

Proposal for Redesign of UiB's Development Program in University Pedagogy

The Program for University Pedagogy proposes the following redesign of its Development Program in University Pedagogy for new scientific staff, with the changes to take place in the Fall of 2020.

UPED: history and rationale for change

UiB's Program for University Pedagogy is proposing a new design for its development program in university pedagogy (Utviklingsprogram i Universitetspedagogikk). The Program was created in 1990 and became mandatory for all new teaching staff in 1993. The current program is comprised of the basismodule (10 ECTS) and two smaller modules (each 5 ECTS). This structure has been in place since 2005. The program has reflected requirements both from national regulations and international best practices. New national regulations have recently been introduced that now require new teaching staff to have completed a minimum of 200 hours of pedagogical professional development upon starting a permanent position (although candidates who have not met that requirement have up to two years to fulfill it).

The reason for the proposed change is many faceted. Perhaps most important is a low completion rate. The basismodul has a completion rate of 47.7% since Fall 2014, and while 68% of those who completed the basismodul have gone on to successfully complete the full certification program, only 32.3% of the total number who participated the basismodul have completed the full program. In addition, we have concerns that the current modular design provides irregular coverage of the regulation's mandate and that the new program design will better develop participants in areas considered to be core skills in contemporary university pedagogy: course and assessment design, learning theories, educational technologies, equity and accessibility in teaching, etc. Furthermore, there have been numerous complaints about limited capacity of and access to the basismodul, and several participants in the basismodul have expressed concerns over the rigid and prolonged scheduling and time requirements of the basismodul. Finally, with the new regulation creating expectations that job candidates will already have this certification before taking a permanent position, we feel that the program should be accessible to a much broader audience than has traditionally been allowed to participate.

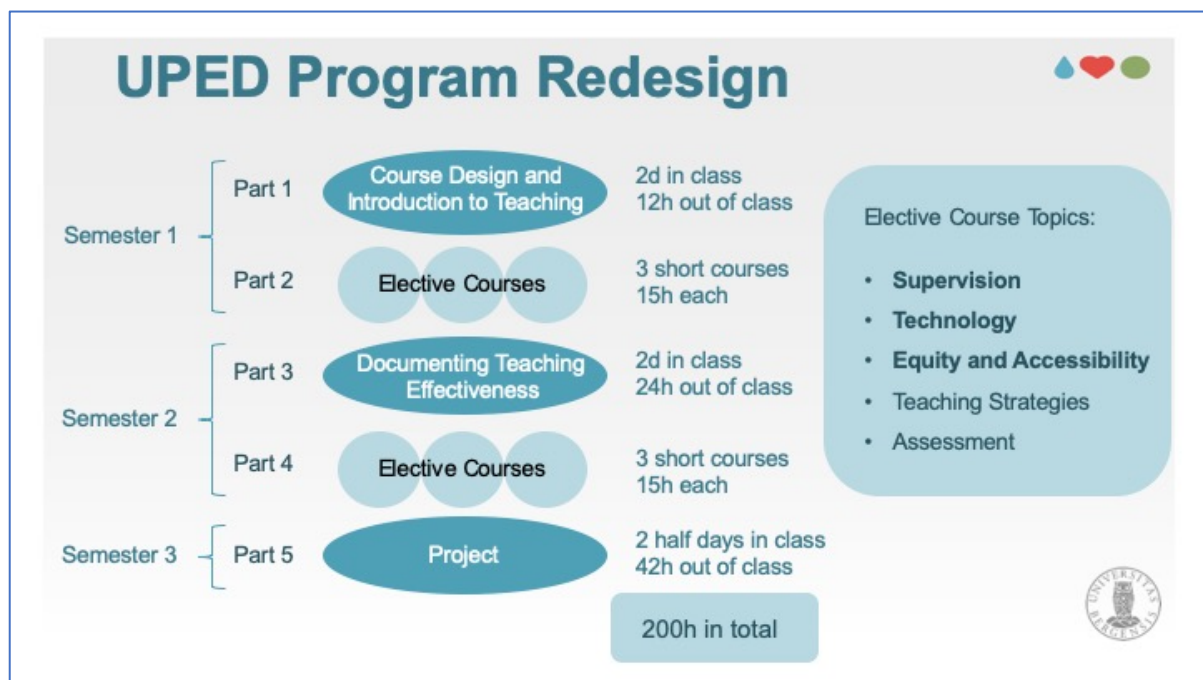
Therefore, the program, which has traditionally only been offered to new permanent teaching staff, will be made available to postdocs, PhD candidates, other scientific staff, administrative staff, and others.

Proposed new program structure

The UPED staff began planning program revisions in October 2019. We have explored multiple program models from other institutions within Norway and Scandinavia, and we

are highly motivated to develop a program that is flexible and effective at supporting teaching staff in their pedagogical development.

The Program will consist of 4 core parts: a multiday module on Course Design and Introduction to Teaching, a multi-day module on Documenting and Evaluating Teaching Effectiveness, a semester long Pedagogical Project, and a number of single or multiday Elective Courses. Each part is described briefly below. We have included brief descriptions of the program's primary courses—UPED 600: Introduction to Teaching at University and Course Design, UPED 601: Documenting and Evaluating Teaching Effectiveness, and the Pedagogical Project—in the next section.



Course Descriptions

UPED 600: Introduction to Teaching at University and Course Design

This will be the first course that all participants will take in the program. It will be a two-day, face-to-face class with some work outside of class. The days will not be consecutive but will occur fairly close together (e.g. Monday and Wednesday of the same week, or two consecutive Tuesdays). Participants will be expected to complete 2 preparation tasks:

1. Reading 2 or 3 texts on course design and assessment and
2. Identifying a course, or part of course for which they will focus on during the face to face meetings.

Face-to face-class time will focus on introducing theories of learning and critical reflective activities on student learning at UiB. This will be followed by a series of activities and short lectures that will lead participants through the design or redesign of a course including the writing of learning outcomes, the selection and design of assessments, and identification of

appropriate learning activities. Participants will produce a draft of their new or revised course plan along with a brief account of how they will realize that plan in the classroom¹. They will receive feedback from peers and also have the option of receiving instructor feedback for up to 3 weeks after the close of the course.

Time in class: 12 hours

Time outside of class: 12 hours²

Total course time: 24 hours

UPED 601: Documenting and Evaluating Teaching Effectiveness

This course is comprised of three core areas of teaching development: reflective writing on teaching, peer evaluation and feedback on teaching, and refining assessment design for student learning. The course will be spread over several half days and participants will have several course products to develop between meetings. First, they will work on writing or refining their teaching philosophy and creating a teaching portfolio. Second, they will engage in peer observation of the teaching process. Third, they will undertake mini writing projects focused on analyzing their understanding of student learning in one or more of their course assessments.

Course meetings will focus on peer exchange of ideas, peer feedback, introduction of purposeful scholarly and practical texts to advance participants' projects. This course will be highly collaborative, and participants' work in the course will focus both on what they produce individually and how they can contribute to their peers' learning.

Time in class: 12 hours

Time outside of class: 24 hours

Total course time: 36 hours

UPED 602: Pedagogical Project

This course is intended for participants to bring together knowledge from multiple UPED courses and to make a contribution to the pedagogical communities within (and outside of) UiB. These projects are intended to strengthen participants' skills as scholarly teachers through personally meaningful project work that is specific to the teaching context, disciplinary culture, and personal interests of the individual teacher.

This course will include 2 or 3 half-day, face-to-face meetings. Between meetings, participants will develop and complete a teaching related project. These projects could include SoTL, educational leadership, or peer teaching development projects. Participants must propose and design their own projects. Prior to the entry of the course, participants must identify a possible course project for discussion in the first class. It is possible for participants to work collaboratively on projects in pairs or threes. The course will meet for

¹ This could mean a physical or virtual classroom.

² For all courses, the number of hours spent outside of class represents an expected minimum amount of time required to adequately complete the course requirements.

discussion of progress and to provide peer feedback. Project teams will also have meetings with a course instructor.

Participants will produce either a SoTL project in the form of a poster, research paper or conference presentation; or an educational leadership or teaching development project in the form of a paper, poster, report, website, podcast or other media source. Formats for projects will be identified in dialogue with peers and instructors. Work will be presented in a final celebration day hosted in collaboration with the TeLEd research group to acknowledge the work and contributions of course participants.

Time in class: 6 hours

Time outside of class: 42 hours

Total course time: 48 hours

Coursework time

In the core courses listed above, we have indicated how much time participants will spend in class and working on projects outside of class. Independent work grows progressively in the program to ensure participants can focus on areas of significance for them as teachers. This will also ensure that participants can engage in progressively more substantive projects. It is also helpful for participants to understand that time spent in class does not comprise most of the time spent on teaching development and that time must be dedicated each semester both to meeting face-to-face and on advancing teaching materials.

Elective Courses

Participants will also complete up to 6 elective courses focused on a variety of topics, including educational technologies, equity and accessibility in teaching and learning, supervision, feedback, assessment, and teaching strategies (e.g. team-based learning, experiential education, interactive lecture strategies, etc.). All participants will be required to complete at least one course focused on supervision, one on educational technologies and one on equity and accessibility in teaching and learning. Elective courses will typically count for 15 hours of time per day and will range in length from 1 to 3 days. The 15 hours will be divided between face-to-face meeting and out-of-class tasks (e.g. reading, participating in discussion boards, creating small teaching materials, reflective writing). These courses are intended to be briefer and allow participants to develop breadth in their teaching knowledge as well as a place to gather new ideas for their teaching practice. Some topics that require more time will count as two courses (and will count for 30 hours).

Participant progression

All participants must begin with UPED600: Introduction to Teaching at University and Course Design. Following this, they can progress in whichever order they would like. However, we recommend that participants pursue the following sequence: Semester 1: Course Design and one or more elective courses (depending on length), Semester 2: Documenting Teaching and 1 or more elective courses and Semester 3: Pedagogical Project. Participants can also take any remaining elective courses in Semester 4.

Participants will be considered to have completed the program when aspects of the required courses are completed (both attending face to face courses and completing course projects or assessments).

Learning Outcomes & Products

At the completion of the program, participants will be able to

- Design and implement learning activities and assessments that are in alignment with course and program learning outcomes
- Critically analyze, develop, and continually refine course and program designs
- Reflect critically on their teaching practice using multiple lenses—including literature, colleagues, students, and personal experience—in order to become capable and critical in their pedagogical practice and decision making
- Develop and employ a variety of active learning strategies and create a student-centered learning environment
- Select, design, and utilize a variety of formative and summative assessment forms that provide learning-enhancing feedback and are educative, authentic, and aligned with intended learning outcomes
- Provide research supervision at the bachelor, master, and doctoral level that is ethical and respectful, focused on feedback and development, and attentive to the individual
- Select and make appropriate and effective use of digital tools to improve student engagement, interaction, and learning
- Collect, analyze, and communicate information about their teaching practices and students' learning in a teaching portfolio as well as in collegial settings in order to contribute to the quality of teaching in their department, the university, and their discipline
- Create an accessible and inclusive learning environment by reducing barriers to learning and addressing inequalities in courses and classrooms

Implementation plan

The new program will be introduced over three semesters. We propose the following schedule, where UPED600 is introduced in Fall 2020, UPED601 is introduced in Spring 2021, and UPED602 is introduced in Fall 2021. Courses marked with ** will count as two units and will also count as an elective module in the old UPED program. Elective modules will be developed and offered according to demand, UPED staffing capacity, and access to visiting scholars in university pedagogy.

| UPED Schedule for Fall 2020 | |
|-----------------------------|--|
| Code | Course Title |
| UPED600 | Course Design and Introduction to Teaching at University |
| UPED650 | Blended Learning** |

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|--------------------------------------|--|
| UPED652 | Advanced Teaching in Canvas: Assessment |
| UPED655 | Student-Response Systems |
| UPED654 | Creative Uses of Media for Learning |
| UPED660 | Research Supervision** |
| UPED661 | Special Topic on Assessing Student Learning I |
| UPED662 | Using Peer Feedback to Enhance Learning |
| UPED664 | Special Topic on Assessing Student Learning II |
| UPED665 | Learning Design |
| UPED670 | Hot Moments in Teaching and Learning** |
| UPED671 | Universal Design for Learning I: Classroom Practices |
| UPED680 | Team-Based Learning** |
| UPED682 | Interactive Teaching |
| | Gruppeleder Course |
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| UPED Schedule for Spring 2021 | |
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| UPED600 | Course Design and Introduction to Teaching at University |
| UPED601 | Documenting and Evaluating Teaching Effectiveness |
| UPED651 | Introduction to Producing Instructional Videos ** |
| UPED653 | Advanced Teaching in Canvas: Content Delivery |
| UPED656 | Special Topic on Digital Tools in the Classroom |
| UPED660 | Research Supervision** |
| UPED663 | Giving Feedback to Enhance Learning |
| UPED672 | Universal Design for Learning I: Assessment |
| UPED673 | Equity in the Classroom |
| UPED681 | Problem Based Learning |
| | Gruppeleder Course |
| | |
| UPED Schedule for Fall 2021 | |
| | |
| UPED600 | Course Design and Introduction to Teaching at University |
| UPED601 | Documenting and Evaluating Teaching Effectiveness |
| UPED602 | Pedagogical Project |
| Etc. | Etc. |

Language and course offerings

The three required courses (UPED600, UPED601, and UPED602) will be offered in both Norwegian and English. The other elective courses will vary from course to course and semester to semester.

Requirements for successful program change

To implement these changes, we have identified 4 key administrative, technical or logistical requirements that must be in place for successful and sustainable transition to the new program.

- 1. Reliable teaching space:** We require consistent access to a teaching space. Currently, we have access to the Store Læringsrom at Media City Bergen, but we share booking of the space with the Læringslab and find that others have become interested in use of the space. The design of the program anticipates that we will need to use this teaching room for an estimated minimum of 30 full days per semester. Should the program grow in size, we can reasonably anticipate needing the space more frequently. This estimate of time needed in Store Læringsrom excludes additional out-of-class meetings to be arranged with course groups which could account for another 8 to 10 days per semester. There have been a few occasions this year in which our courses were asked to change times (after registration had opened) resulting in frustration and confusion amongst participants and staff alike. These program changes are designed with the intention of increasing our program offerings which will only be possible if we have secure and reliable teaching space. It would also be desirable for that room to be more conducive to flexible learning configurations. If the glass wall were moved a few meters (e.g., to the edge of the Læringsrom, the room would not only allow for larger capacity, but also to more interactive and engaging learning approaches.
- 2. Tracking and registration tool:** Currently, our program relies on web forms and a staff member to track participation in courses. This process is administratively cumbersome and does not empower participants to register and track their participation, progress, and completion of the program. It also makes unenrollment challenging, frequently resulting in our administrator sending multiple emails to individuals waiting to hear if they will attend a course. This holds up spaces in our program offerings and is frustrating to people who are waitlisted for courses. Moreover, this program redesign results in more flexibility but also more component parts that participants must track their completion of. To offer this program effectively, we require the use of a tool for tracking and registration. This could be a custom tool or an 'out of the box' tool. We are currently researching what might best suit participants' needs and are exploring possibilities of an integration between FS, SAP, and HR Portalen. If this doesn't work, however, we anticipate that there may be either a one-time or ongoing cost associated with another suitable solution.
- 3. ECTS Study Points:** The current UPED program offers a total of 20 ECTS study points, which if properly calculated, would call for approximately 3 times more hours than the regulations' requirement of 200 (which would be equal to 7.5 or 8 study points). In addition, we are not aware of any other university in Norway offering study points for their development programs. Therefore, we propose suspending, at least temporarily, the offer of study points.

4. **Website redesign:** Our current website will need revision to effectively communicate how the new program will work. We want to include information about the program (including learning outcomes, core tasks, expectations, etc.), detailed instructions for participants on how to register and complete the program, and a section focused on teaching resources and useful SoTL scholarship that will allow instructors to return to the site to gather new ideas for teaching practice and their own research. We would like to see the tracking and registration tool integrated into the website (or its linking and processes clearly explained) and we wish to easily be able to update content on the site.
5. **Staffing of UPED:** Implementing these program changes is dependent on our current staffing complement (6 permanent faculty, 1 PhD student). In addition to leading this program, current staff also run Gruppeleder courses twice annually, consult on pedagogical projects, committees and initiatives across the campus, and engage in a breadth of teaching and service work related to pedagogy and SoTL. We anticipate growth of the program (leading to more professional development opportunities for mid-career faculty) to require either additional staff or greater collaboration with possible campus partners (e.g. Centers of Excellence (BioCEED and iEarth), ETP faculty members, etc.). We believe it would be very valuable to have pedagogical leaders and innovators amongst the faculty of UiB involved as possible co-instructors for some courses in the redesigned program.

It is also likely that the new program design, along with the growing responsibilities of the unit, will require additional administrative support. UPED currently has a 20% position dedicated to administrative support, which is not enough even in the present program. As the program grows and its audience begins to include experienced staff seeking promotion to professor, postdocs, PhD candidates, and administrators, the administrative requirements will grow as well.

Appendices

Appendix A: Grandmothering out of current participants from the program

As the program is introduced, there will be participants who have completed parts of the previous program. Two routes to completion are described below for these groups.

1. *Completed Basismodulen, but have not completed other courses:* These participants will be asked to complete 6 elective courses in order to finish their qualification. They will not be required to the breadth requirements (educational technologies, supervision, equity and accessibility) but will be encouraged to.
2. *Completed some course work but not the basismodule:* These participants will be required to complete the 3 core courses (UPED600, UPED601, and UPED602). Participants who have only completed one course will also be expected to complete 3 elective courses of their choosing.

Appendix B: Professional Development for mid-career or post-qualification faculty

As the pedagogical development requirements for promotion to professor have not yet been clarified, we will make all of our courses, and especially the smaller elective courses, open to all teaching staff. We will also endeavor to offer topics of interest to this group of instructors and will solicit requests for desired topics as well. We anticipate that there may also be interest in UPED602 from mid-career faculty who may be assembling portfolios as part of their application for Professor status.

Appendix C: Proposed Research Project on Program

The UPED team is developing a research project to both evaluate the effectiveness of our program and to contribute to the scholarship on faculty teaching development. This project is coordinated by the TeLEd research group and led jointly by Robert Gray, Marie Vander Kloet, Lucas Jenö, Yael Harlap, Ivar Nordmo, Isabela Darcie, Ole Eggers Bjælde, Matthew Russell, and Arild Raaheim. There are three component parts to this research project. First, participants will have the option of completing a survey at three points during their program (when they enter the program, after they have completed Documenting and Evaluating Teaching, and 3 months after they have completed their Pedagogical Project). Each survey will be focused on three aspects of teaching development: beliefs and values about teaching and learning, pedagogical practices, and goals and intentions. Second, the UPED team will examine their own experiences of collaborative and team teaching through reflective writing and focus groups. Third, participants in the program who did not attend Norwegian postsecondary education will be invited to participate in short interviews on their perceptions and experiences on learning to teach in the Norwegian context.