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CHINLONE



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# Quality Enhancement and Teaching Staff

## Supporting Quality Teaching and Learning

Competent teachers

Relevant educational programmes

Quality  
enhancement

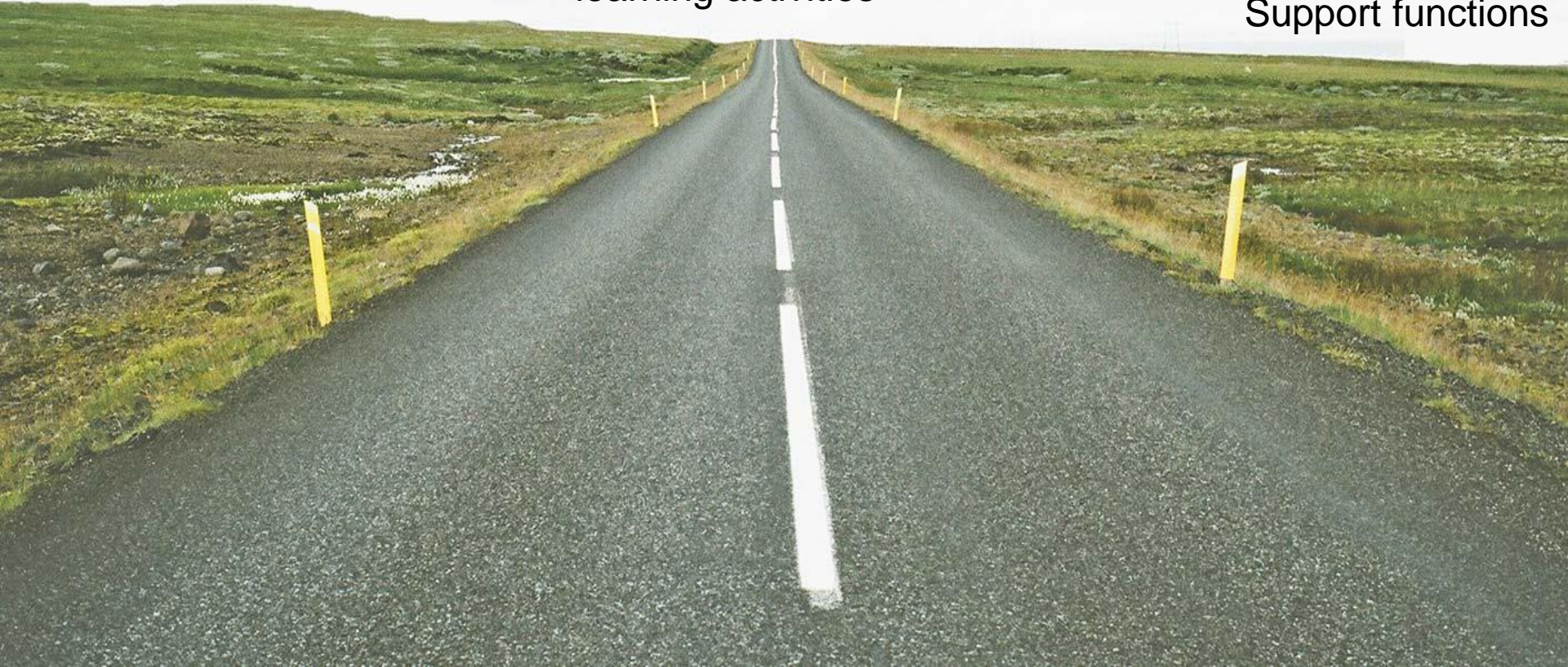
Quality assurance

Relevant  
teaching and  
learning activities

Active students

Educational leadership

Support functions





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**Policy**

**Active  
Support and  
Development**

**Quality Measures**





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# Policy

- Ownership
- Level of responsibility
  - Delegation
  - Holistic perspective
- Link to individual career development





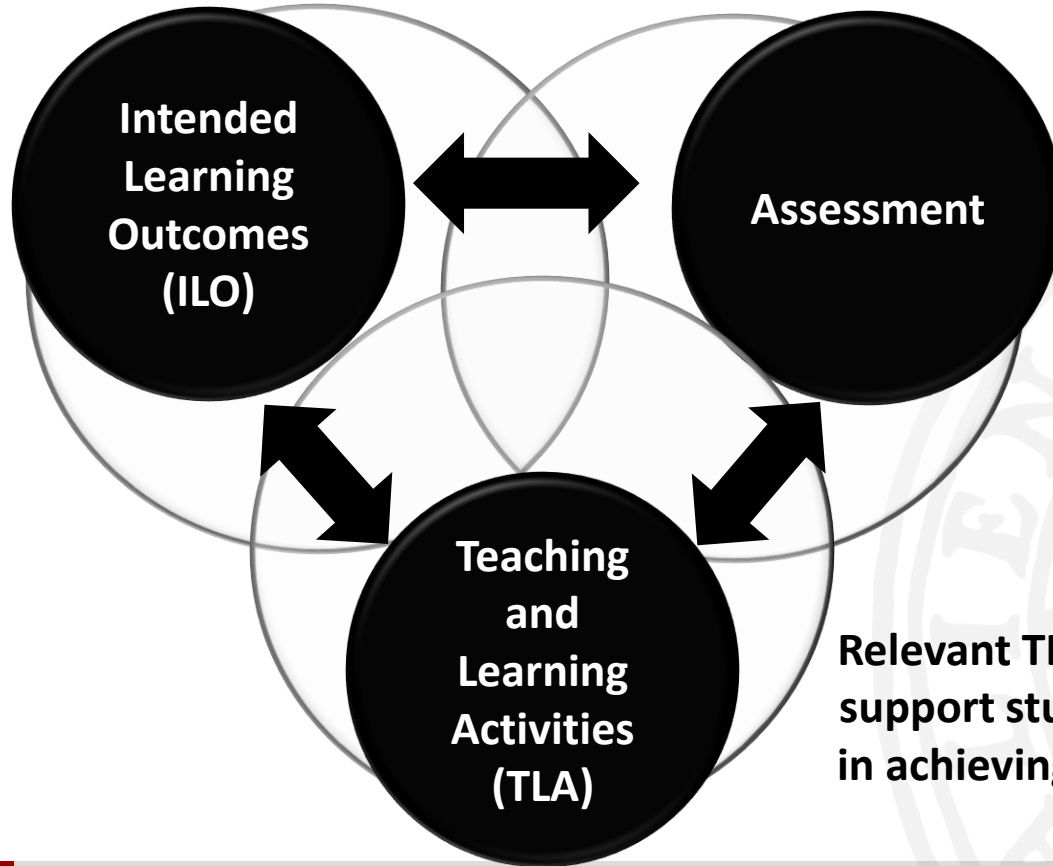


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# “Constructive” Alignment

Biggs & Tang, (2011) Teaching for Quality Learning at University (4th ed)

Clear  
course/program  
ILO:s – what  
should the  
students be  
capable of  
doing after the  
...



Assessment  
task allows  
student to  
demonstrate  
extent of ILO  
achievement

Relevant TLA:s to  
support students  
in achieving ILO:s

# TEACHING AND LEARNING at Uppsala University



Guidelines for Educational Activity and Development

Adopted by the Vice-Chancellor, 6 May 2008

## Teaching and learning at Uppsala University

*Visions for educational activity and development*



Adopted by the Vice-Chancellor, 24 April 2018

1.	Conditions for student learning	6
1.1	Scientific approach and skills	7
1.2	A good learning environment	8
1.3	Cooperation between teachers and students	9
1.4	Teaching and learning activities promoting student participation	10
1.5	Themes and progression	11
1.6	Assessment and feedback	12
2.	Development of educational programmes	14
2.1	Regular follow-up and feedback	15
2.2	Peer cooperation and exchange of ideas	16
2.3	Educational leadership	17
3.	Professional development in academic teaching and learning and subject didactics	20
3.1	Introduction of new teachers	21
3.2	Basic training in academic teaching and learning	21
3.3	Continuous professional development	22
4.	The legitimacy of teaching in terms of career building	24
4.1	Reviewing teaching qualifications	25
4.2	Teaching portfolio development	25
4.3	Teaching excellence	26



# 1.1 Scientific approach and skills

## University responsibility

**1.1.1** The teaching is based on a scientific foundation, best practice and teaching strategies. This means that teachers have a responsibility to keep abreast of developments in research and continuously update their subject knowledge as well as their knowledge of teaching and learning. The scientific foundation includes discussions with colleagues and students on the perception of the subject and changes in how it is perceived, as well as on knowledge developments in the field, exemplified by the department's research and other factors.

- *Responsibility for implementation: Teachers*
- *Responsibility for favourable conditions:  
Relevant faculty board/disciplinary domain board*

## Student activity

It is the responsibility of students to read and reflect on the textbooks and other course materials and to review sources and references critically.

Students must:

- Be open to new perspectives on the subject.
  - Participate in the discussion sessions that are organised and initiate discussions with teachers and between students so as to reflect on the perception of knowledge and the scientific foundation.
  - Reflect on how the research connection of the teaching is expressed and how it contributes to their learning.
- *Responsibility for implementation: The student*

## 2.1 Regular follow-up and feedback

### University responsibility

**2.1.1.** All teaching within courses and programmes must be accompanied by **regular follow-up** and analysis of the attainment of goals and the need for course development.

- *Responsibility for implementation: Teachers, directors of studies/educational leaders, course and/or programme coordinators*

**2.1.2.** Follow-up will be conducted using course and programme evaluations in accordance with the guidelines provided by the University.

In connection with educational evaluations, Teaching and learning at Uppsala University can serve as a source of questions for use in following up and enhancing educational quality.

- *Responsibility for implementation: Teachers, directors of studies/educational leaders, course and/or programme coordinators, course administrators, head of the Division for Quality Enhancement*

### Student activity

Students must reflect on their own learning in relation to the intended learning outcomes and make use of opportunities to develop skills in providing constructive feedback. They must be prepared to give feedback on the teaching to teachers or other responsible staff.

- *Responsibility for implementation: The student*

Students are expected to:

- Voice their opinions by responding to course evaluations so as to contribute to the development of teaching.
- Draw attention in their feedback to aspects of the teaching that work well and make constructive and specific suggestions on changes to improve aspects that work less well.
- Make it clear to their fellow students that it is important to respond to course evaluations.

- *Responsibility for implementation: The student*
- *Responsibility for favourable conditions: Student unions*

## 3.2 Basic training in academic teaching and learning

### University responsibility

**3.2.1.** Professors, senior lecturers and lecturers will have ten weeks' **training in academic teaching and learning** based on the Association of Swedish Higher Education recommendations on goals for professional training in academic teaching and learning or equivalent acquired and documented knowledge. If the position includes supervising duties, relevant **supervisor training** will be included.

A newly employed teacher who needs supplementary training in teaching and learning will be given the opportunity to undergo this as in-service professional development within two years of their appointment. A plan for this will be drawn up at the time of appointment.

- *Responsibility for implementation: Heads of department, directors of studies/educational leaders*
- *Responsibility for favourable conditions: Relevant faculty board/disciplinary domain board, head of Human Resources Division, head of Division for Quality Enhancement, head of department*

### Teacher activity

Teachers should draw up a plan, together with the director of studies or equivalent, describing how the basic training in teaching and learning will be obtained.

Teachers participating in training in academic teaching and learning must make constructive suggestions on how this training can be further developed. The teachers are also expected to contribute constructively to peer learning in higher education programmes by participating actively in exercises, discussions and exchange of experience.

- *Responsibility for implementation: Teachers*

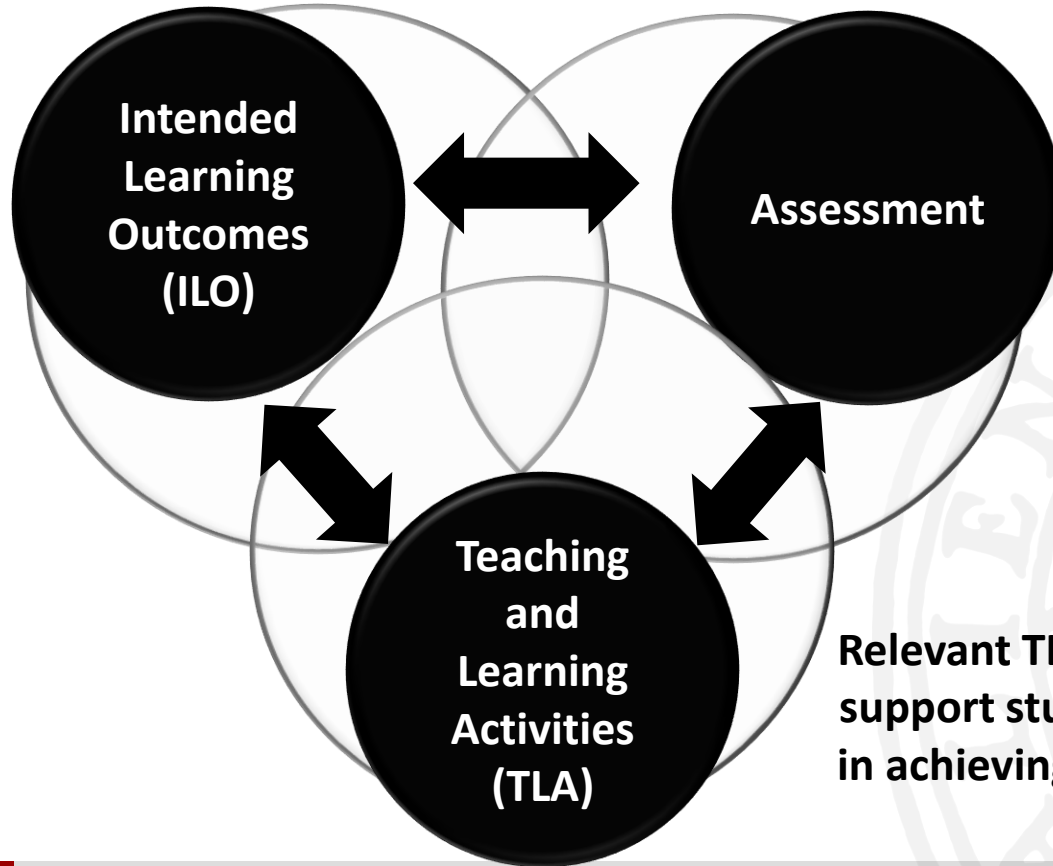


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task allows  
student to  
demonstrate  
extent of ILO  
achievement

Relevant TLA:s to  
support students  
in achieving ILO:s

The revision of BLOOMS' Taxonomy		The Cognitive Process Dimension					
		Remember	Understand	Apply	Analyse	Evaluate	Create
The Knowledge Dimension	Factual knowledge						
	Conceptual knowledge						
	Procedural knowledge						
	Meta-cognitive knowledge						





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# Active Support and Development

- Teaching staff training
- National benchmarking
- Internal benchmarking
- Support units





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# Academic Career Development

- Training options
  - Who?
  - Where
- Merits
  - "Excellent Teacher"
  - Teaching awards
- Higher Education Teaching Research
  - HE teaching and learning
  - Subject didactics



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# Quality Measures

- University-wide measures
  - Staff surveys
  - Student surveys
- Structured course evaluation system
  - Formative evaluation
  - Summative evaluation





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# Active Student Participation - ASP

<http://www.uu.se/asp/?languageId=1>





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<http://regler.uu.se/?languageId=1>

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<http://www.uu.se/en/about-uu/quality/>

<http://katalog.uu.se/organisation/?orgId=X247>