

Excellent Teacher Practitioner¹

The merit system Excellent Teacher Practitioner (ETP)/Fremragende underviser (Fund) and the Faculty's Pedagogical Academy were approved by the Faculty Board at the Faculty of Mathematics and Natural Sciences, UiB, June 16th, 2016.

The scheme is part of the faculty's quality promotion measures and aims to reward and make visible extraordinary efforts for quality development in education, raise the status of teaching, as well as to strengthen a collegial teaching culture with a research approach to teaching.

The scheme is inspired by a similar merit scheme at Lund University, Lund University, and their model for pedagogical competence (Olsson et al. 2010, Olsson & Roxå 2013).

Teachers who are awarded status as ETP / Fund form the faculty's Pedagogical Academy and shall contribute to a collegial teaching culture at the faculty. Based on the principles behind the Scholarship of Teaching and Learning, they will take responsibility for, and participate in, professional, pedagogical and didactic development work, by sharing experience and promoting exchange through collegial forums for teaching development and through guidance (mentorship) by colleagues. The Faculty's Pedagogical Academy manages, in collaboration with the faculty, funds for pedagogical / didactic development activities.

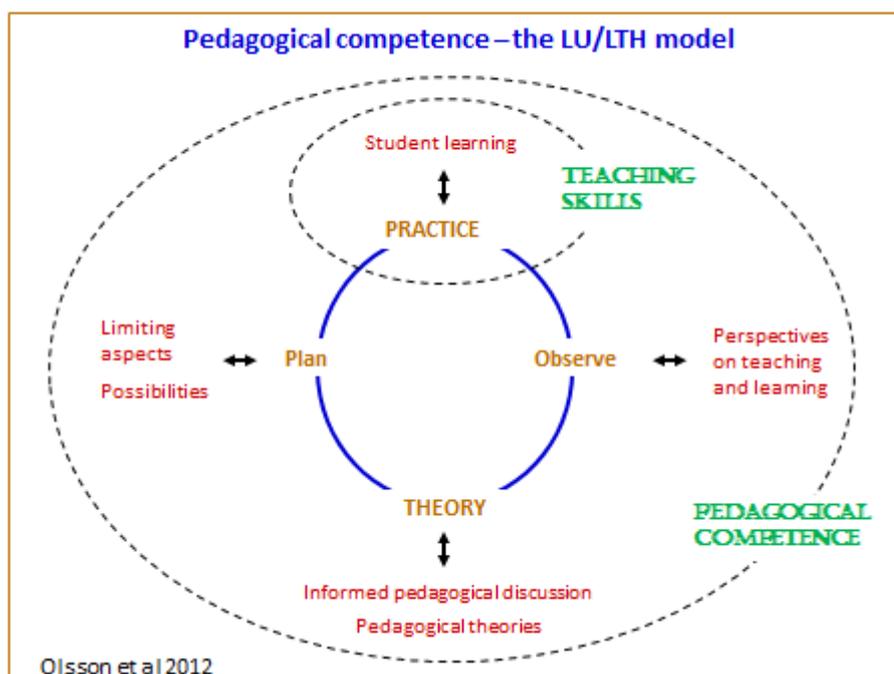


Figure 1. The relationship between teaching competence and pedagogical competence. Olsson et al. 2012.

¹ The document is based on a note from the working group on merit arrangements at the MN faculty, decision to the Faculty Board 16 June 2016, Announcement - outstanding teacher - Excellent Teaching Practitioner 30 June 2016 and note from the meeting of the Steering Group for assessment of applications for status as an outstanding teacher. The document has been revised in connection with a new call in the spring of 2018 and a new call in the autumn of 2020.

Criteria for awarding status as ETP / Fund at MN:

Status as an Excellent Teaching Practitioner is awarded to teachers based on an application and a subsequent assessment made by an assessment committee. In the application and the appendices, the applicant must describe, analyse, discuss and document a systematic and targeted work with educational quality towards four criterion areas anchored in the principles behind the Scholarship of Teaching and Learning (SoTL):

1. Focus on student learning

- The applicant has a clear focus on students' learning in all their teaching activities.
- The applicant has a conscious relationship to the connection between form of teaching, learning outcomes, form of assessment, and types of learning.
- There is a clear and justified connection between the applicant's basic perceptions of teaching and learning, and teaching activities.
- The applicant has good relations with the students, and requests and responds constructively to feedback from the students.

2. A clear development over time

- The applicant has consciously and systematically strived to further develop the form and content of the teaching in order to support the students' learning.
- The applicant has ideas and plans for continued development work and further development of their own teaching competence and practice in the future.

3. A research approach

- The applicant plans, maps, evaluates and modifies his teaching practice with a view to what and how one best supports during the students' learning.
- The applicant reflects on his or her own teaching activities in the light of university pedagogical theory and subject didactic knowledge.
- The applicant conducts research-based education, both in the form that the academic content is based on updated and current research in the subject, and that the students use elements from the research process in their learning work.

4. A collegial attitude and practice

- The applicant shares experiences with others and interacts constructively with students and colleagues to develop teaching and educational quality.
- The applicant cooperates with others through mutual exchange and sharing, for example through discussions, conferences and publications.
- The applicant contributes to reaching the strategic goals for educational quality at the institution.

Application

In the application, the teacher should explain how he or she has worked consciously and systematically to improve teaching quality over time in order to promote and develop the students' learning. Additionally, the applicant must show how he or she has shared their experiences with others and contributed to the community.

With support from literature and other sources, the applicant must problematize and reflect on his or her choice of teaching and assessment methods, and shed light on how he or she, with the help of the literature, has developed his or her practice related to students' learning and their own teaching.

The application must include documentation in the form of selected examples from the teacher's own teaching practice, which show what, how and why the teaching was conducted in the chosen manner, and how those choices and practices support student learning. Examples must be supported by documentation of the educational scope and content, impact or influence on student learning, and of how the applicant has dealt with and used the experiences and feedback. The design and content of the application must be linked to the criteria described above.

The content and attachments of the application

1. The application – teaching portfolio

The application / teaching portfolio is a personal document with examples from the teacher's teaching practice that documents the applicant's qualifications towards the four criterion areas above. It must contain the teacher's reflections on learning and teaching and must be based on the applicant's own experiences and knowledge in interaction with pedagogical / didactic literature.

- The application must provide insight into how the teacher understands the relationship between learning and teaching in his teaching practice.
- Through examples from their own teaching practice and chosen topics, the applicant must account for their personal pedagogical basic views and teaching competence. The selection of examples must be substantiated, and they must shed light on and elaborate on topics and conditions that from the pedagogical point of view appear to be important.
- The application must also document how the applicant's efforts contribute to fulfilling the institution's and the unit's strategies for educational quality.
- The application must have attachments with documentation that supports the theme and example used in the application

The total scope of the application, including discussion of examples from own teaching, must be a maximum of 10 pages.

2. Teaching CV that documents:

- Pedagogical competence and university pedagogical education
- Teaching activities
- Pedagogical R&D (research and development work)
- Experience sharing, dissemination and publication related to teaching activities and university pedagogical development - both in and outside one's own professional environment
- Awards and prizes

Assessment

The most central part of the assessment is the teacher's application / teaching portfolio, and the assessment takes place qualitatively according to the criteria described above and with two main perspectives: **the applicant's holistic thinking and the degree of research approach** to teaching and teaching development.

ETP shall be awarded for a well-thought-out and well-developed pedagogical practice within the subject discipline, and the steering group for the assessment is composed primarily of representatives from the relevant disciplines, supplemented with student representatives and representatives with experience from assessment of pedagogical competence. Parts of the committee are based on the faculty's Pedagogical Academy and external representation among the assessors is ensured by supplementing the committee with members from other institutions. The committee is chaired by the faculty's vice dean for education.

The steering group reviews all applications and assessment reports and makes the final decision on which applicants to call in for an interview. Interviews with relevant applicants are conducted by members of the steering group. The interview will complement the application and the teaching portfolio, especially in relation to basic pedagogical views and own teaching practice - and how these form an integrated whole. The interview will mainly follow the application so that the teacher has the opportunity to elaborate and develop topics and examples.

Final assessment reports for each individual applicant are processed by the steering group, which sends a recommendation to the faculty board. It is the faculty board that makes the final decision on the award of status as an outstanding lecturer and admission to the Faculty's Pedagogical Academy.

Assessment of the applicants - the assessment groups' work and report

An important purpose of the scheme is to support the development of teachers. The final assessment report - whether it recommends merit or not - must therefore provide good feedback to the applicant with a view to further development.

To qualify for status as an Excellent Teaching Practitioner, applicants must meet all criteria and document this in scope and character through application, teaching portfolio and documentation. In order for status to be granted, the criteria must undoubtedly be met.

The applicant is assessed in accordance with all criteria points, and the report describes and assesses the applicant's qualifications against each criterion area. The assessment takes place qualitatively in accordance with the criteria and with two main perspectives: **the applicant's holistic thinking and the degree of research approach** to teaching and teaching development. The report concludes with a comprehensive assessment and possible recommendation on the award of status as an outstanding teacher.

Relevant links

- Stortingsmelding 16 Kultur for kvalitet: <https://www.regjeringen.no/no/dokumenter/meld.-st.-16-20162017/id2536007/?ch=1>
- Det pedagogiske akademi ved MN-fakultetet: <https://www.uib.no/pedagogiskakademi>
- Utfyllende om ordningen og kriterier: https://wiki.uib.no/matnat/images/e/e2/Beskrivelse_og_kriterier_for_tildeling.pdf
- Fakultetsstyresaken om etablering av ordningen: http://www.uib.no/sites/w3.uib.no/files/attachments/42-etablering_av_meriteringsordning_excellent_teaching_practitioner_0.pdf
- Lunds pedagogiske akademi: <https://www.lth.se/genombrottet/lths-pedagogiska-akademi/>

References

Thomas Olsson & Torgny Roxå (2013): Assessing and rewarding excellent academic teachers for the benefit of an organization, *European Journal of Higher Education*, 3:1,40-61.

Thomas Olsson, Torgny Roxå & Katarina Mårtensson (2010): Pedagogical competence – a development perspective from Lund University. In: Ryegård, Å. Ed. *A Swedish perspective on Pedagogical Competence*. Uppsala University, pp. 121-132