunity to update themselves on the development of knowledge also in the pedagogical and didactic field. In order to be able to meet the changing society, it is important that higher education institutions ensure that teaching staff receive continuous competence development in higher education pedagogy.

Table 4. Guidelines for continuous higher education pedagogical competence development

Har ert lärosäte riktlinjer om att undervisande personal ska genomgå kontinuerlig högskolepedagogisk kompetensutveckling?



Two thirds of the higher education institutions today lack guidelines on continuous competence development for teaching staff. The survey results show that the higher education pedagogical education that is given is often a one-off effort. Teachers are thus not given the opportunity to replenish new knowledge that can contribute to the development of their teaching methods. A previous study shows that teachers at the university often experience that lack of time and resources is an obstacle to pedagogical development.

However, invested time pays off in the long run because the teacher becomes more efficient in his teaching work and better at adapting to changes.⁷

SFS assessment

Everyone who teaches at the university needs to undergo higher education pedagogical training; new teachers, experienced teachers, professors, adjunct teachers and doctoral students. In this way, the best possible conditions are created for students to encounter teaching methods based on higher education pedagogical research and proven experience. Teachers must also be given the opportunity to further develop their pedagogical knowledge. This requires, for example, that the higher education institutions create a structure for continuous competence development. It is important that the time that teachers spend on pedagogical education and competence development must be included in the position or postgraduate education and that it does not take place in addition to regular working hours.

When the autonomy reform was implemented, the intention was for the higher education institutions to take over responsibility for pedagogical development. However, the requirement remains that the education must rest on a scientific basis, both in terms of content and design. SFS's survey shows that not all higher education institutions meet the basic requirements for teacher education, and that the idea of the autonomy reform has not succeeded in this respect. It is worrying that the situation of teachers and students looks so different at ours

⁷ Elmgren & Henriksson 2010 p. 283

higher education institutions. This creates a potentially unequal situation for students in different institutions. Thus, students at some higher education institutions can be taught by teachers who have pedagogical education and who are up to date on the latest methods, while other students at other higher education institutions risk being taught by teachers who completely lack pedagogical competence.

SFS is in favor of higher education institutions being able to develop their own profiles and therefore set different requirements for their employees' competence. Different profiles, on the other hand, do not mean that the teaching should vary in quality. In order to design and implement pedagogically substantiated teaching, knowledge of higher education pedagogy is required. That a teacher has a basic education in higher education pedagogy means not automatically that the knowledge is put into practice, but basic knowledge is a prerequisite for being able to teach scientifically. Basic knowledge can also be learned outside a course, which means that corresponding assessments should always be possible.

The fact that all teaching staff must have basic knowledge to design and implement teaching is about more than the quality of teaching. It is also an important prerequisite for prioritizing and professionalising the teaching part of the university teacher's service and changing the academic culture so that education has the same status as research.

SFS requirements - Ten weeks of higher education pedagogical training

A requirement shall be introduced in the Higher Education Ordinance that all teaching staff at the higher education institution must undergo at least ten weeks of higher education pedagogical training and have the right to continuous higher education pedagogical competence development.

National coordination of pedagogical merit systems

What pedagogical knowledge and experience is required to become a university teacher? The question has no clear answer. The higher education institutions themselves decide which requirements are to be set. For the two highest academic positions, senior lecturer and professor, Chapter 4, Sections 3-4 of the Higher Education Ordinance (1993: 100) define eligibility requirements that include requirements for demonstrated pedagogical skills. With certain limitations, it is thus up to the higher education institutions to decide how the pedagogical skill is defined, and what degree of pedagogical skill is required.

Within the academy, there have long been systems for assessing scientific proficiency. An equivalent system for assessing pedagogical skills is lacking. The fact that many higher education institutions lack structure and routines for assessing and rewarding teachers' pedagogical skills shows that teaching merits do not weigh as heavily as research merits.

In order to raise the status of teaching at the university, purposeful work is required where it is necessary to reward pedagogical skills. Rewarding pedagogical skills, in turn, requires a definition of what pedagogical skills mean, that pedagogical merits are documented and that there are clear criteria against which the merits can be assessed. Teachers must also have good knowledge of how pedagogical qualifications are to be documented, and those who assess must have the competence to make reliable assessments. A reliable system that rewards skilled educators creates incentives for teachers to develop their teaching and pedagogical skills. A reliable system contributes to increasing the importance of the teaching effort and to professionalising the educational part of the university teaching profession.

It is necessary for each university to have a basic structure for assessing and rewarding pedagogical skills, ie a merit system that takes pedagogical skills into account. A merit system for pedagogical skills should include the following components:

1. a definition of pedagogical skill;
2. pedagogical experts who can assess teachers' pedagogical competence,
3. educational merit portfolios,
4. a system of financial reward for pedagogical skills.

The following four paragraphs describe each of these components.

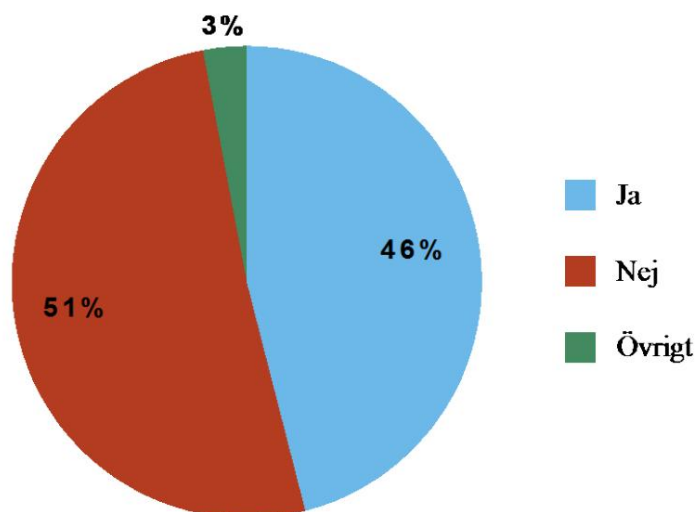
Half of Sweden's higher education institutions lack a definition of pedagogical skills

A prerequisite for being able to reward skilled educators is that there is a definition of what pedagogical skill means and means. Without clear criteria, the assessment will not be predictable. For students, it is important that the university's definition of pedagogical skills supports students' learning. For teachers, it is ultimately a question of legal certainty in employment, promotion

and other qualifications. SFS's survey shows that the majority of higher education institutions today lack a definition.

Table 5. Definition of pedagogical skills

Har ert lärosäte en definition av pedagogisk skicklighet?



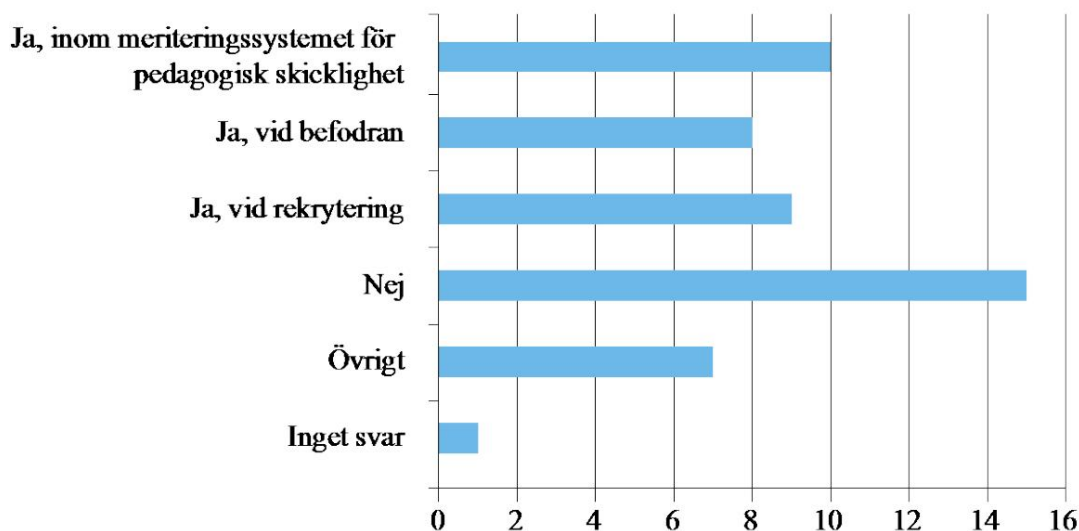
18 higher education institutions state that they have not defined what pedagogical skills mean. Of these 18 higher education institutions, five state that they have an ongoing development process regarding how pedagogical skills should be defined. The fact that more than half of the higher education institutions lack a definition indicates that they do not know how they want the pedagogy in their educations to be developed. In the same way, it is difficult for teachers to develop their skills when there are no criteria.

Assessing pedagogical skills requires the right skills

Assessing pedagogical skills is difficult and requires both theoretical and practical knowledge in the subject. It is practice to use experts to assess scientific skill. In the same way, it should also be the norm that the pedagogical skill is assessed by a pedagogical expert. Not infrequently, however, it is considered sufficient that the scientific expert can also assess the pedagogical skill, even though he or she does not have the competence that a pedagogical expert has. In cases where a pedagogical expert is not used, it happens that the expert's competence to assess pedagogical skills is not properly checked. SFS's survey shows that 43 percent of higher education institutions never use a pedagogical expert when assessing teachers' pedagogical competence. 20 percent⁸ of the higher education institutions state that in some cases they use pedagogical experts but not as a rule.

⁸ see category "other"

Table 6. Pedagogical expert

Använder ert lärosäte en pedagogiskt sakkunnig vid bedömning av lärares pedagogiska skicklighet?

Multiple choice question

The occasions on which pedagogical experts are used differ between the higher education institutions. A closer analysis of the results shows that some universities use, for example, experts in recruitment, but not in promotion. Of the higher education institutions that use pedagogical experts in their merit system, only three higher education institutions state that they also use experts in recruitment and promotion. The survey results show that the use of pedagogical experts is not consistent, but varies for different processes and cases.

Merit portfolios - basis for assessment of pedagogical skills

Documenting one's pedagogical qualifications serves several purposes. By using a pedagogical merit portfolio, a template is created for the teacher to document the planning, implementation and evaluation of the teaching. In the merit portfolio, the teacher can describe his theoretical grounding and his ability to reflect on the practical implementation.⁹ This means that the focus is on the pedagogical quality instead of teaching quantity. Using merit portfolios and continuously updating them contributes to developing both the individual and the entire pedagogical work of the business.¹⁰ For the individual teacher, the merits can be used as a basis for assessing the pedagogical skills in connection with employment, promotion, salary setting or within a pedagogical merit system. .

⁹ Oldsjö, F (2010) s. 50

¹⁰ Stigmar, M (2009) s. 20-21



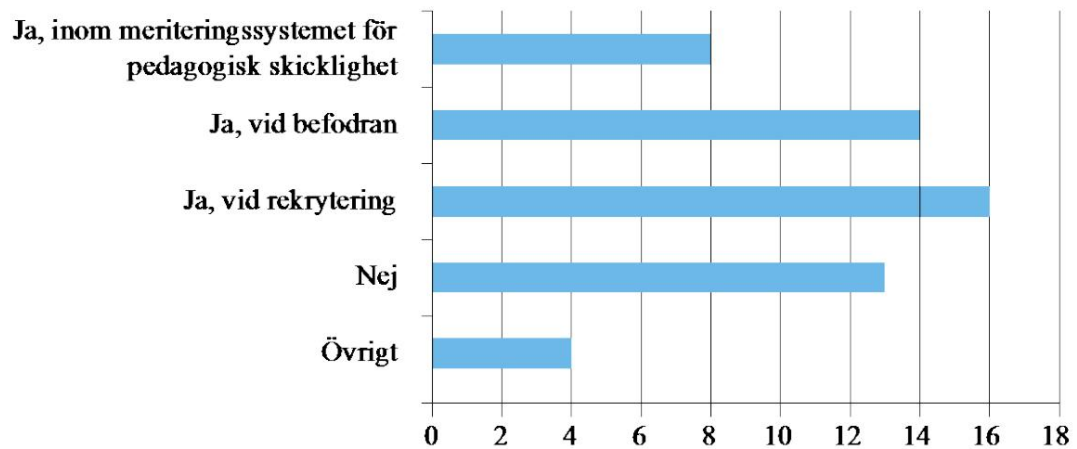
Det är nödvändigt att varje högskola har en grundstruktur för att bedöma och belöna pedagogisk skicklighet, det vill säga ett meriteringssystem som beaktar pedagogisk skicklighet.

I ett meriteringssystem för pedagogisk skicklighet bör följande komponenter ingå:

- 1. en definition av pedagogisk skicklighet**
- 2. pedagogiskt sakkunniga som kan bedöma lärares pedagogiska kompetens**
- 3. pedagogiska meritportföljer**
- 4. ett system med ekonomisk belöning för pedagogisk skicklighet.**

Table 7. Educational merit portfolios

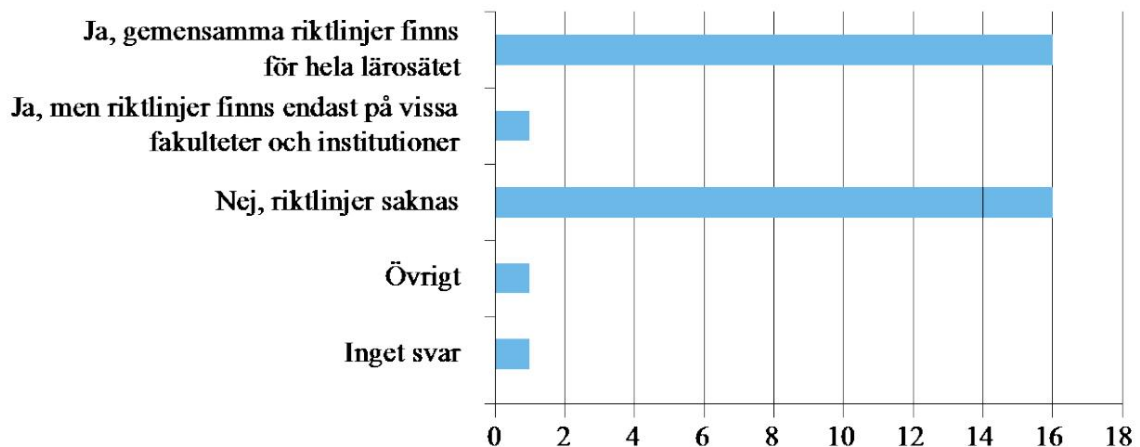
Använder ert lärosäte pedagogiska portföljer eller liknande vid bedömning av lärares pedagogiska skicklighet?



Multiple choice question

Table 8. Guidelines for documentation of pedagogical qualifications

Har er lärosäte riktlinjer för hur lärare ska dokumentera sina pedagogiska meriter?



13 out of 35 higher education institutions state that they do not use pedagogical merit portfolios or the like for documenting pedagogical merits. The four higher education institutions in the category "other" state that they occasionally use a merit portfolio, for example in certain recruitment and promotion matters.

The remaining 18 higher education institutions state that they use a pedagogical merit portfolio at some point. The most common is to use a pedagogical portfolio when recruiting, followed by promotion. Eight of the eleven higher education institutions that have special pedagogical merit systems state that they use a merit portfolio within merit systems for pedagogical skills, which means that they are not always used in all

merit test when pedagogical skills are to be assessed. SFS's survey clearly shows that higher education institutions either have common guidelines or no guidelines at all for how teachers should document their pedagogical qualifications.

Two out of three higher education institutions lack central systems for the qualification of skilled teachers

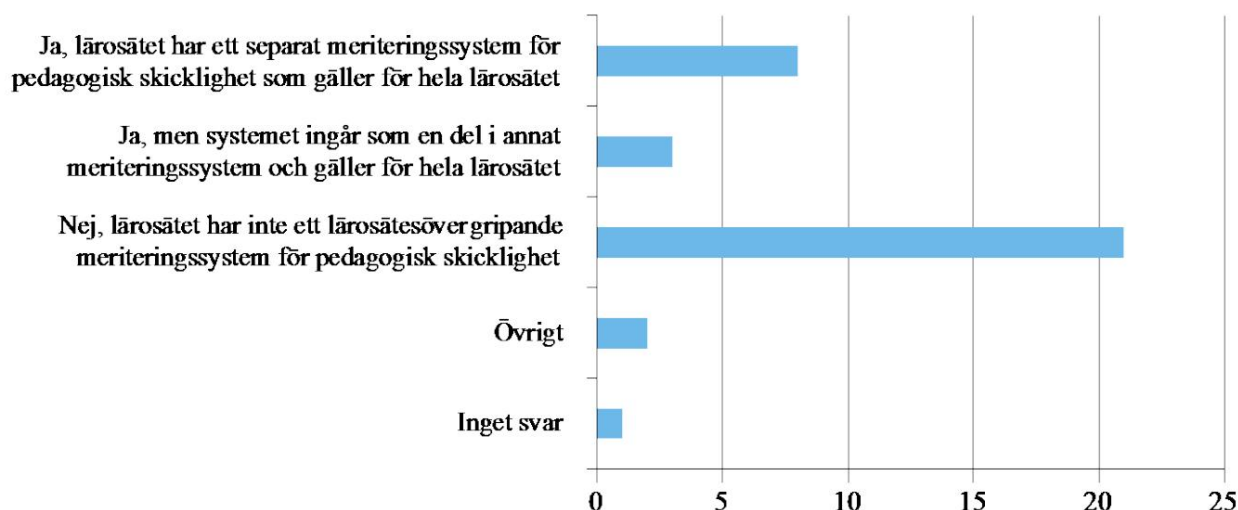
It is becoming increasingly common for universities to introduce so-called pedagogical merit systems, in addition to or in parallel with the academy's usual career system, which can also assess pedagogical skills. Pedagogical merit systems reward pedagogical skills and offer a career path based on pedagogical merits for teachers at the university.

In 2013, Åsa Ryegård carried out an inventory of pedagogical merit systems¹¹ at Swedish universities. The inventory showed that about a third of the universities have introduced career systems for skilled educators and that several are in the process of developing such systems. The systems are often designed as a competence ladder and teachers apply to have their qualifications tested against pre-defined pedagogical skill levels. Often the systems are linked to a financial reward.

According to Ryegård, two different types of merit systems have begun to be designed in Sweden. The system consists either of a career ladder with two or three merit steps, or of a system with only one merit level. All merit systems included in Ryegård's survey reward pedagogically qualified teachers with a salary increase.

¹¹ Ryegård (2013)

Table 9. Merit system for pedagogical skills

Har ert lärosäte ett meriteringssystem för pedagogisk skicklighet?

Two thirds¹² of the higher education institutions state that they currently lack a university-wide merit system that rewards teachers' pedagogical efforts. The result is thus similar to the result that emerged from Ryegård's inventory. Of the 21 higher education institutions that do not have a system, six state that a merit system is under development and is expected to be introduced. The fact that many do not yet have a reward system is an indicator that universities do not reward teachers who teach. It is well known that pedagogical merit is necessary for pedagogical development to take place.¹³ A university that rewards talented teachers signals that it pays to also be a good teacher.

Long way to effective merit systems

Creating incentives for university teachers to develop their and the organization's teaching lays the foundation for high-quality education. In order to improve teaching at the university, it is therefore necessary for each higher education institution to develop and introduce reward systems for pedagogical skills. It is important that a reward system for pedagogical skills is designed according to the needs and conditions of each higher education institution. At the same time, all merit systems must contain certain basic components in order for them to function at all as a system for assessing pedagogical skills. The system must also establish clear guidelines for how merits are to be documented, assessed and rewarded. Introducing pedagogical career paths today will lead to pedagogical skills being valued higher tomorrow. A number of higher education institutions state in the survey responses that they have begun work on introducing merit systems, merit portfolios and pedagogical experts when assessing pedagogical competence, but SFS's survey also shows that

¹² The answer options "No, the university does not have a university-wide merit system for pedagogical skills" and "Other" have been summed up. The higher education institutions that answered "Other" provide opportunities for merit for certain positions.

¹³ Ryegård, Å; Apelgren, K; Olsson, T (2010) pp. 19 f.

“Pedagogisk meritering är en nyckelfaktor när det gäller att få till stånd pedagogisk utveckling och kvalitet i högre utbildning.”¹

¹ Apelgren, K & Giertz, B (2010)

there is still a lot to do before pedagogical skills are rewarded and valued on an equal footing with scientific skills.

SFS assessment

It is serious that the higher education institutions' efforts to create legally secure and effective ways of proving, assessing and rewarding pedagogical skills vary so much. The variation has consequences for the status and quality of the education. Although many higher education institutions are working to develop their merit and career systems, development is too slow.

There are also risks that have to do with the higher education institutions' right to choose their own profile and focus on their pedagogical work. One such risk is that the pedagogical quality, rather than the pedagogical orientation, will vary from course to course and from university to university.

SFS believes that while the pedagogical and didactic choices must always be made by the higher education institutions, the students must be guaranteed a good level of teaching. Another risk is that mobility within the academy is limited if the merit systems are too different. This may partly be due to the fact that the reward in terms of, for example, positions, titles or salary increases is different. A more serious problem is if the definition and assessment of pedagogical skills is not clear and legally certain. This makes it impossible to assess whether the person's qualifications correspond to those required in another merit system at another higher education institution.

The higher education institutions' initiative to coordinate their own systems has so far not been sufficient. Therefore, SFS considers that national coordination of pedagogical merit and pedagogical merit systems is needed. The higher education institutions must be autonomous and the best effect is achieved if they are allowed to lead their own change processes. SFS advises against the government or a central authority deciding how pedagogical merit should work or be defined. Instead, SFS believes that the higher education institutions must be commissioned by the government to coordinate their systems for pedagogical merit. An authority should be given the task of supporting and following up the higher education institutions' work with merit systems.

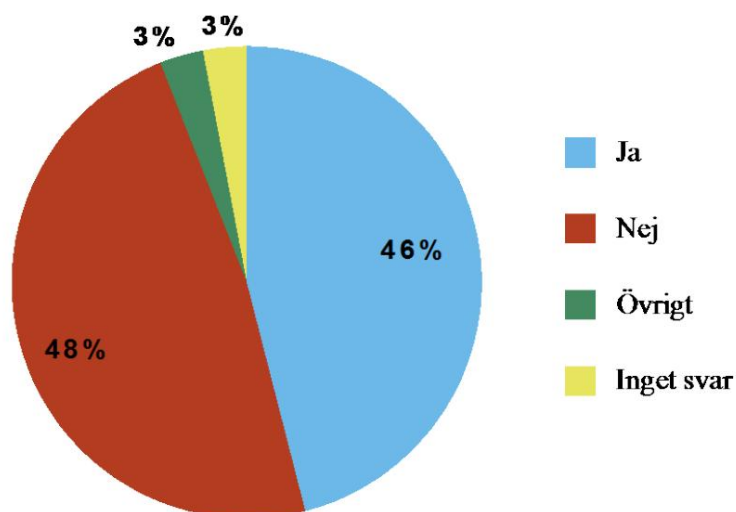
SFS requirements - national coordination of pedagogical merit systems The Government shall initiate a national coordination of pedagogical merit systems.

National authority with responsibility for higher education pedagogy

According to the Higher Education Act (1992: 1434), higher education institutions have ch. § 4 responsibility for achieving good quality in education and research. Therefore, each university must take responsibility for its own pedagogical work. Their teachers must undergo university pedagogical training so that the teaching at the university is based on a scientific approach to learning. At the same time, the state must take overall responsibility for the quality of education by giving the higher education institutions good conditions for creating quality in the activities. Small and large higher education institutions have different prerequisites for conducting their own higher education pedagogical research. SFS's survey shows that almost half of the higher education institutions lack an overall strategy for higher education pedagogical development. The fact that today there is no government responsibility to promote pedagogical development in the university means that the responsibility lies solely with each higher education institution. For pedagogy to become a priority area, a national investment in higher education pedagogical research and development is needed.

Table 10. Overall strategy for the development of higher education pedagogy

Har ert lärosäte en övergripande strategi eller motsvarande för högskolepedagogisk utveckling av utbildningen vid lärosätet?



SFS's survey shows many shortcomings in the higher education institutions' systems for pedagogical development. Many higher education institutions lack a formal system for rewarding skilled educators and for conducting pedagogical development work. A total of two thirds of the higher education institutions state that they do not have a university-wide merit system for pedagogical skills. Only 31 per cent of the higher education institutions set requirements for higher education pedagogical education for all teaching staff and just over half of the universities follow SUHF's recommendation for a ten-week university pedagogy

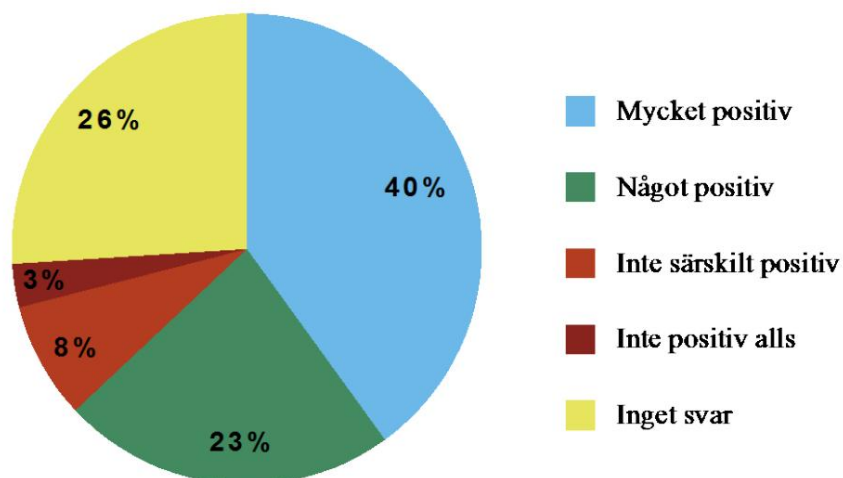
teacher training. Few higher education institutions also require doctoral students to have completed pedagogical training.

In order to promote higher education pedagogical development both nationally and at higher education institutions, a national initiative is needed. There are strong reasons for giving an authority - a new or an existing one - the task of coordinating higher education pedagogical issues. An important way of promoting development nationally is to continuously describe the higher education institutions' work with pedagogical development. For the past ten years, no national government review has been carried out.

The authority should promote research on higher education pedagogy and coordinate higher education pedagogical development work so that more higher education institutions receive part of the projects that are implemented. It can be about allocating funds to research projects or coordinating development projects between higher education institutions. Other issues can also be included in the assignment, for example to support forums for the exchange of research results and work for the exchange of experience between higher education institutions in the field of higher education. Of the persons who responded to the SFS survey, 22 out of 2614 are positive about establishing an authority with such an assignment.

Table 11. Government responsibility for higher education pedagogy and pedagogical development

SFS vill att en myndighet får i uppdrag att samordna högskolepedagogiska frågor, bevaka internationell högskolepedagogisk forskning, fördela medel för forskning och utveckling inom högskolepedagogik och främja högskolepedagogisk utveckling på lärosäten. Hur ställer du dig till ett sådant uppdrag?



¹⁴ The total response rate to this question is 54 percent. 26 out of 35 people answered the question.

SFS assessment

The higher education institutions have come a long way in their pedagogical development work. There is a need for a national actor that drives coordination and development in higher education pedagogy. Today, there is a lack of national responsibility that creates good conditions for higher education institutions to take their quality responsibility seriously.

SFS is a strong advocate for academic freedom and that the higher education institutions themselves should control their education and research. With regard to higher education pedagogy, this report shows that coordination is necessary for all students' education to have the opportunity to become pedagogically equal. There is also great potential in investing in an area that has lagged behind in many places. Therefore, special funds and that national attention needs to be directed towards higher education pedagogical research and development.

SFS requirements

Assign national authority to coordinate higher education pedagogical issues and promote pedagogical development at higher education institutions.

Voices about the status of pedagogy

SFS asked those who answered the questionnaire about their personal experiences of the university's work with higher education pedagogy. The personal questions were the second part of the questionnaire, and the response rate for this part was slightly lower than for the first part of the questionnaire. The general perception among the respondents is that pedagogical competence is valued at Swedish universities, even if scientific competence is considered to be higher valued. It is positive that staff at the university feel that the pedagogical work is appreciated and encouraged, not least for the opportunity to work with developing the teaching in both the organization and with individual teachers. At the same time, formal structures are important to ensure the survival of pedagogical development and to maintain a high level of pedagogical competence among teaching staff. Clear guidelines and requirements also ensure that all students meet teachers with knowledge of learning and teaching, which strengthens the quality and equivalence of the educations.

Table 12. Personal perceptions (1)

Upplever du att det är meriterande för lärare på ert lärosäte att genomgå högskolepedagogiska kurser eller utbildningar?

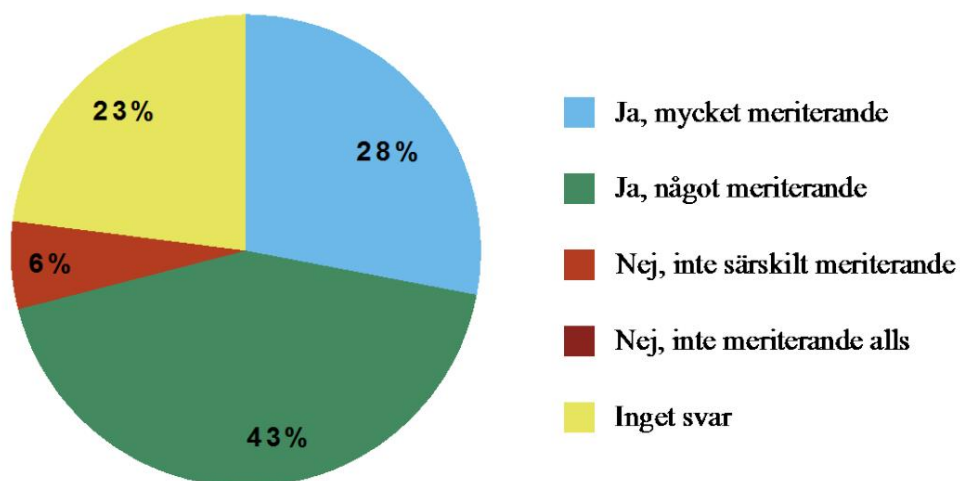


Table 13. Personal perceptions (2)

Upplever du att undervisande personal på ert lärosäte uppmuntras att utveckla undervisningen och sin egen pedagogiska kompetens?

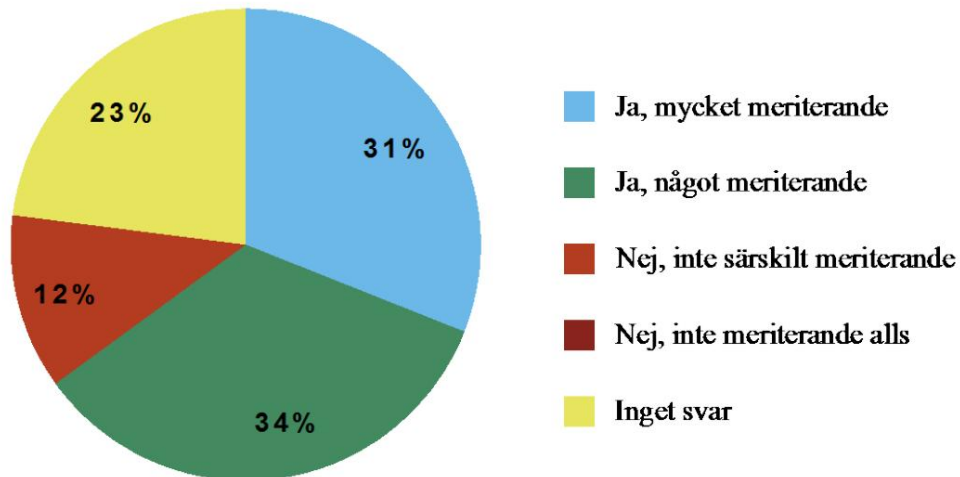
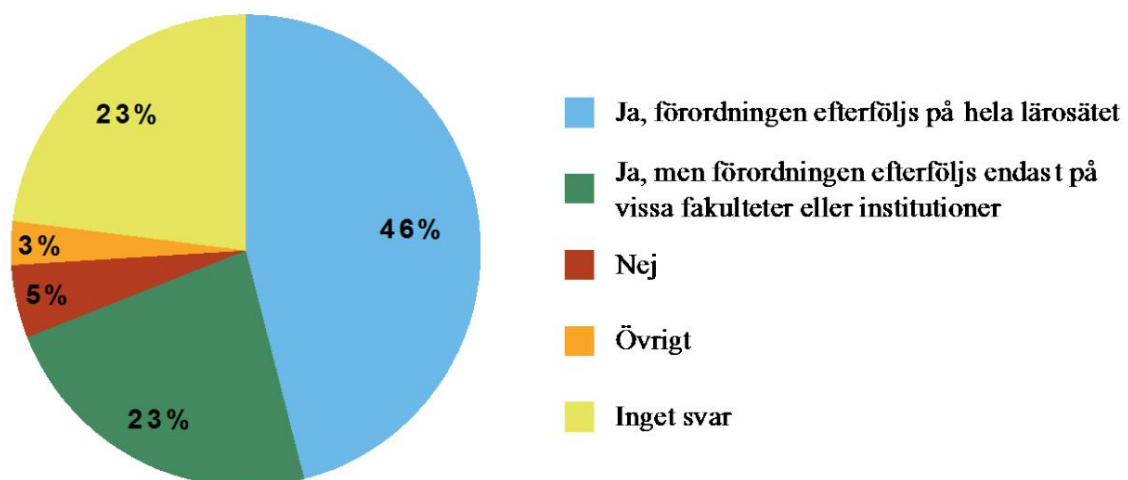


Table 14. Personal perceptions (3)

I högskoleförordningen står det skrivet att prövningen av den pedagogiska skickligheten ska ägnas lika stor omsorg som rövningen av den vetenskapliga eller den konstnärliga skickligheten vid tjänstetillsättning. Anser du att ert lärosäte följer högskoleförordningen?



The answers show that a majority of those who answered the questionnaire feel that it is an advantage for teachers to undergo higher education pedagogical training and that they are encouraged to develop their pedagogical competence. At the same time, SFS's survey has previously shown that higher education institutions place low demands on higher education pedagogical education for teachers and doctoral students, and that few higher education institutions have guidelines that teaching staff must undergo continuous pedagogical competence development. The fact that eight people who responded to the survey believe that only parts of the higher education institution follow the Higher Education Ordinance's letter that pedagogical competence must be assessed with the same care as scientific and artistic skills when appointing senior lecturers and professors gives the idea that pedagogy is a lower priority area. The following quote highlights this:

"There are exceptions, but the general picture is that more care is given to scientific skills" (University pedagogical developer).

"In cases where it is easy to set these requirements, we follow the law, but as soon as the desire for a successful researcher without pedagogical skills becomes relevant, I want to say that it is easy to ignore the law's requirements" (Staff at pedagogical unit).

SFS's experience of discussing higher education pedagogy with representatives of higher education institutions, authorities and working life confirms that pedagogical skills and development may often lag behind other values. Pedagogy is often discussed as part of the profile of the university or education, rather than as a basic issue of educational quality. The quality of teaching is reduced to a question of the competitiveness of higher education institutions. The idea that good teaching is a fundamental right for academic education is lost.

Students also confirm that pedagogy is an area in the shadows. In a survey among SFS memberships in 2012, students ranked pedagogy as the most important quality factor in their educations. At the same time, pedagogy was the area that the student unions in the survey judged to be most deficient¹⁵. This is not strange, given that a large part of the cases the student unions handle are about mitigating the effects of ill-considered pedagogical approaches and lack of teaching methods. This may, for example, be about inaccessible teaching or that students end up in conflict with regulations and teachers about examinations and grades, as the teaching did not give them the conditions to achieve the goals. Some cases, for example about schedules and course information, are often perceived more as administrative problems, but are in fact symptoms of a lack of pedagogy.

In the political debate, the discussion about teaching quality often stops at superficial measures, such as the proportion of teacher-led teaching or group sizes. Such measures can be powerful politically, but lead to a simplified picture of what good pedagogy is. This makes it more difficult for both teachers and students to change the situation. To discuss instead

¹⁵ SFS (2012)

the quality of teaching based on pedagogy is a way of attacking the core of the problem: that knowledge of and the conditions for developing good teaching are lacking. Both politicians and the sector must take the problems seriously.

SFS sees a slowly increasing awareness that good teaching is important to make higher education available to more people. To enable broader participation in the university, a pedagogy is needed that is not based on traditions but instead on science about learning. Good pedagogy is also associated with accessibility to education. According to the new Discrimination Act (2008: 567), lack of accessibility in the content of education is also discrimination, which places demands on higher education institutions. To be able to take that responsibility, the higher education institutions need the right conditions.

It is clear that the higher education institutions have come a long way in terms of awarding and meriting pedagogical skills. Some higher education institutions already have systems for assessing and rewarding skilled educators and have drawn up plans for how good pedagogy should permeate the activities. Other higher education institutions do not have the most basic prerequisites for pedagogical development. Some higher education institutions do not see developing pedagogy as a central part of their activities and quality responsibility.

Inequality has consequences for students' education. Therefore, pedagogy needs to be on the agenda in all higher education. A national agenda for higher education pedagogy is needed.

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