



Improving teaching and learning: benefits for students and the professionalization of teaching staff.

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Professor, dr.philos. Arild Raaheim





Conclusions:

To improve teaching and students' learning we need to acknowledge that:

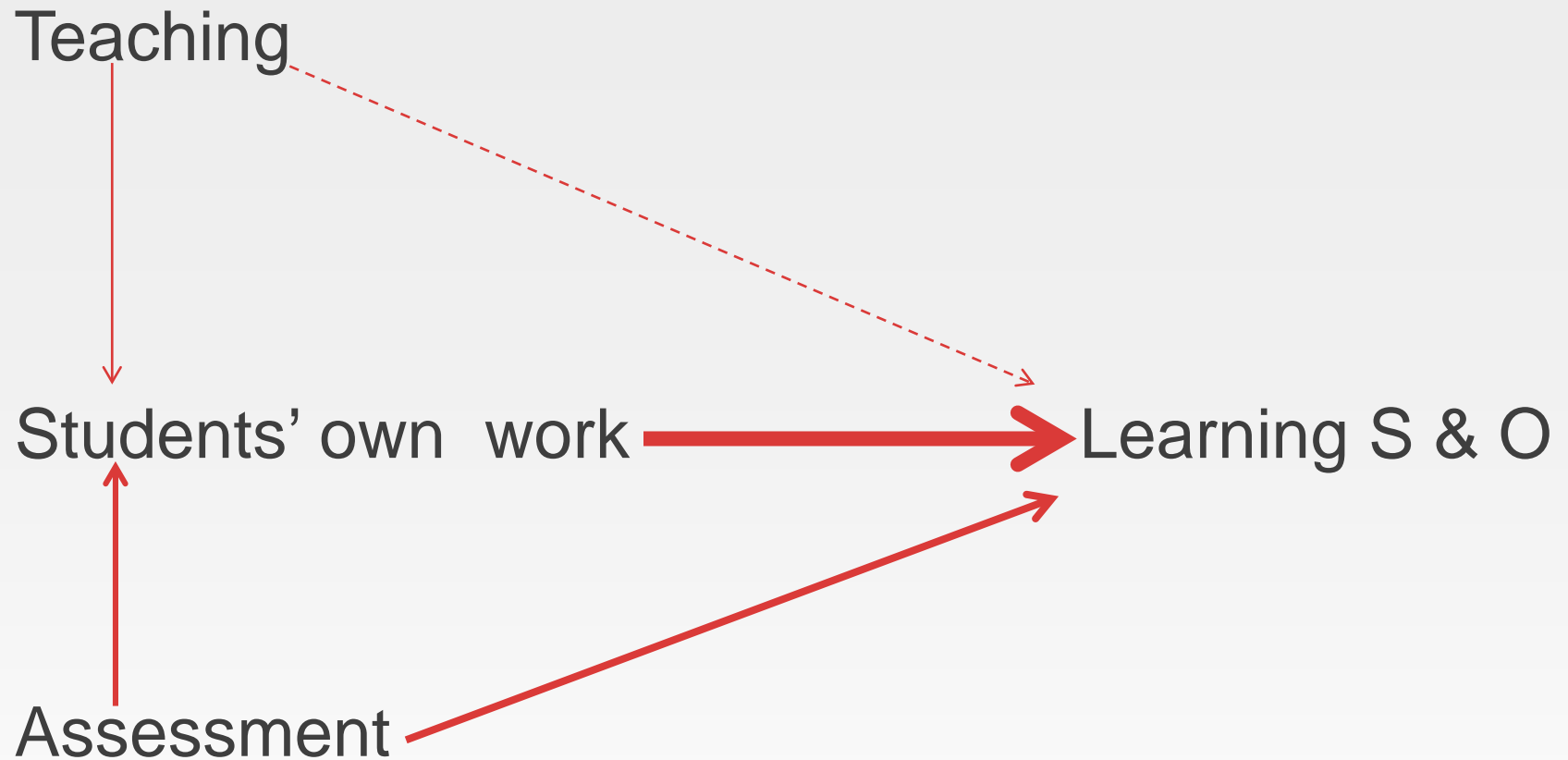
- expert provision (transfer) is not necessarily (good) teaching
- the act of teaching starts long before one meets the students in class
- learning is something students (are supposed to) do; *learning is the result of activity and takes place in students' time*
- it is the (individual) student who has to demonstrate that s/he has learned
- knowing *what* (knowledge) is not the same as knowing *how* (understanding)*
- research based teaching is teaching that is planned and conducted on the basis of what research has shown promote deep learning
- it is easier to change systems than people.

*Rowley, J. (2006). Where is the wisdom that we have lost in knowledge? *Journal of Documentation*, 62 (2), 251-70.





Summing up: learning is a result of:

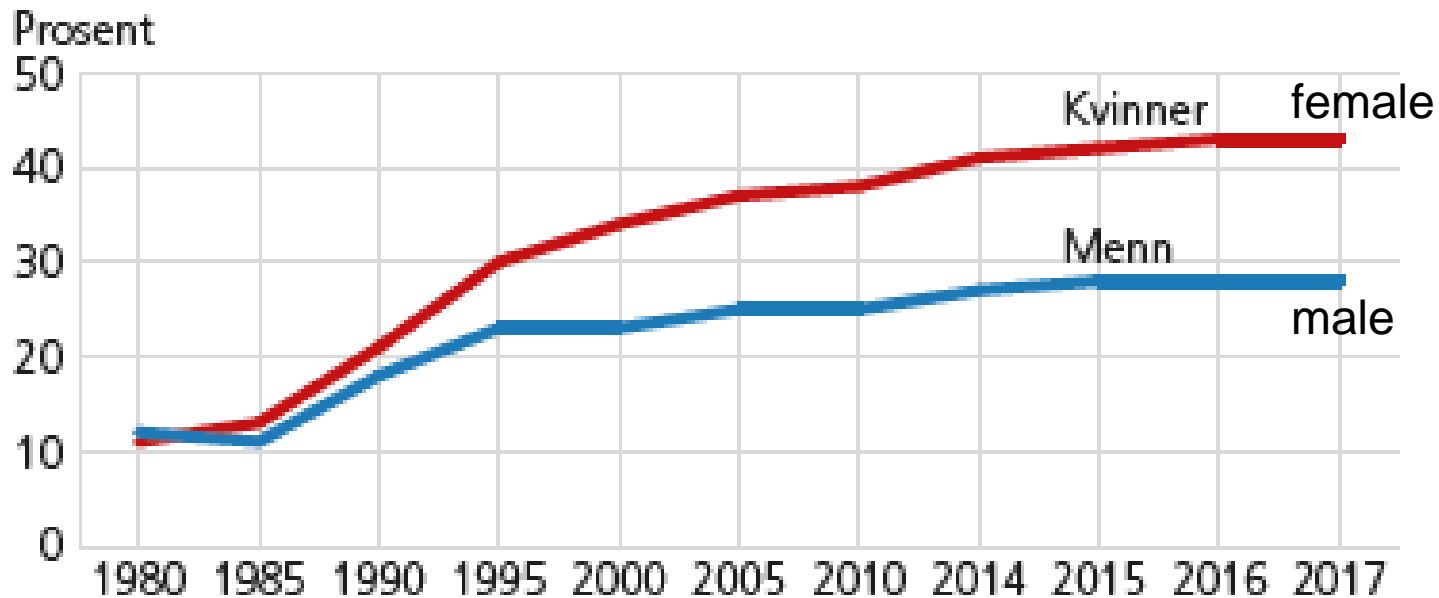


Students in higher education in Norway 1980-2018



Students aged 19-24 in Norway and abroad in per cent of all residents in same age group

Studenter 19-24 år i høyere utdanning¹ i Norge og i utlandet i prosent av alle bosatte i aldersgruppen



35.3%
in 2018





Some glimpses from a (personal) journey - Norway

- Student in the late 1970s
- Started teaching (psychology-undergraduates) in 1979
 - *Lectures and exams*



«I know things better know, but get a lower grade. What's happening? I don't feel that I am in control. Feel helpless. Psychology produces new clients»

Learning outcome?





1980-2003 High failure-rates

«Arild, we need your help! A large number (60%) of our 3rd year students fail the exam – and media is after us!» (Dean, Faculty of law, 1992).

OECD (1997:

“As for the institutions....., the reviewers are of the view that insufficient attention is being given to innovation in teaching.... Greater emphasis should be given to forms of teaching and learning in which students have more responsibility for their own learning...”

Norwegian universities are: «exam giving institutions»

2003 The Quality Reform of Higher Education

“The student shall succeed”

- Lectures and portfolio assessment (feedback) and exams



Some consequences (National evaluation - 2006):



- More mandatory work (assignments) affects daily presence at institution (down from 56% to 41%)
- Alternatives to final exams have been introduced, but they typically come on top of final exams
- Students «over assessed» (assessment of students; formative and summative)
- Failure no longer any problem (money follow the student)
- Increased drop-out
- Staff fatigue

«The Quantity Reform»





2008-present «National Qualification Framework for Lifelong Learning»

LO: Knowledge, skills, general competence

- Lectures - and digital technology; video recordings, kahoots, digital exams, simulations, ...

Learning outcome?

“Arild, our students only regurgitate parts of the curriculum on the exam, and do not seem to be able to analyze and discuss. What can we do?»

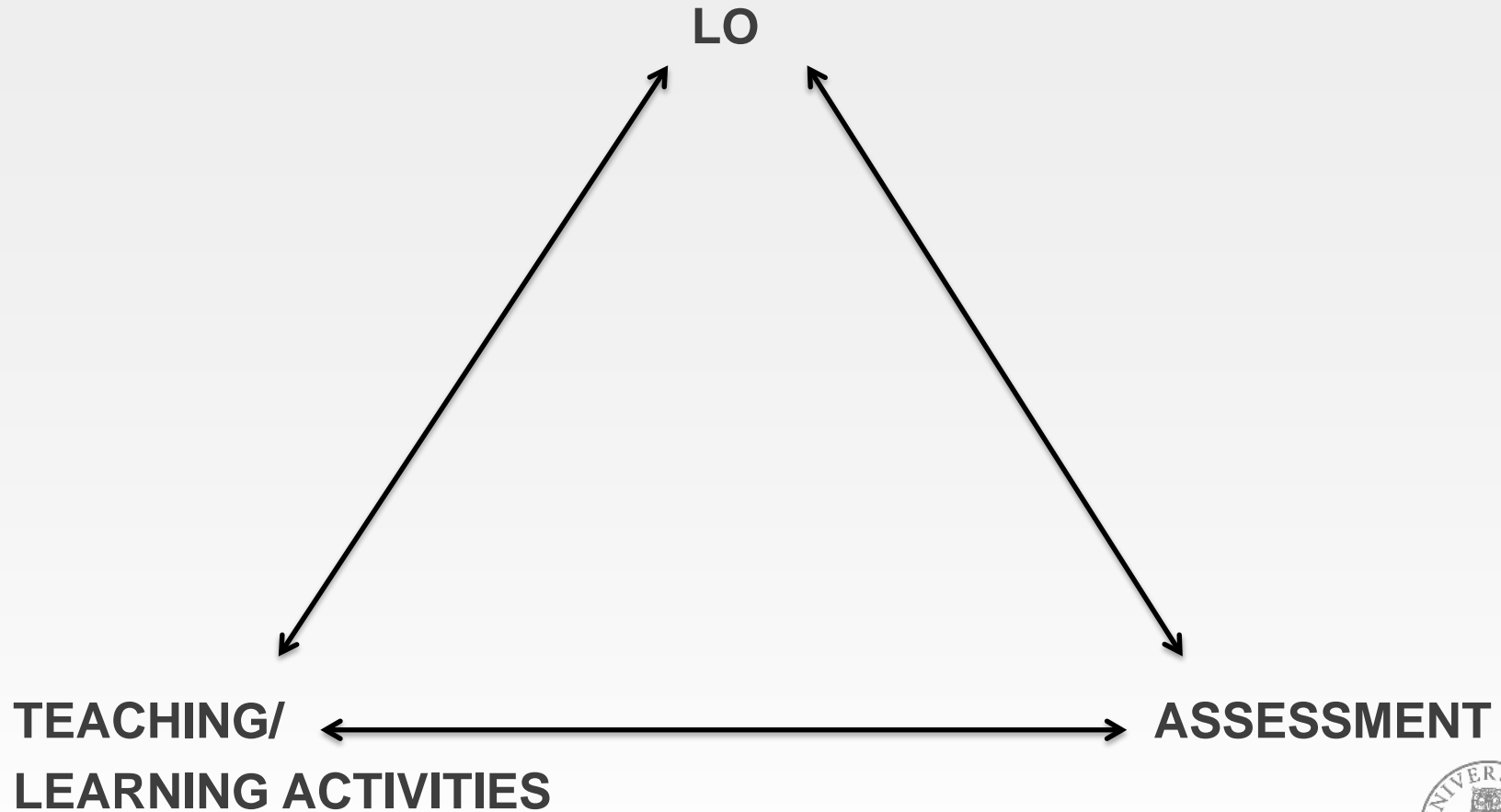
Professor of philosophy



An academic trinity – constructive alignment

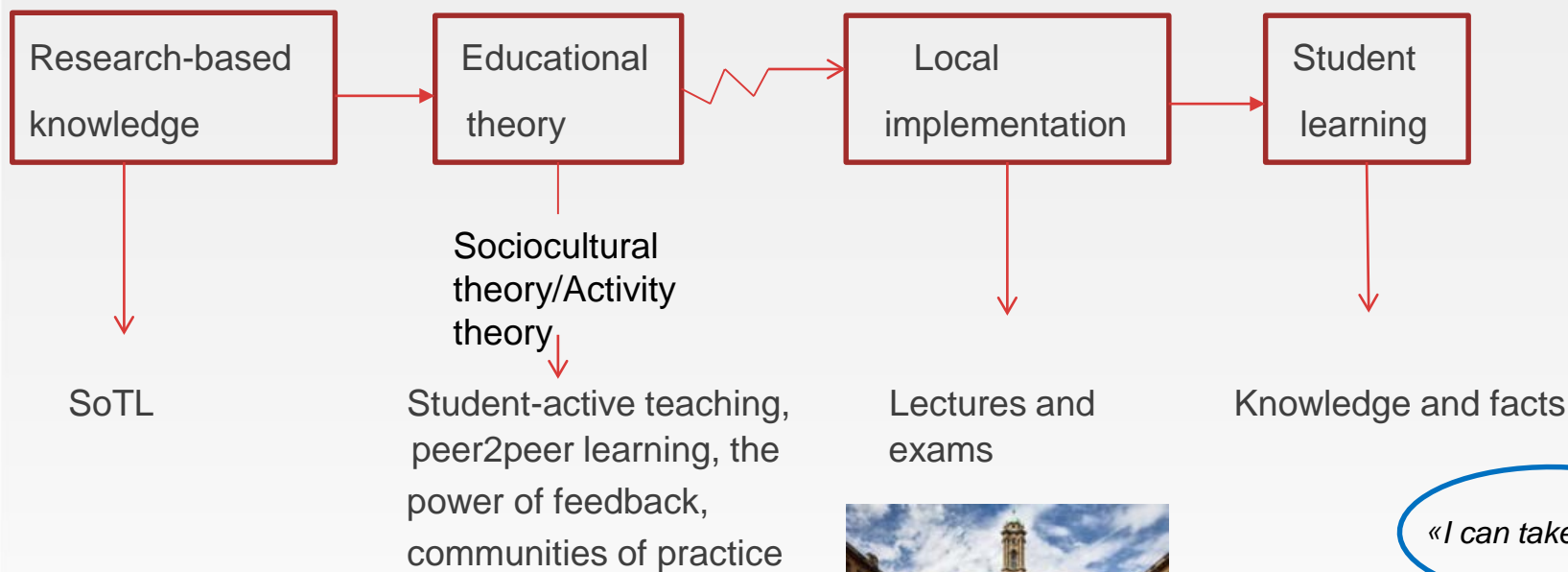


Biggs, J. & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Maidenhead: Open University Press/McGraw Hill Education.





The «educational paradox» of higher education

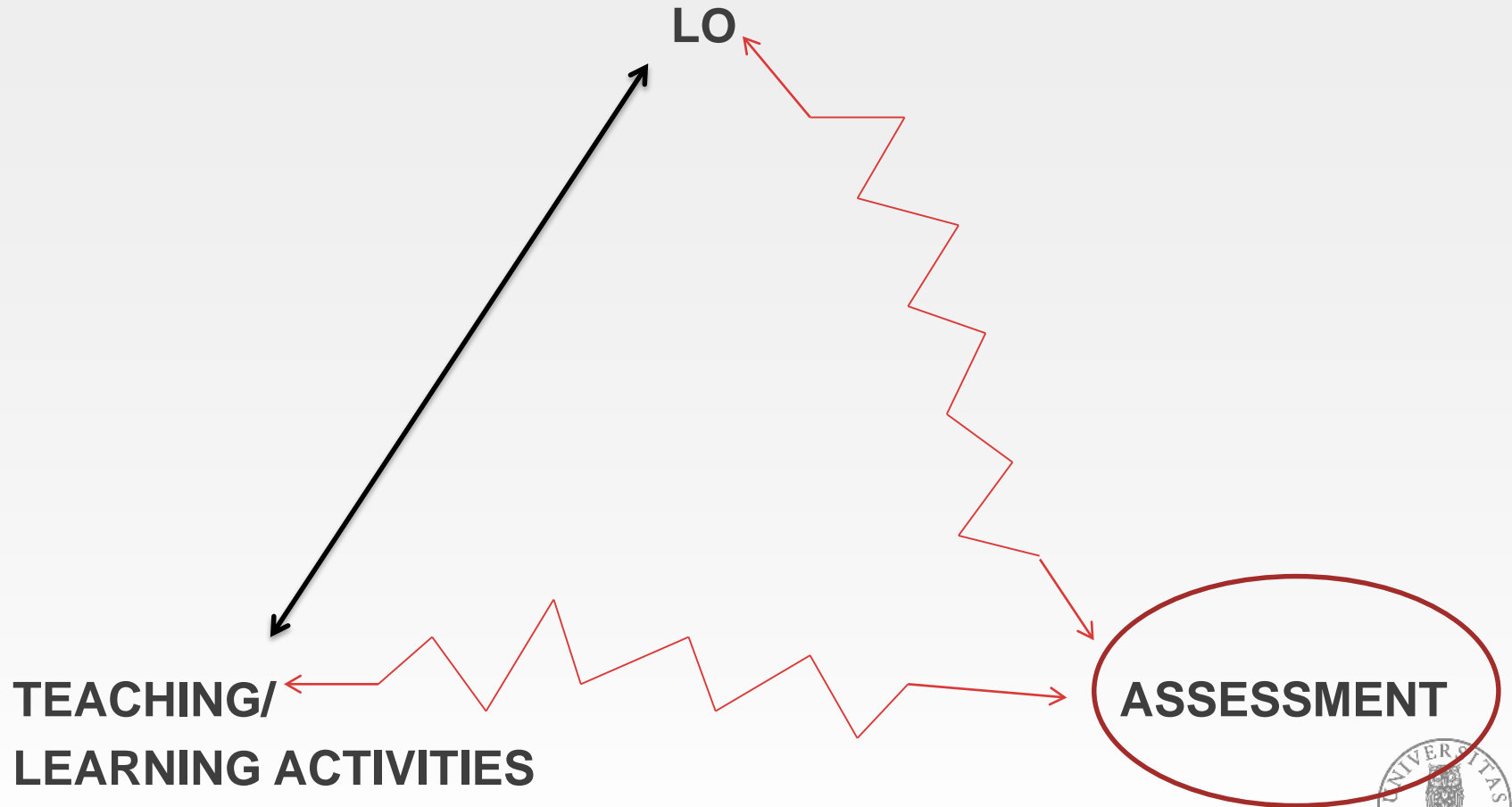


«I can take tests»





An academic trinity – misalignment



Concerns from colleagues at the Univ of Bergen:



«Arild, our students tell us back facts and details from lectures and do not reply to our request to lead a critical discussion. We use 4-hour written exams. Perhaps we should give them an additional two hours, and instruct them that the last two hours they have to analyze and discuss?»
Vice-dean for education, Law.

«In my subject there are so many things students just need to know. Having less time available, I have to speed up to cover all that must be covered!»
Professor of medicine.

And from industry:

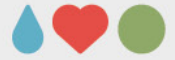
«Arild, what the... are you doing at university? When I ask applicants coming from UiB what they know, I get this introspective report of some thesis they have written. My question is; who are you? What do you know? How can you contribute to my organization? But Arild, they are not able to articulate this knowledge about themselves!»



Wass, R., Timmermans, J., Harland, T. & McLean, A. (2018). Annoyance and frustration: emotional responses to being assessed in higher education. *Active Learning in Higher Education*, doi.org/10.1177/1469787418762462



Teaching and assessment in the digital age – two routes



Low-threshold route

Technology incorporated into existing practice/thinking

- More advanced PP-lectures
- MOOC's
- Use of clickers/Kahoot
- Smartboards
- LMS: in/out
- Exam via PC
- Summative and formative assessment

High-threshold route

Technology used to change traditional thinking and practice

- Reduce number/length of lectures
- Introduce SMOOC's
- Open source exam
- Online-conferencing
- Local-interactive «distance» teaching
- Learning labs for students' (video) productions
- New architecture
- Sustainable assessment
- World Wide Assessment (WWA)



Active students – some questions:

1. Why should we activate students?
2. How should we activate students?
3. Are all forms of activity positive?
4. What is it that we activate when we activate students?
5. When students become (more) active, one would expect the teacher to be less active?
6. Where should students be (more) active?
7. If we want students to take a more active part in their learning, why do we stick to the traditional exam?
8. How can students play an active role in assessment (other than being assessed!)?



Learning for an unknown future – the need to look beyond content

What kind of competences are needed in the future?
- Capability-focused/competence based curriculum:

«In a working life where competence is rapidly outdated, the candidates ability to learn becomes more important than grades and name of educational institutions»
HR-director, Storebrand, Tove Selnes.



Adjustment and re-learning:

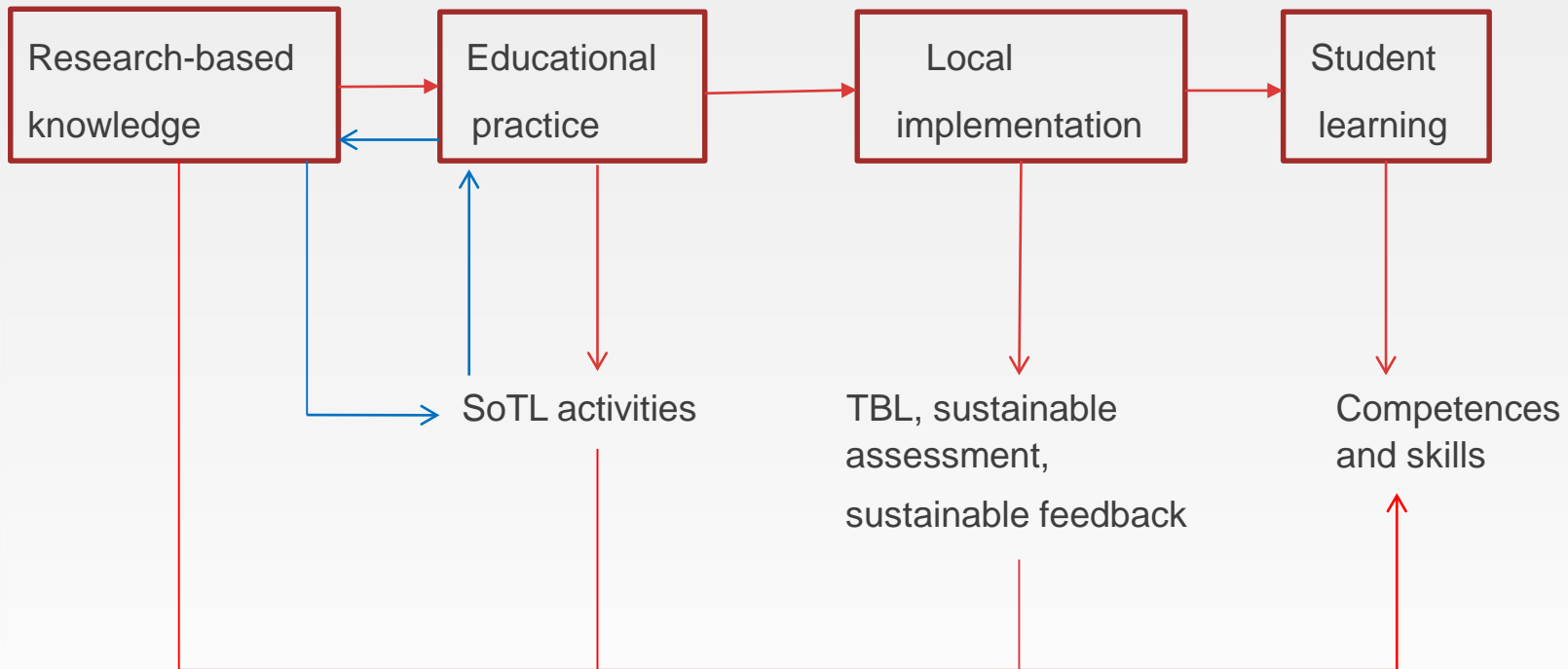
«...*knowledge capability ... is achieved through experience of variation, rather than merely having varied experiences*» (s. 233).

Baillie, C., Bowden, J.A. & Meyer, J.H.F. (2013). Threshold capabilities: threshold concepts and knowledge capability linked through variation theory. *Higher Education*, 63, 227-246.





Improving teaching and learning. Capability-focused curriculum.





Sustainable assessment

“The notion of sustainable assessment, ... is to focus on the need for all assessment practices to equip learners for the challenges of learning and practice they will face once their current episode of learning is complete” (Adesemowo, K., Oyedele, Y. & Oyedele, O. 2017, p. 2).

“...sustainable assessment theory proposes to move beyond summative and formative assessment by positing that students should be more actively involved in their own assessment by increasing their participation both in the process of identifying assessment criteria and in making judgements themselves” (Beck, Skinner & Schwabrow, 2013, p. 327-328).

Assessment as learning!

Adesemowoa, K., Oyedelea, Y. & Oyedeleb, O. (2017). Text-based sustainable assessment: A case of first-year information and communication technology networking students. *Studies in Educational Evaluation*, 55, s. 1-8.

Beck, R.J., Skinner, W.F. & Schwabrow, L.A. (2013) A study of sustainable assessment theory in higher education tutorials, *Assessment & Evaluation in Higher Education*, 38:3, 326-348, DOI: 10.1080/02602938.2011.630978

Raaheim, A., Mathiassen, K., Moen, V., Lona, I., Gynnild, V., Bunæs, B.R. & Hasle, E.M. (2018): Digital assessment – how does it challenge local practices and national law? A Norwegian case study, *European Journal of Higher Education*, DOI: 10.1080/21568235.2018.1541420



Flipped assessment

Answering the UiB professor of philosophy

“Arild, our students only regurgitate parts of the curriculum on the exam, and do not seem to be able to analyze and discuss. What can we do?»

Professor of philosophy



You provide the students with your answer (full paper) to your own question, and ask them to assess this:

Is this a good answer/paper?

- why/why not?
- what is lacking?
- which part(s) of the literature is lacking, why?
- which mark would you suggest, why?

Same set-up as normally used (4 hour written exam with invigilation).

Provide assessors with criteria.





Improving teaching and learning

- Which mechanisms do we have to secure:
 - that the literature and our teaching- and learning activities are up to standards?
 - that teaching- and learning activities, and assessment are aligned with Learning Objectives?
 - that information and knowledge about alternative teaching-, learning-, and assessment activities (forms) are known to relevant parties (faculty and administration)?





And further...

- Which mechanisms do we (the institution) have to secure:
 - that good examples (teaching- and learning activities, and assessment) are continued and mediated within the institution?
 - that not so good examples of teaching- and learning activities, and assessment are acted on and *actually* (not only on paper!) changed?
 - that relevant parties are provided with necessary training where and when it is needed?





Towards a culture change

- Initial entry training
- CETLs
- White Paper on Quality Culture
- ETP
- Focus on teaching experience and expertise





On the way to professionalism

Initial entry training

- Mandatory for all new members of academic staff (since 1990 at UiB).
- To be undertaken within one year of employment (two if Norwegian is not your native language)
- Equivalent to 200 hours
- A selection of courses (modules) that deal with different relevant issues
- Heterogeneous groups (approximately 15-20 participants)
- Project work and workshops/seminars





CETLs

- Centres of Excellence in Higher Education, pilot 2011 (closed call – teacher education), 2012-present: 8 centers with a new call in 2019.

The ambition of the initiative is to contribute to the development of excellent quality in higher education and to highlight the fact that teaching and research are equally important activities for universities and university colleges.

Funding:

Five years of top funding with the possibility of prolongation for another five years, based on the outcome of a midway (3.5 yrs) evaluation.

4-8 mill NoK per year (approx. 400.000 – 800.000 Euro).



Aims of CETLs:



The CETL arrangement shall:

- stimulate universities and colleges to establish and develop academic communities that **provide excellent education**
- contribute towards **knowledge-based** analysis and development of teaching and learning work as a tool for quality improvement and innovation in higher education institutions
- contribute towards **good relations** between the educational and other relevant **societal and professional fields**
- contribute towards the development and **dissemination** of knowledge.

A CETL must therefore:

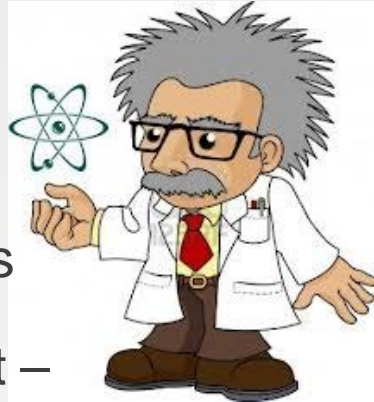
- provide excellent R&D-based education
- develop innovative ways of working with R&D-based education
- contribute to the development and dissemination of knowledge about educational methods that are conducive to learning.



The two academic cultures:

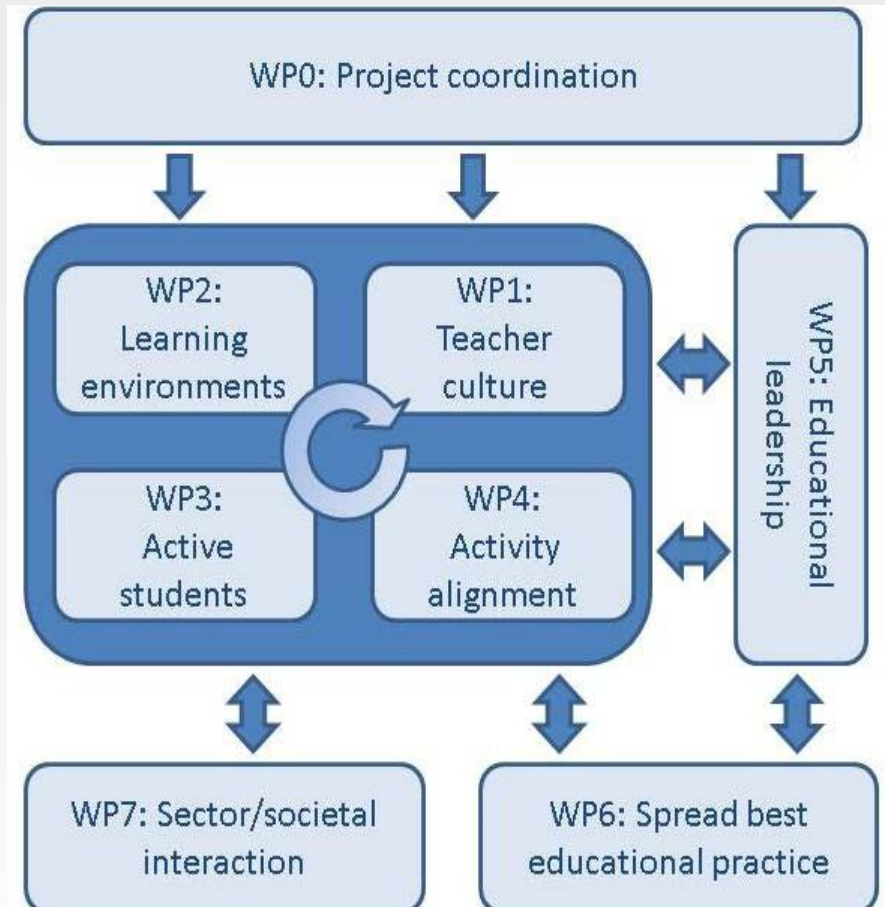
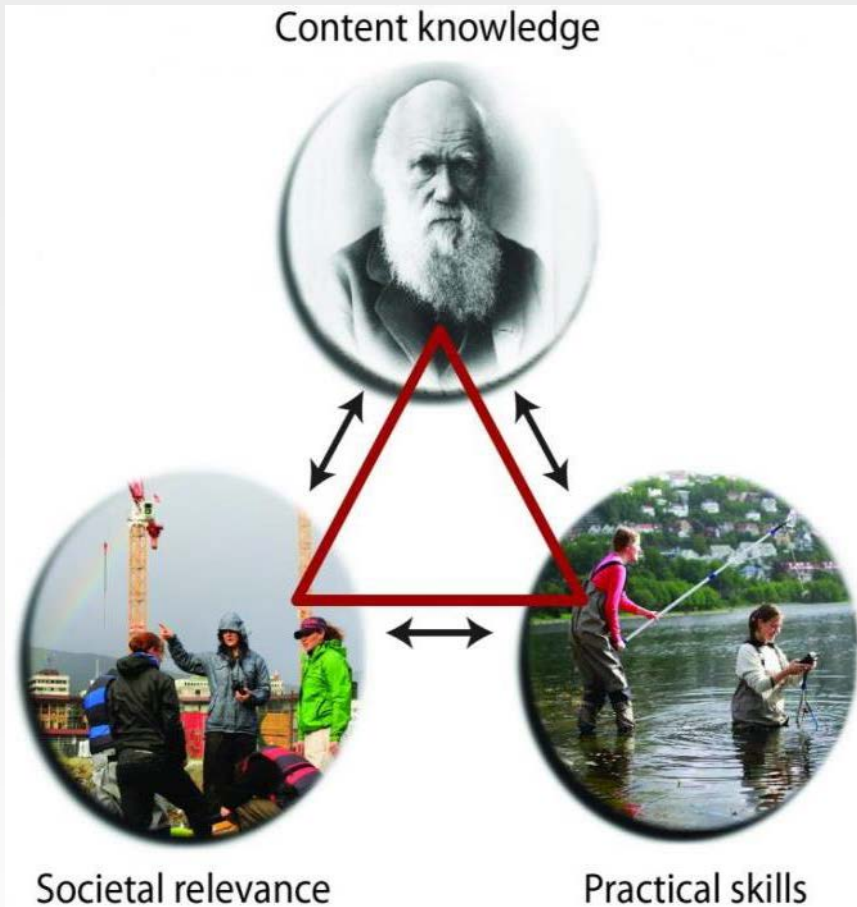
Researcher

- Research groups
- Social – built on trust
- Collaborate to exploit complementary strengths
- Continuous development – knowledge transfer
- The scientific method
- Share findings – open
- Write, document, publish
- Peer review
- Follow the literature
- Make use of new methods, new technology



Teacher

- Alone in front of the class...
- Distribute tasks – loneliness
- Everyone does everything
- ‘Flip over & start again’
- ‘Experience’
- Own experience – closed
- All documentation in the drawer
- Student evaluations
- Trained when appointed (at best)
- Conserve methods: the lecture!



Teacher culture – we're in this together!



Quality Culture in Higher Education. Meld. St. 16 (2016–2017)



- Basic pedagogical competence and teaching experience must be taken into account when appointing to all academic positions, and there will be successively greater teaching competence requirements for professor positions.
- The Government expect institutions to review study programmes to ensure good coherence between learning outcome descriptions and teaching and learning activities, internationalisation options and assessment methods.

Inspected by NOKUT (the Norwegian Agency for Quality Assurance in Education)

- The Government requires the higher education institutions to develop pedagogical merit systems to encourage more teaching initiatives and to reward important development work. Merit systems should promote education quality by remunerating academic employees according to documented results. One of the goals of this white paper is to raise the status of educational activity and place greater value on teaching competence than it currently enjoys, not just at the appointment stage but from a career perspective.





Excellent teaching practitioner (ETP)

The merit system has two main purposes

- give attention to, and acknowledge, **systematic** and **documented** work with educational development, and develop a **collegial** and **scholarly culture** for teaching and learning.
- focus on students and **student learning** in all work on educational quality



Some perceived impacts



- Added value in the form of increased leadership focus on educational quality
- Increased participation by staff in teaching related activities and courses
- Documentation of a wide range of teaching activities and analysis of their outcome
- More local debate over the nature of educational and teaching quality
- A local and national debate concerning the nature and usefulness of merit systems for teaching quality.
- Increased awareness on the different natures of research- and teaching cultures

