

Guidelines for assessment of pedagogical expertise

1 Background

Linköping University's (LiU) rules of appointment state the grounds for assessment to be taken into account when employing a university teacher. One of these grounds is the university teacher's pedagogical expertise. LiU has, through the decision "Decision to develop a LiU common model for pedagogical merit" (dnr LiU-2021-02659), decided to implement the measures listed in the report "Developing a LiU common model for pedagogical merit" with the same registration number. One of the measures involves deciding on a definition of pedagogical expertise that will apply at LiU in order to create the conditions for a structured, qualified and careful assessment of pedagogical expertise in connection with employment and promotion. Not all the aspects included in the definition of pedagogical expertise need to be fulfilled in their entirety. An assessment shall be made based on the aspects that are relevant to each appointment or promotion.

The provisions of the rules of appointment must always be taken into account.

2 LiU's definition of pedagogical expertise

2.1 Definition of pedagogical expertise

Pedagogical expertise refers to a university teacher's ability to, based on scholarship or artistic practice and proven experience, and in a way that benefits student learning in relation to set educational objectives, the regulatory framework and education's relevance

- plan, implement, evaluate, reflect on, and develop teaching,
- deepen and broaden their knowledge and skills, both within their subject, and didactically and pedagogically,
- lead and develop pedagogical activities,
- collaborate with colleagues and make one's knowledge and skills available to others, and
- interact with the surrounding community.

The above aspects are described in more detail in section 3.

3 Description of each aspect in the definition of pedagogical expertise

3.1 Plan, implement, evaluate, reflect on, and develop teaching

Demonstrated pedagogical expertise regarding a university teacher's ability to plan, implement, evaluate, reflect on and develop teaching means being able to use a reflective approach to create, independently, as well as together with others, well-organized, challenging and student-active teaching. This in turn implies using a variety of teaching modes in an effective way and a coherence between planning and design of learning objectives, examination and evaluation. University teachers can also develop their teaching based on the development of the subject, feedback from and communication with students and learning from both good and bad experiences. The university teacher is able to combine clear expectations and demands with an open and approachable attitude towards students. The university teacher can also inspire, motivate and adapt their teaching to the situation at hand and to the abilities of the respective students and student groups.

Examples of indicators regarding the ability to plan, implement, evaluate, reflect on and develop teaching:

- Varied learning activities designed to fit course objectives and student abilities.
- Learning activities furthering students' learning and critical thinking.
- Teaching and examination designed for on-site as well as digital teaching.
- Constructive feedback to students.
- A research-based way of working (in terms of subject, subject didactics and/or Teaching and Learning in Higher Education).
- Teaching is characterised by values such as equal opportunities, sustainability, a democratic approach and an international perspective.
- Systematic evaluations of teaching for the purpose of further developing courses and teaching.

3.2 Deepen and broaden their knowledge and skills, both within their subject, as well as didactically and pedagogically

Demonstrated pedagogical expertise regarding a university teacher's ability to deepen and broaden their knowledge and skills, both within their subject, as well as didactically and pedagogically means being up to date and monitoring developments in one's own subject. Furthermore, it means advancing one's knowledge in subject didactics and higher education pedagogy by having an exploratory and reflective approach.

Examples of indicators related to deepening and broadening one's knowledge and skills, both within their subject, as well as didactically and pedagogically:

- Completion of pedagogical courses and programmes in Teaching and Learning in Higher Education.
- Adaptation of course and programme contents to current developments in the subject area.
- Participation, planning and completion of pedagogical and didactic development and/or research projects.
- Participation in pedagogical seminars, training days and conferences.
- Participation in debates on higher education.

3.3 Lead and develop pedagogical activities

Demonstrated pedagogical expertise regarding a university teacher's ability to lead and develop pedagogical activities means being able to exercise pedagogical leadership in roles impacting courses and programmes beyond one's own teaching. Furthermore, it means that as a leader contribute to their colleagues' development and participation.

Examples of indicators related to leading and developing pedagogical activities:

- Participation in and development of education.
- Pedagogical leadership assignment.
- Development of pedagogical activities at the department, faculty and/or university level.
- Tasked with monitoring education issues on boards, committees or other decision-making bodies.
- Pedagogical development work within their higher education institution and in collaboration with other higher education institutions.
- Participation in teacher exchanges and networks nationally and internationally to develop education collaboration.

3.4 Collaborate with colleagues and make one's knowledge and skills available to others

Demonstrated pedagogical expertise regarding a university teacher's ability to collaborate with colleagues and make one's knowledge and skills available to others means the university teacher's ability to collaborate with and support colleagues to enhance their teaching skills and pedagogical development. Furthermore, it means making one's higher-education pedagogical knowledge and skills accessible to others and sharing experiences.

Examples of indicators related to the collaboration with colleagues and making one's knowledge and skills available to others:

- Supporting colleagues in their roles as teachers, course coordinators and/or programme directors.
- Starting or being part of a pedagogical mentorship programme.
- Participation in collegial peer visits.
- Active participation in pedagogical discussions, workshops, seminars and networks internally and/or externally to the higher education institution.
- Collaboration with colleagues in other higher education institutions or organisations, both nationally and internationally, to share experiences of pedagogical as well as subject-oriented knowledge.
- Publication of higher education pedagogical knowledge and skills in reports, journals etc.

3.5 Interact with the surrounding community

Demonstrated pedagogical expertise regarding a university teacher's ability to interact with the surrounding community means the university teacher collaborating with actors in the surrounding society in a way that benefits the quality and relevance of the course/programme in relation to its purpose and the type of subject taught.

Examples of indicators related to interacting with the surrounding community

- Participation in national and international collaborative activities that systematically identify knowledge, skills and abilities relevant to the purpose of the course/programme, and participation in designing the objectives of the course/programme.
- Initiative to involve representatives from the surrounding society in the education.
- Initiation of project(s) and case studies, and inclusion of these or similar commissions from external parties, in the course content.
- Course coordination, supervision and/or examination of courses or parts of courses taking place on the premises of actors operating in the surrounding society.
- Tasks, related to the role as educator, that the university teacher carries out for an external party, including commissioned education and further training.
- Knowledge exchange with practitioners.

4 Entry into force

These guidelines will enter into force on 21 October 2024