

Rewarding good teachers

for the benefit of the organization

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Lund University

Founded in 1666

8 faculties

44 000 students

6 000 employees

Faculty of Engineering (LTH)

9 000 students

1 400 employees



The Network for
International Higher Education



All universities have good teachers

some of them are extra good

How would you know?

If you are to reward these people,
how would you know they are good?
What constitutes a good teacher?



What material would you collect?
Who would assess this material?
What would the criteria look like?
What kind of recognition would you provide?

What do you say?

Criteria

Material

What we did

We assembled a group of experienced teachers and discussed

- what should be rewarded (criteria)
- What should we ask for (material)
- Who should assess
- What constitutes a meaningful reward

We assumed

Academic teaching is local and linked to the discipline

The bottom line of quality is whether students learn or not

Change can only happen if the teachers believes in it

Teachers continuously need to make sound pedagogical decisions

Thus:

Teachers capacity to influence student learning in courses counts

To do this they need *pedagogic content knowledge* (Shulman 1986)

A reward system...

LTH's Pedagogical Academy since 2001

- rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on practice
- monetary incentives for individuals and departments
- based on a teaching portfolio which is exposed to peer-review



Application

Applicants hand in ...

- Teaching portfolio
 - scholarly reflection (teaching philosophy)
 - integrated examples from the teaching practice
- Recommendation from the Head of Department
- Curriculum Vitae
- Discussions with two critical friends



Assessment

Applicants are assessed ...

- Assessment group (internal peer review)
- Portfolio + interview
- Formal decision in Teacher Appointment Committee
- Process is reviewed annually by external reviewer



Assessment criteria

1 A clear focus on student learning

A practice based on a learning perspective

An integrated relation between theory and practice

A practice based on a sound relation to students

2 A clear development over time

An effort to, over time, consciously and systematically develop students' learning

An idea for continued development

3 A scholarly approach to teaching and learning

A reflection on practice based in educational theory relevant for the applicant's discipline

A search for and creation of knowledge about student learning in the applicant's discipline

An effort to make findings public with a purpose of collaboration and interaction

Appointment

Successful applicants/departments receive...

- The title ETP (Excellent Teaching Practitioner)
- Rise in salary for the individual teacher
€ 200 per month
- Increased teaching grants for the department
€ 10 000 per year per rewarded teacher



Numbers – evolved since 2001

Rewarded at LTH until 2020

99 men

39 women

50 professors

73 senior lecturers

15 teachers without PhD

Dep. with most: 15

Dep. with least: 2

LTH has about 650 teaching staff

Density in organisation (2020)

ETPs among senior managers (56%)

Heads of departments (39%)

Program coordinators (25%)

Regular teaching staff (18–20%).

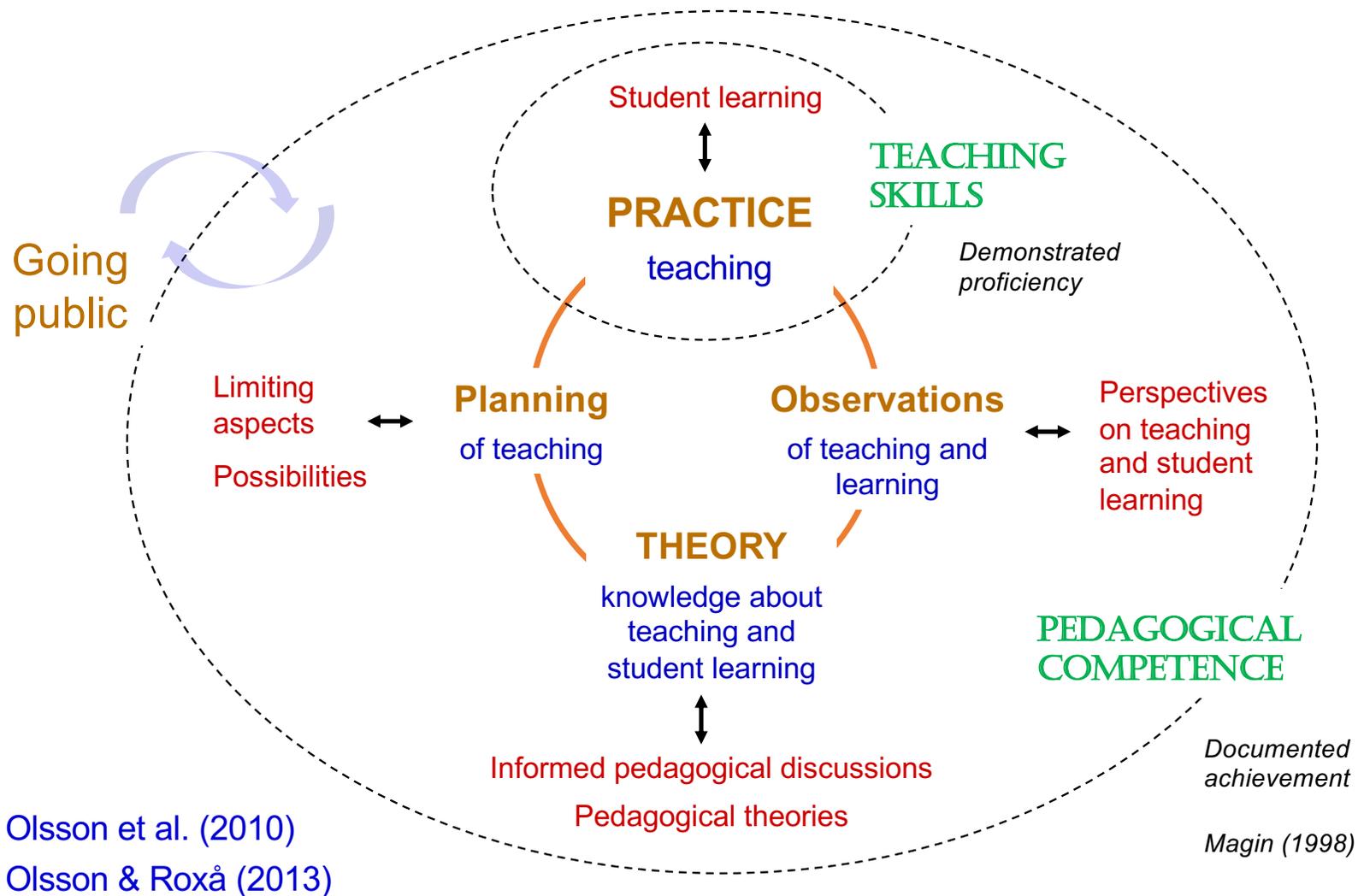
This is an effect of long term cultural shift

Those with high rank were almost all

regular teachers while being rewarded

What do you say?

Pedagogical competence – a model



Academic teachers talk to others about teaching

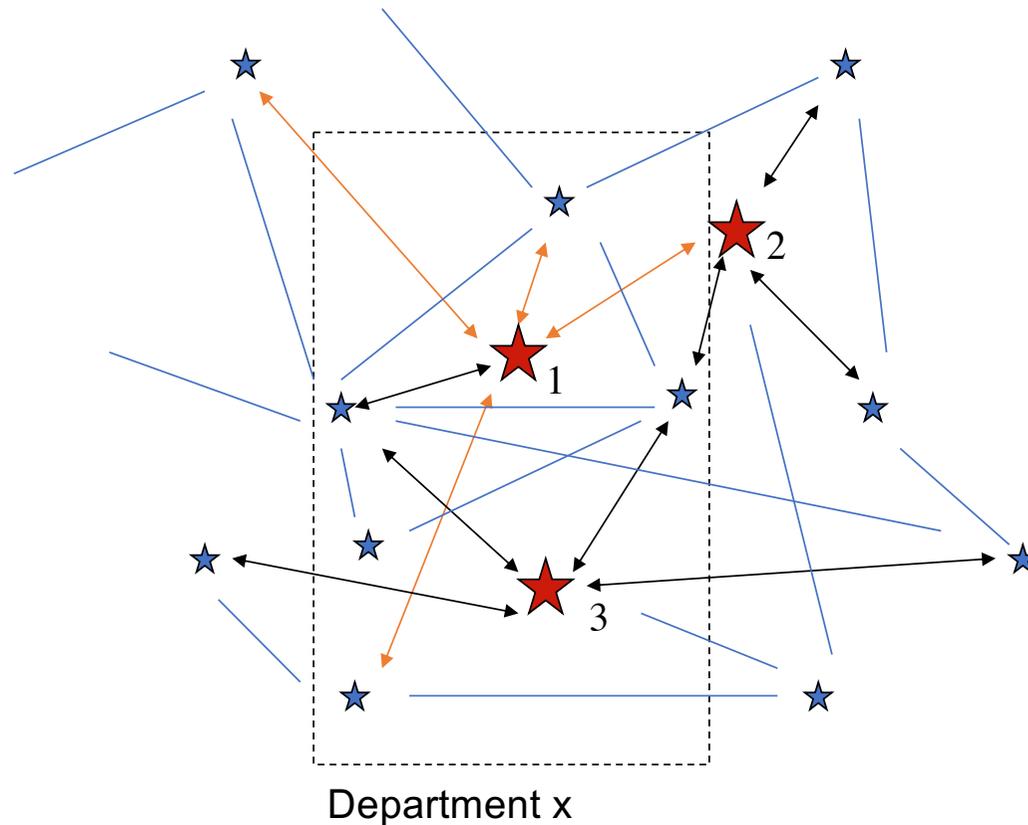


How many individuals do you talk to
about your teaching /
your studying?

General finding 4 + (-) 2
(Roxå & Mårtensson 2009)

Significant networks about academic teaching

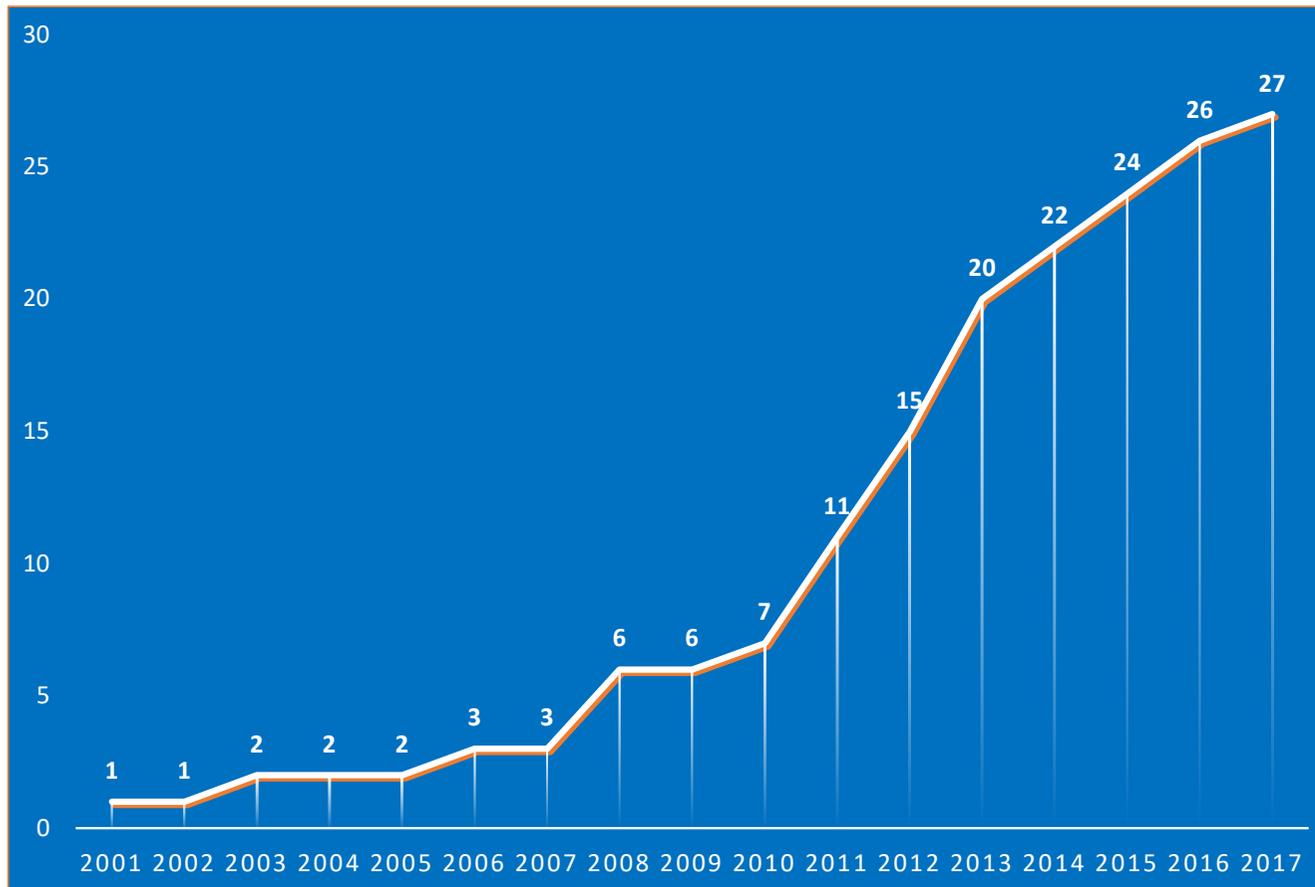
(Roxå & Mårtensson, 2009a+b)



Are the frequency and quality of these conversations linked to development of teaching and courses ?

We argue: Yes they are.

Reward systems in Sweden

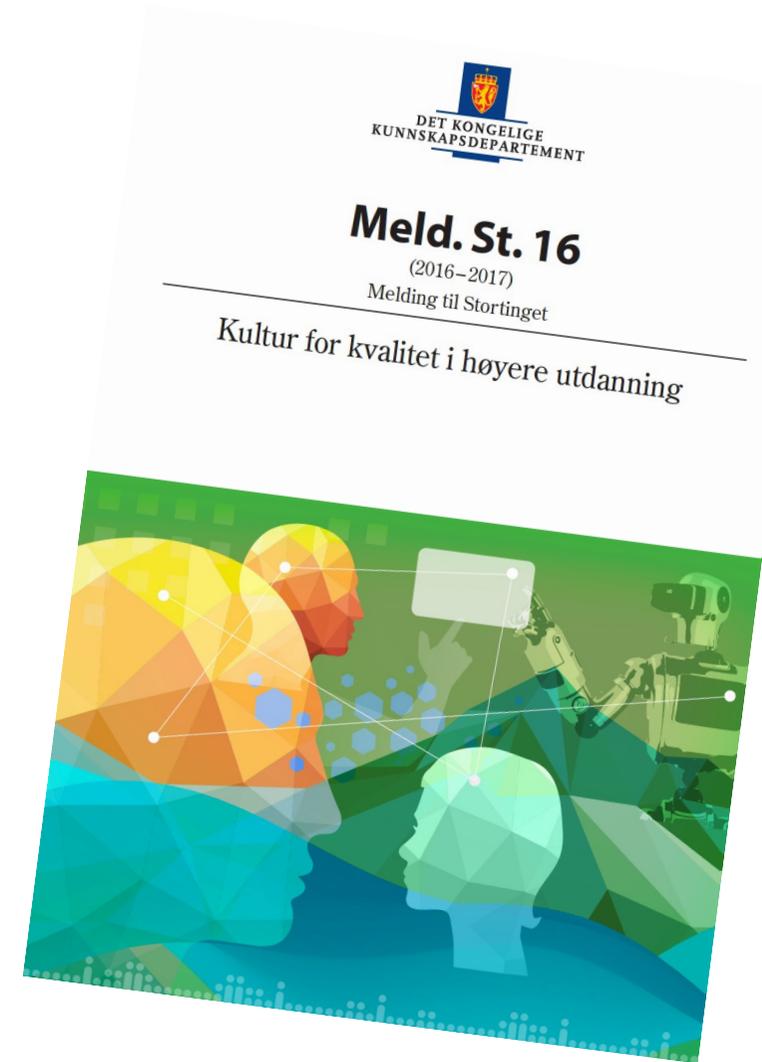


Winka (2017)

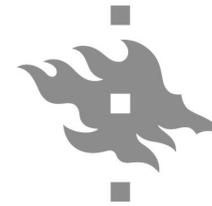


Norway

All institutions,
as decided by
government in 2016



More places



UNIVERSITY OF HELSINKI



Denmark

Another way to do it – a national award

All these systems are locally adapted but also transferrable to other institutions

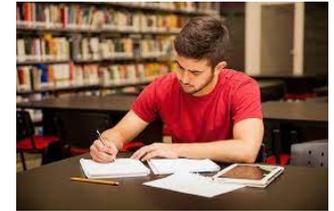
You can have one too, adapted to your institution(s) and to Slovakia

What is better teaching?

Do students learn what they are supposed to learn?
Do student learn in the way they are supposed to?

Can the way students learn be influenced?

What kind of students would you like to have in your courses?



10 students – which five would you like to have in your class?

1. I try to relate ideas in one subject to those in others, whenever possible.
2. I usually don't have time to think about the implications of what I read.
3. I find I tend to remember things best if I concentrate on the order in which the lecturer presented them.
4. In reading new material I often find that I'm continually reminded of material I already know and see the latter in a new light.
5. I find it best to accept the statements and ideas of my lecturers and question them only under special circumstances.
6. I tend to choose subjects with a lot of factual content rather than theoretical kinds of subjects.
7. In trying to understand new ideas, I often try to relate them to real-life situations to which they might apply.
8. When I'm tackling a new topic, I often ask myself questions about it which the new information should answer.
9. I spend a lot of my free time finding out more about interesting topics which have been discussed in classes.
10. Although I generally remember facts and details, I find it difficult to fit them together into an overall picture.

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Green is deep approach to learning – red is surface approach to learning

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Surface and deep approach while reading a text

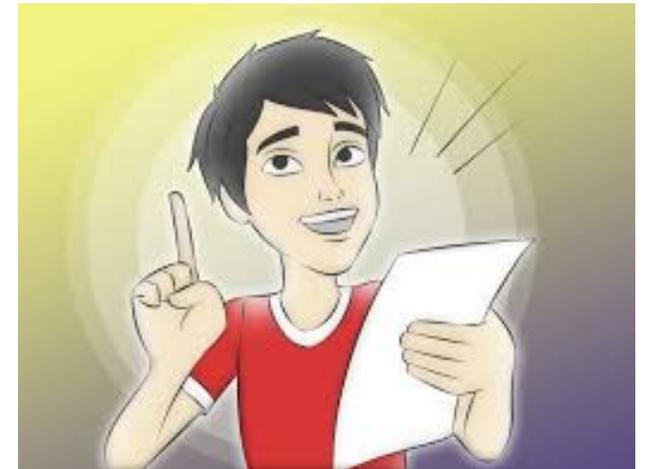
Marton et al. 1977; Biggs 2012; and others

A. Some students re-told the text. They followed the order. Used terms like, “and then the authors say”, these students more or less repeated the text
They focused in the **surface** of the text, as it’s meaning was external to them

A. Some students responded by saying: “The authors want to argue that To do this they use a couple of arguments And I think they do this in an interesting way, because”

They focused on the **deeper structure** of the text and connect their reading to personal meaning

They choose deep or surface partly because of the course they are studying
- Good teaching influences more students towards deep approach!



Real students preparing for the exam

Entwistle and Entwistle (2003)



Interviewer: What about the exam, how well will you do?

Most students had an idea about this

Interviewer: How did you study, especially the table on page 72?

Student: I used 2 hours just cramming it in, just getting to know all the facts

Interviewer: So, why did you do this?

Deep approach

Students: well, I realize I just had to know these things, otherwise I would not be able to do X or to understand Y

Surface approach

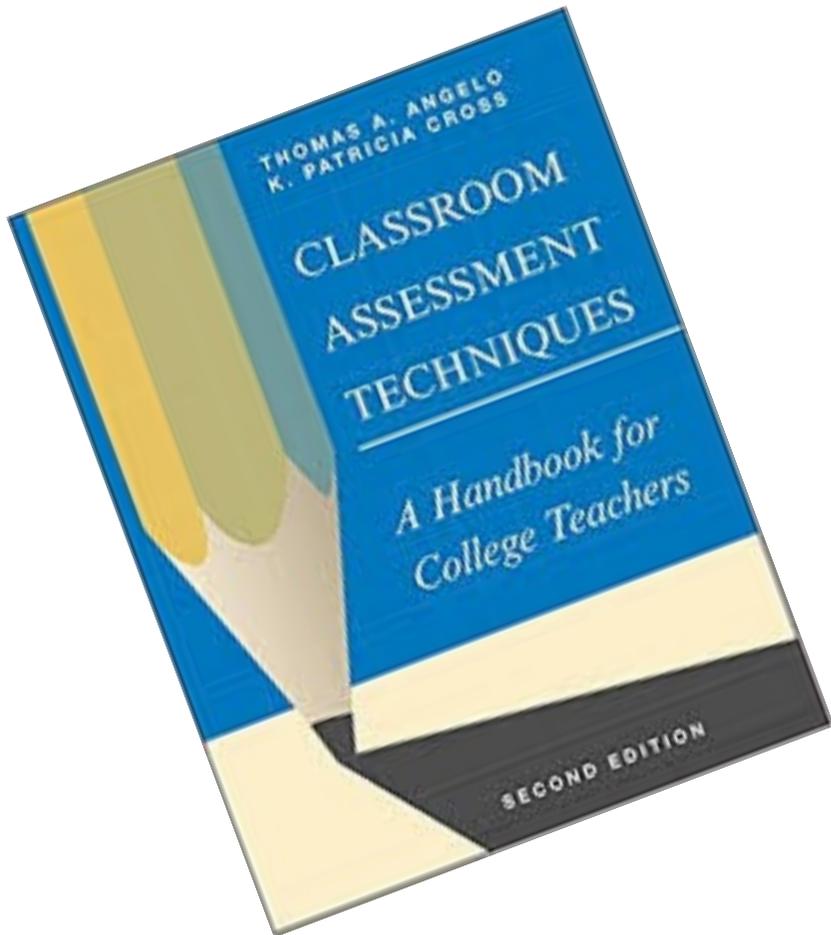
Students: well, I guessed it would come up during the exam

Deep and surface approach might look the same even though the outcome is very different

Has it made a difference ?

Teachers surveying students

Ask about what is important, not opinions



- Minute paper
- Muddiest point
- Background knowledge probe
- Application card
- Misconception check
- ...

Use clickers, mentimeter, or pen and paper

But be sure to share your findings with students

LTH surveying students on courses

Good Teaching cluster within the Course Experience Questionnaire (Ramsden 2005)

- 1) The teaching has motivated me to do my best.
- 2) During the course, I have received many valuable comments on my achievements.
- 3) The teachers made a real effort to understand the problems and difficulties one might be having in this course.
- 4) The teaching staff normally gave me helpful feedback on the progress of my work.
- 5) My lecturers were extremely good at explaining things.
- 6) The teachers on the course worked hard to make the subject interesting.

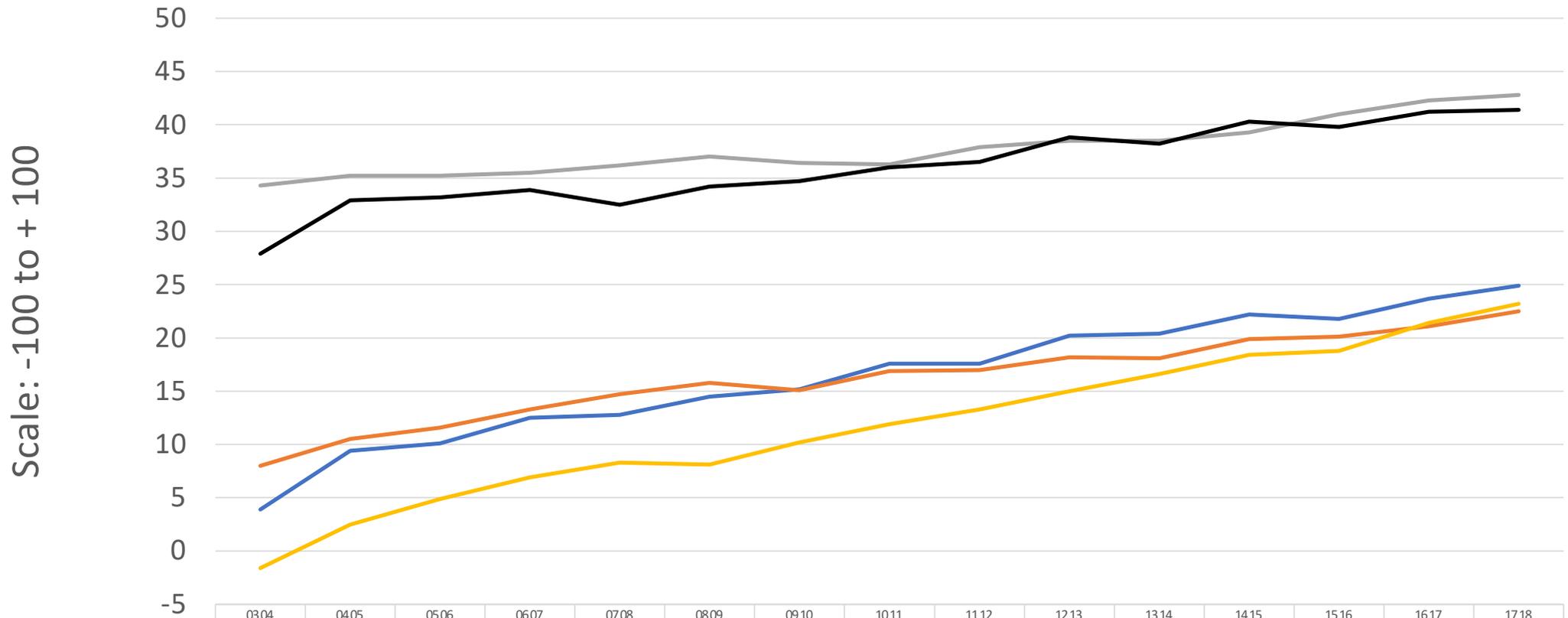
5 point likert scale

1 (do not at all agree) is coded -100 & 5 (totally agree) is coded +100

Other clusters: **Clear Goals; Assessment; General skills; Overall satisfaction**

LTH encouraging deep approach over time

2003/04 to 2017/18 (n 262 519 - CEQ)



	03 04	04 05	05 06	06 07	07 08	08 09	09 10	10 11	11 12	12 13	13 14	14 15	15 16	16 17	17 18
Good Teaching	3,9	9,4	10,1	12,5	12,8	14,5	15,2	17,6	17,6	20,2	20,4	22,2	21,8	23,7	24,9
Learning goals	8	10,5	11,6	13,3	14,7	15,8	15,1	16,9	17	18,2	18,1	19,9	20,1	21,1	22,5
Good assessment	34,3	35,2	35,2	35,5	36,2	37	36,4	36,3	37,9	38,5	38,5	39,3	41	42,3	42,8
General skills	-1,6	2,5	4,9	6,9	8,3	8,1	10,2	11,9	13,3	15	16,6	18,4	18,8	21,4	23,2
Overall satisfaction (singl. Q)	27,9	32,9	33,2	33,9	32,5	34,2	34,7	36	36,5	38,8	38,2	40,3	39,8	41,2	41,4

Constructing student evaluations of courses

Design your student surveys locally

- But learn from others

Do not follow US and Canada

Collect material for further analysis

Focus on development

Do not ask about opinions

Tensions emerging from student evaluation of teaching (SET) policies

(Darwin 2017)

- (1) SET focus on students' expectations **or** should students be challenged
- (2) should teachers innovate **or** should they teach in "normal ways"
- (3) should SET measure quality **or** should they contribute to development
- (4) should the institution guide teachers **or** should the discipline
- (5) should policies lead **or** should professional judgement lead
- (6) Should management decide **or** should a scholarly conversation lead

Five (contradictory) ways to define quality in Higher Education

(Harvey & Stensaker 2008)

Exceptional	Quality is high if the standards are surpassed
Perfection or consistency	Quality is high if there are zero defects and things are done right the first time
Fitness for purpose	Quality is high when a product or service meets its stated purpose
Value for money	Quality is high when effort, investment, or expenditure pays off
Transformation	Quality is high when students develop (epistemologically, professionally, personally, as citizens,)

