

LUND
UNIVERSITY

EQ¹¹

**University-wide development of
education at Lund University**

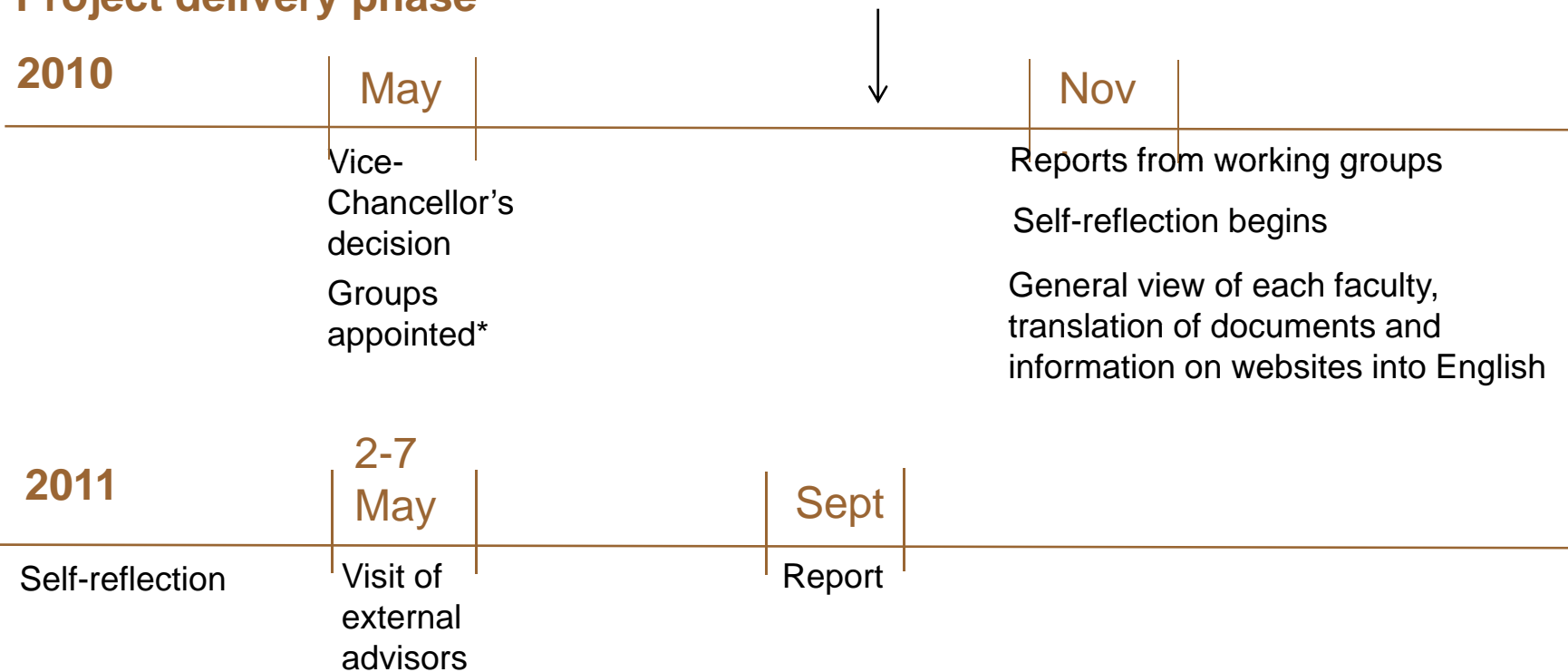
EQ11

- Forward looking. Lund University's own long-term quality enhancement work
- To bring together and renew the University's strategic development within education
- **Watchwords: simple, clear, useful**
- Separate from but congruent with the Swedish National Agency for Higher Education's upcoming evaluation
- Emphasis on the faculty level (Faculty Management) but with a university-wide perspective and generalisability as the main principle
- The quality indicators are assessed using examples from course level and a variety of teaching situations
- It should be possible to apply the results in core activities



EQ11 - Timetable (1)

Project delivery phase



* Steering committee, reference group, working groups, international and national group of external advisors



EQ11 - Timetable (2)

Implementation phase

2011 autumn

Seminars, conferences, workshops
Follow-up, execution
Continued cooperation with the universities of
Uppsala and Gothenburg and Karolinska Institutet.
Some projects continue

2012

International conference (U21)
Discussions, implementation, dissemination

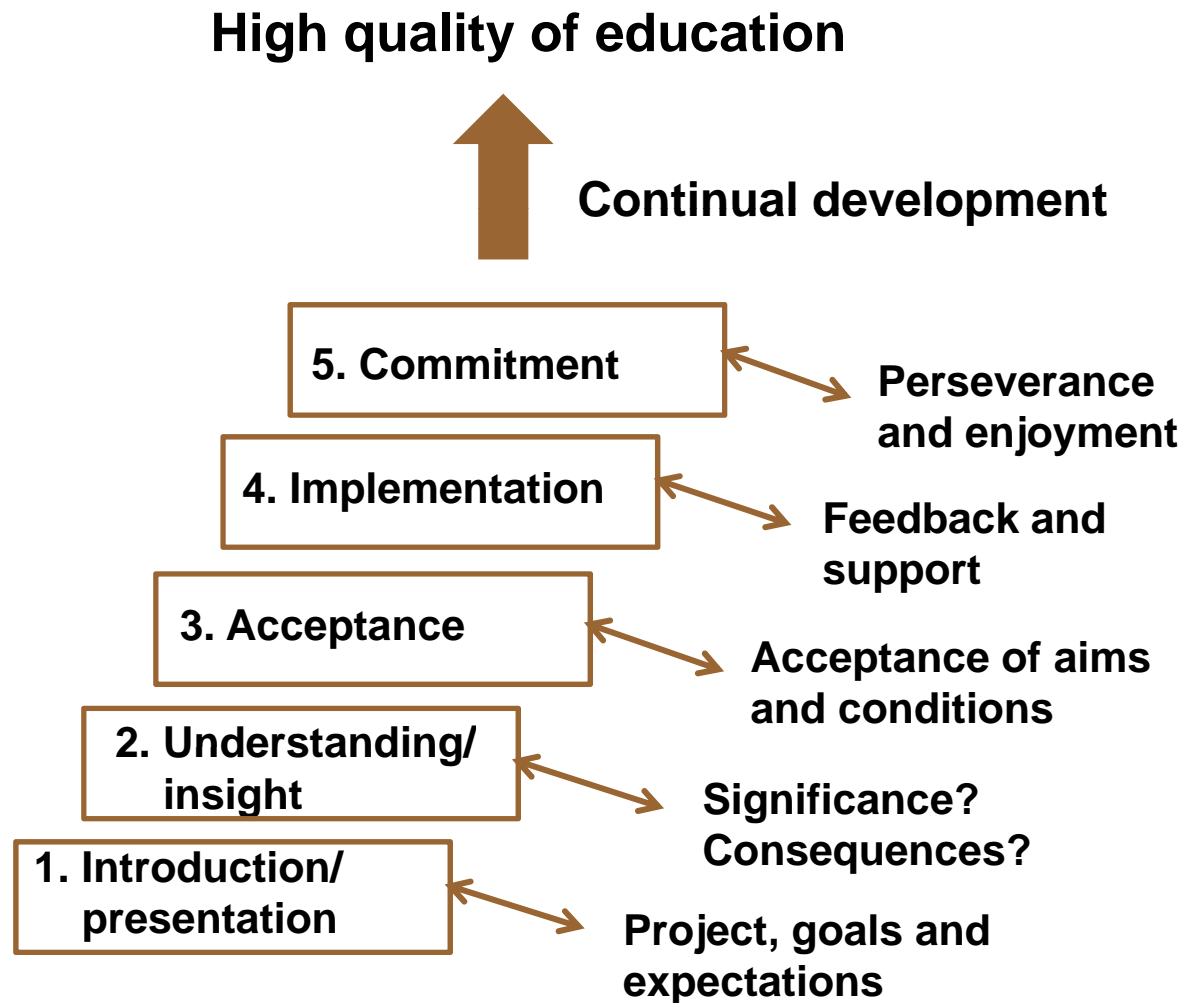
Evaluation phase

2013

Follow-up/evaluation. What has happened?



EQ11 – Long-term effects



EQ11 is to answer the question:

How can we raise the level of awareness of how we develop our programmes and courses, in order to select ways that in all likelihood will improve quality?



EQ11

- First-cycle education
- Second-cycle education
- Third-cycle education
- Professional development (lifelong learning)

All education



EQ11

- Focus on research-based education processes
- Common (joint) indicators for successful development, but weighted differently
- The thesis or degree project provides ties between education in the second cycle and the third cycle
- Third-cycle education includes research and examination

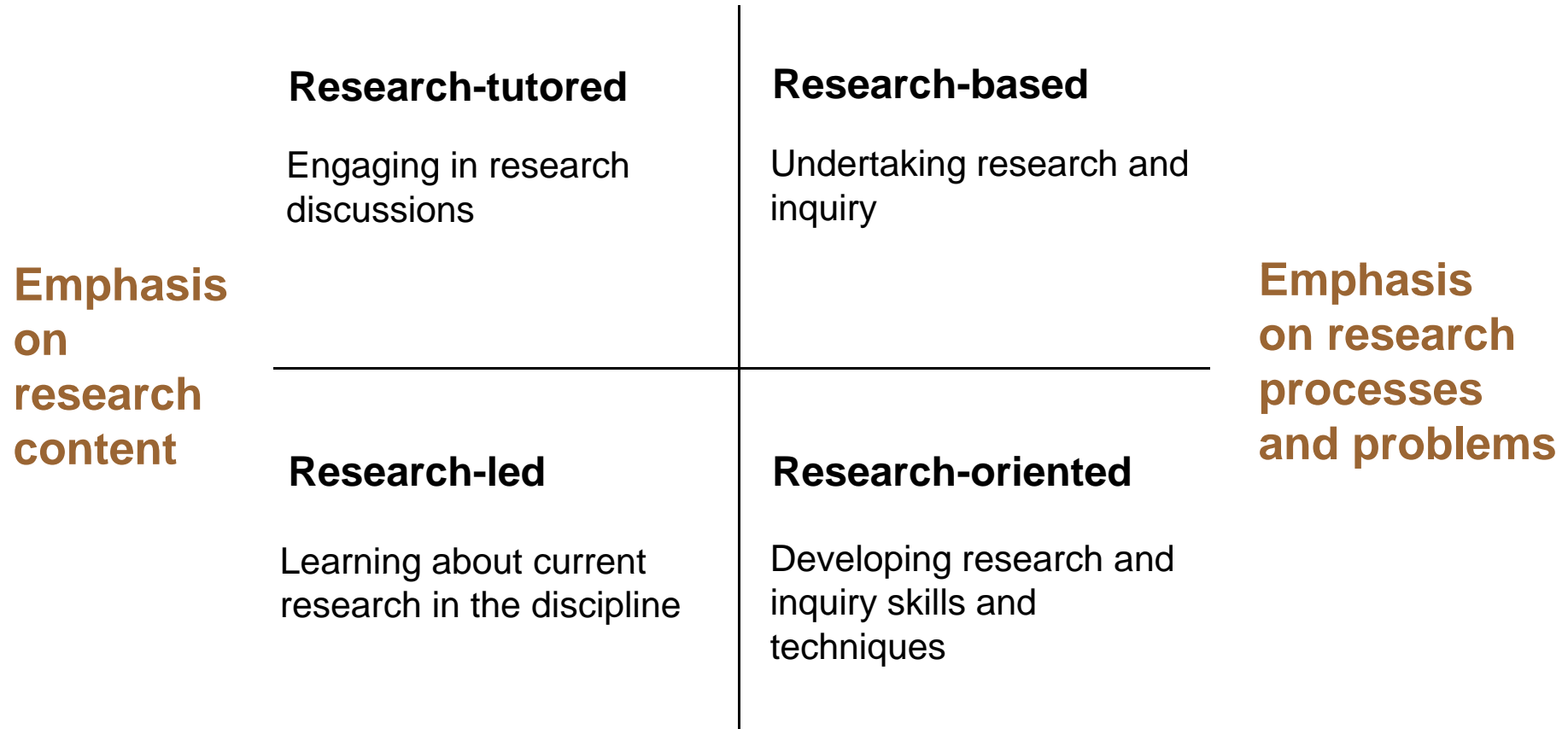


Research-based education

- Education is provided in an environment characterised by research/artistic development
- Scholarly attitudes are obvious in both research and teaching
- Students apply research-based processes to learning and acquire a scholarly attitude to lifelong learning
- Based on scholarly evidence and proven experience



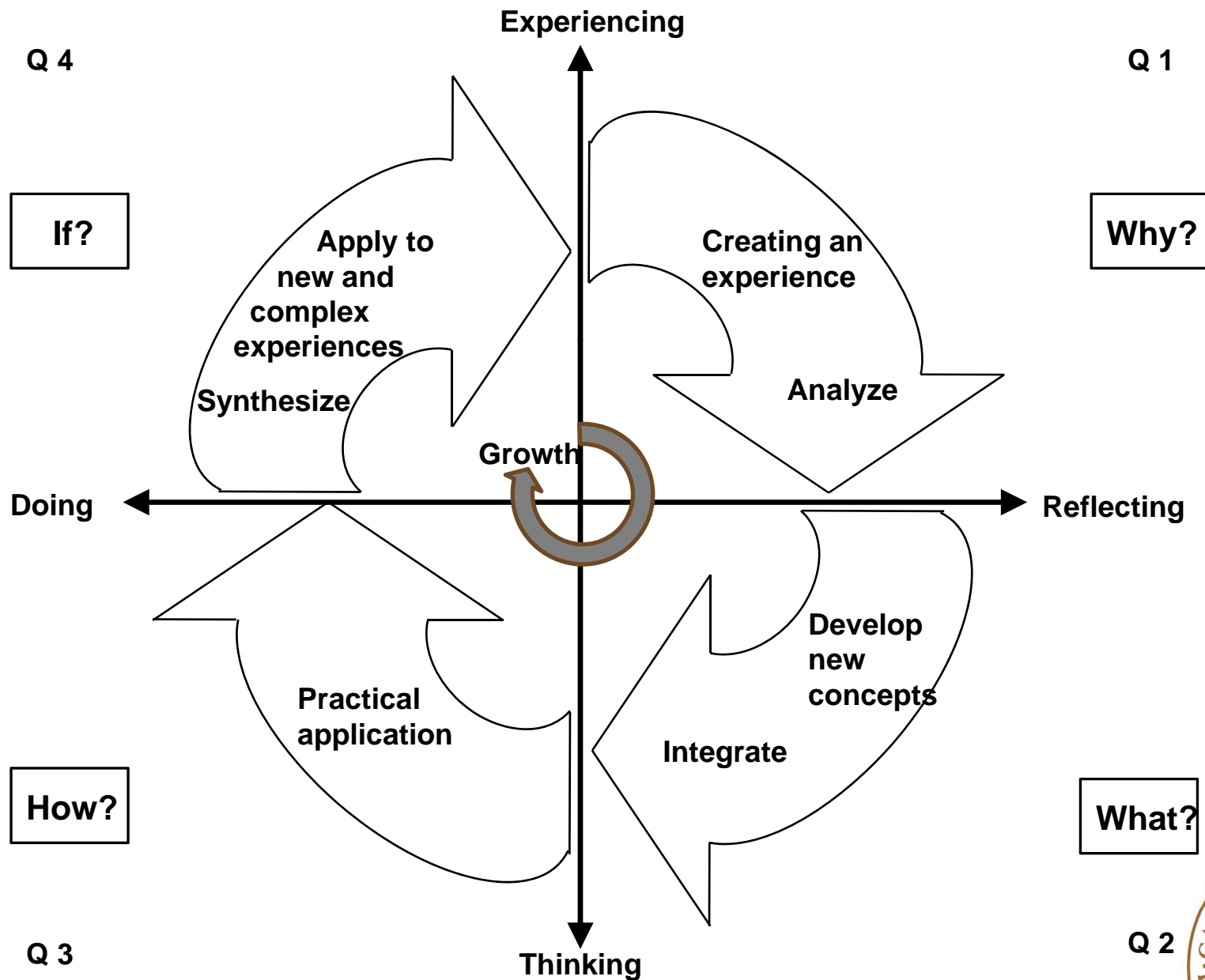
Students are participants



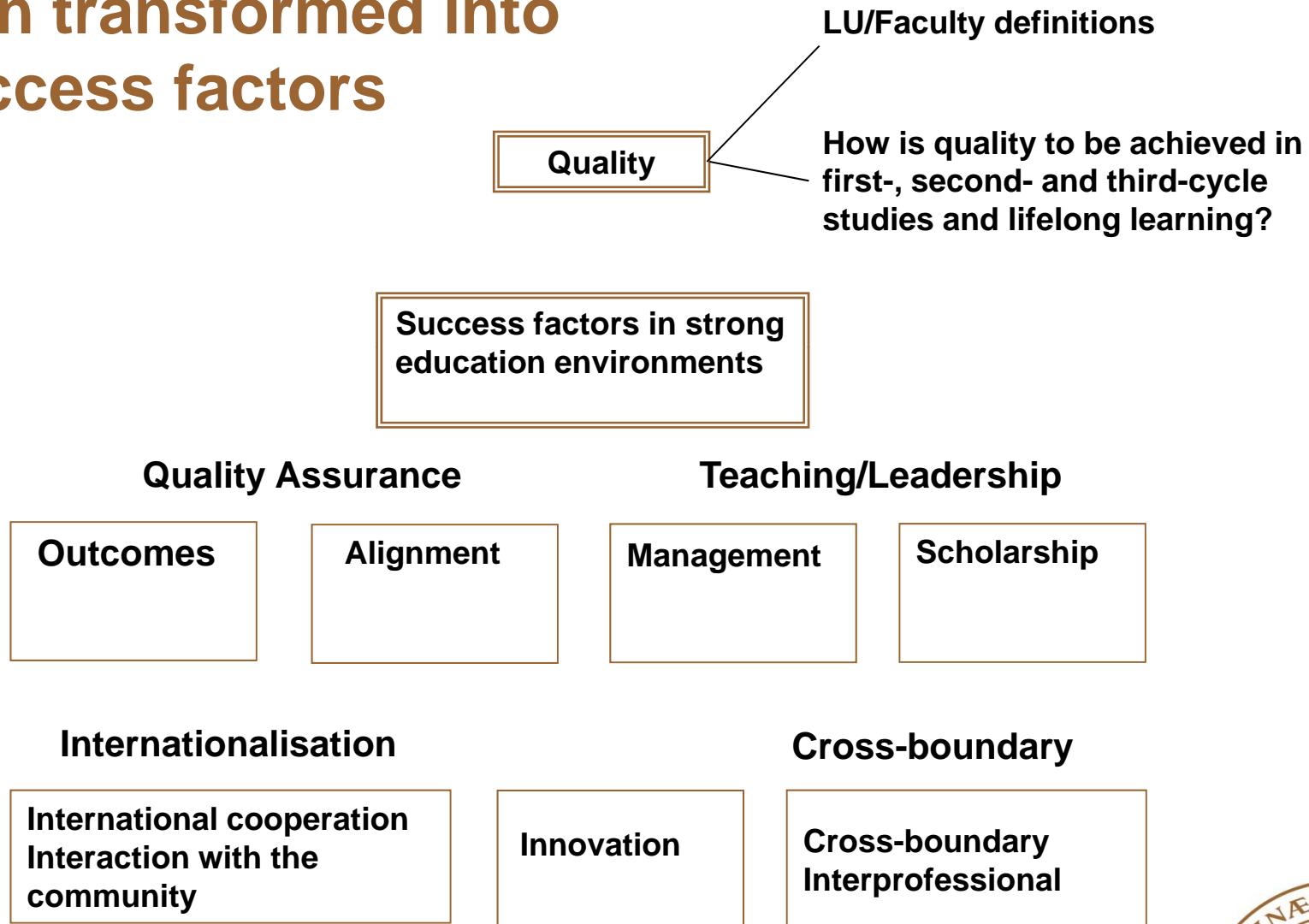
Students are often an audience

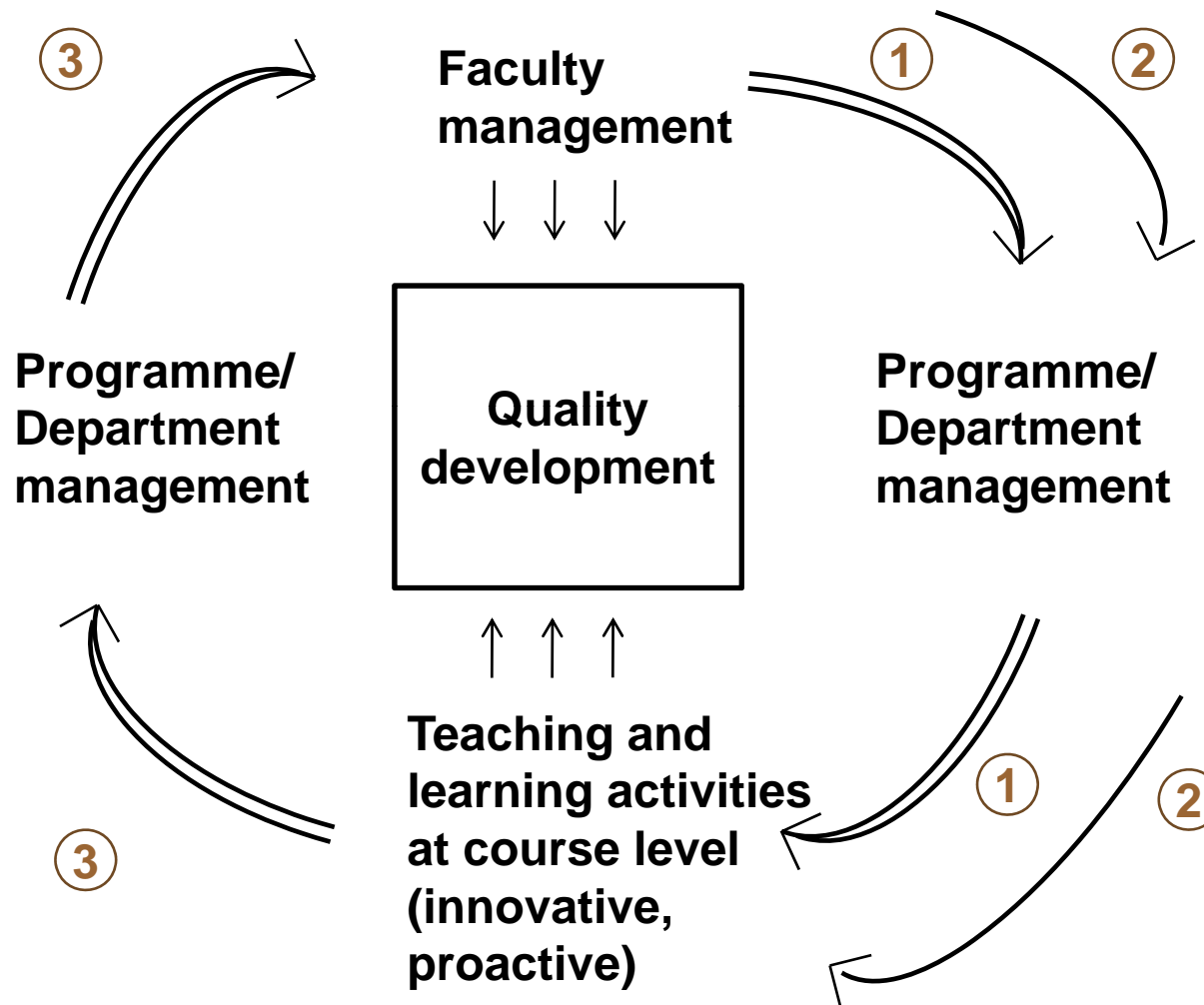
(M. Healey)





EQ11. LU's strategic plan transformed into success factors





1. Strategic support
2. Directives (general)
3. Feed-back on innovations, regulations



Academic scholarship (Boyer)

Teaching	Focus on students' learning
Discovery	New knowledge (research)
Application	Professional activities and other applications
Integration	Gather/use/communicate knowledge from different fields/sources

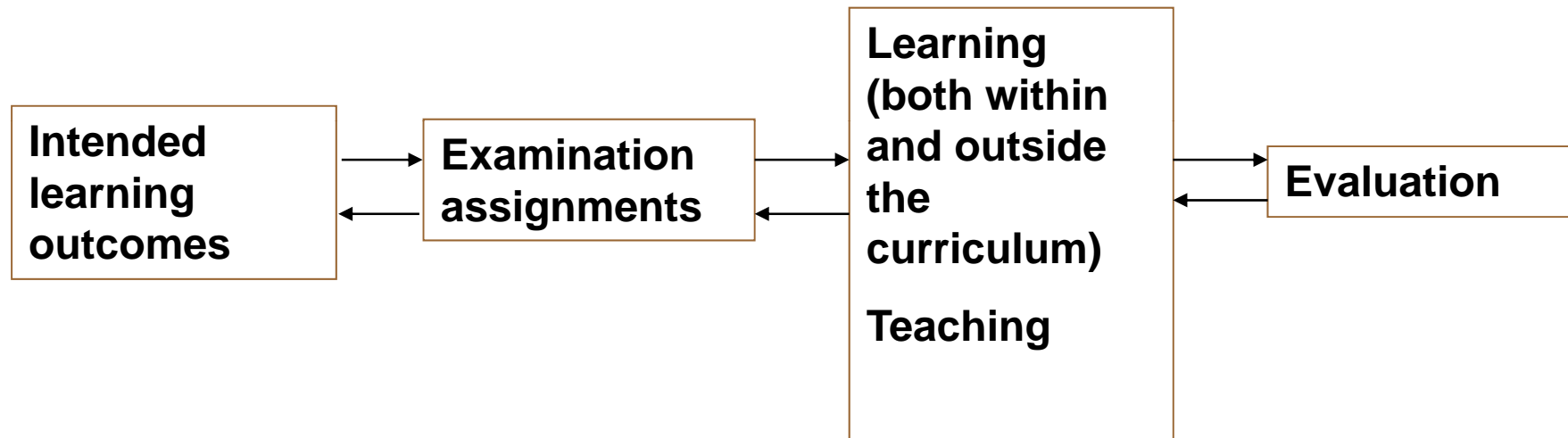
An academic organisation shall demonstrate scholarship in all its activities.



Scholarship in teaching

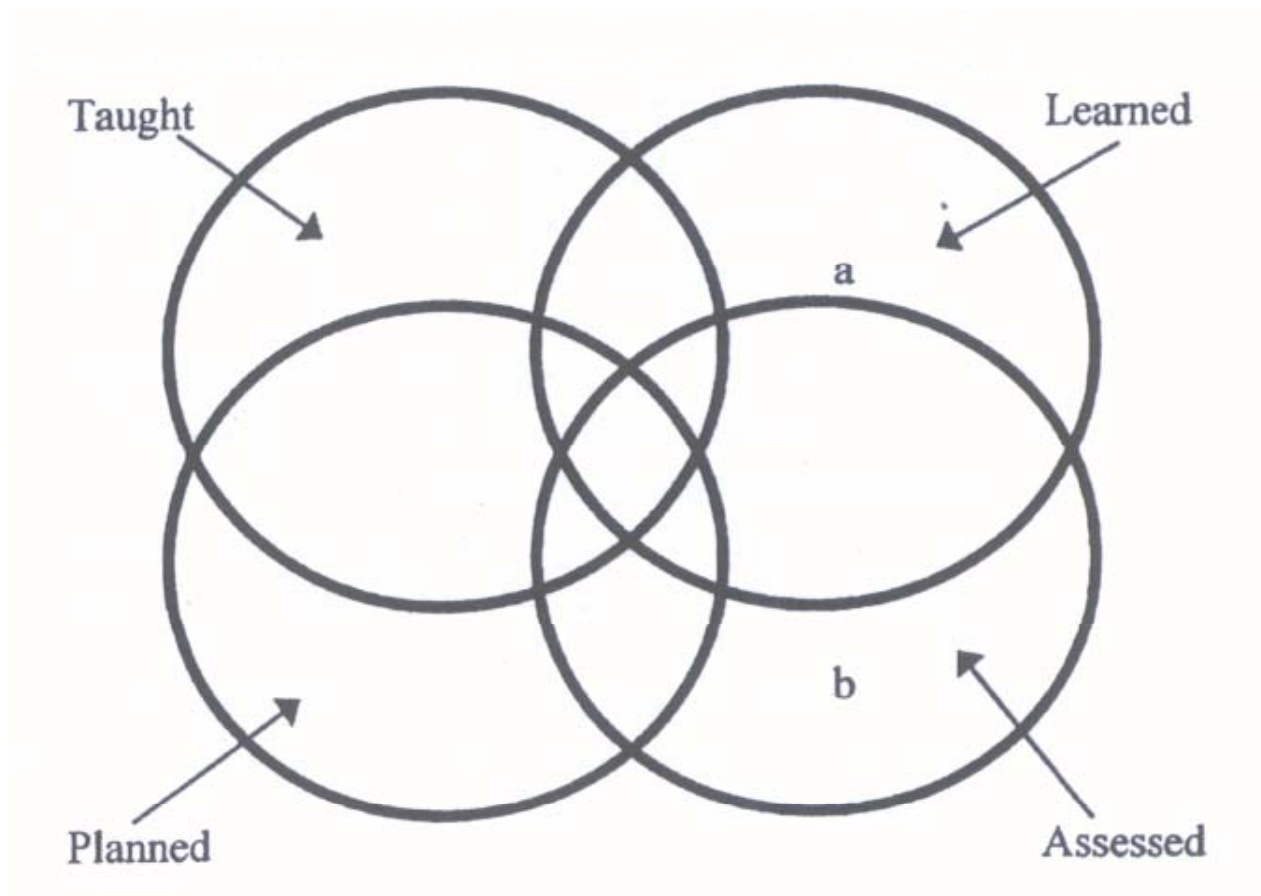
- Methods
- Dissemination
- Critical analysis and re-evaluation
- Development over time
- Focus on the results of students' learning





The relationship between assessment and facets of the curriculum (alignment)

- the student's perspective



EQ11 - Development at faculty level

- The faculties' definition of the concept of quality and its relation to the success factors.
- The faculties define three particularly important indicators and describe the long-term development work. These indicators may fall under the university-wide indicators or may be other, individually chosen indicators. Contrast three strong education processes with three areas for development.
- The faculties can highlight their work using the university-wide indicators, taking examples from syllabi and examination assignments.



Examples of questions in the self-reflection (1)

Area VI. Scholarship

S.1.1. Excellence in teaching should be recognised

Strongly disagree *Strongly agree*

To what degree has this been accomplished in your courses and programmes?

Not at all *Completely*

If variable, name one course with high and one with low fulfilment.
Provide links to the course syllabi.

Comments on relevance.....



Examples of questions in the self-reflection (2)

Area VI. Scholarship

S.2. Open, strategic questions

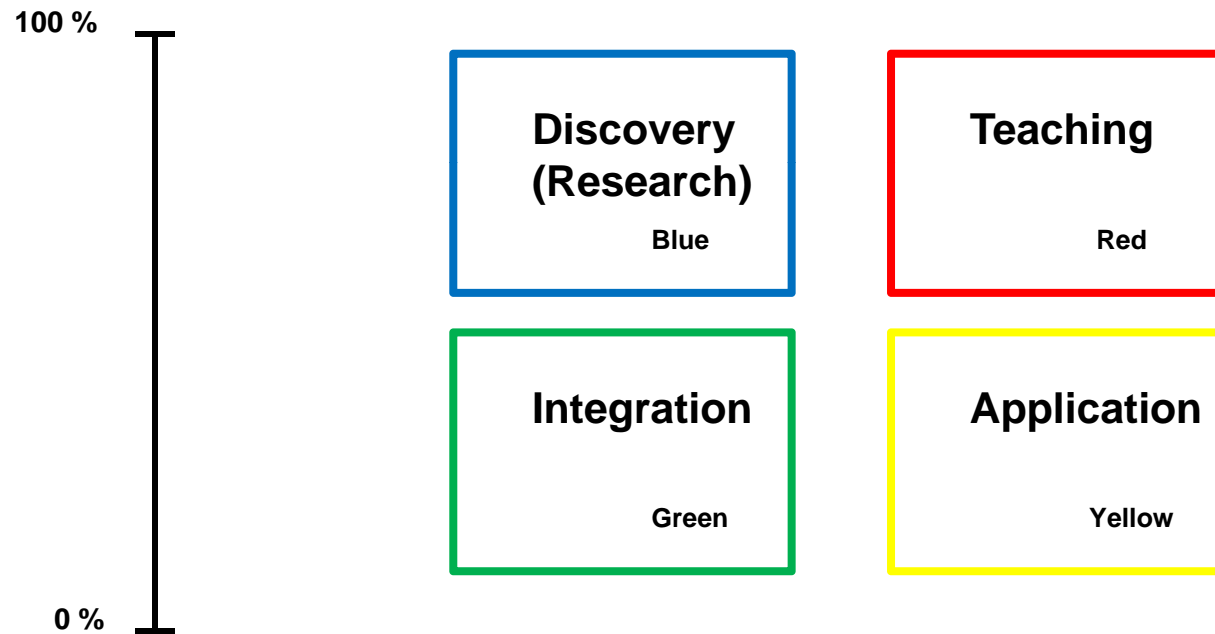
Provide examples from plans, assessments and/or minutes from autumn semester 2010 or spring semester 2011 to support all your answers.

S.2.1. Academic scholarship traditionally includes research, teaching, integration and application, for example clinical work for health care academics, collaboration with industry, commercial patents etc. Do you consider your faculty to be scholarly in all activities you are involved in? If not – why not and what do you lack?



Examples of questions in the self-reflection (3)

Area VI. Scholarship



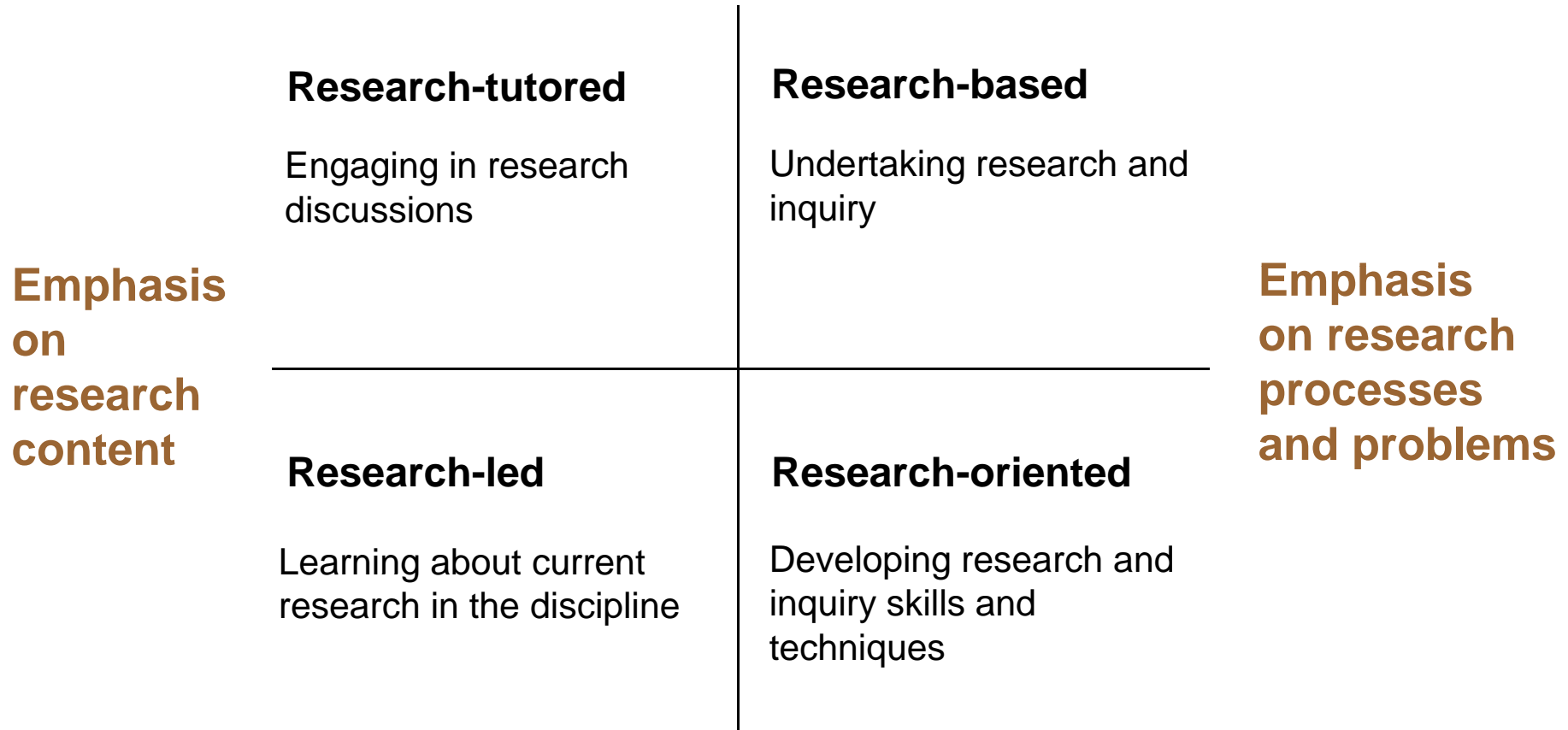
S.3. Mark the position/opinion of your faculty on the figure

Use the blocks to build a pillar that you consider represents the extent of scholarship at your faculty. The height of each block should represent the relative proportion of each academic activity in your overall competence. 100% represents your total competence.

Comments:



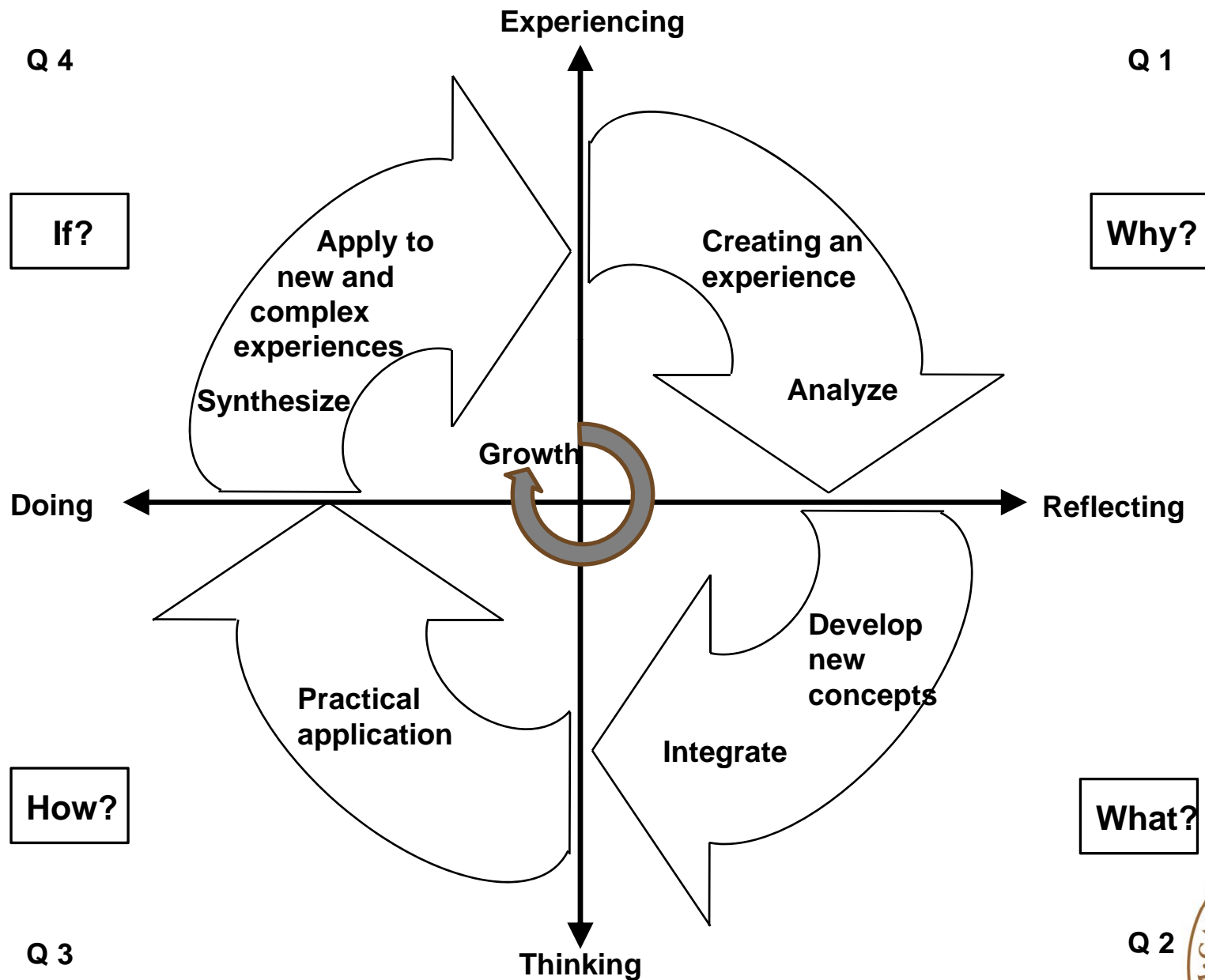
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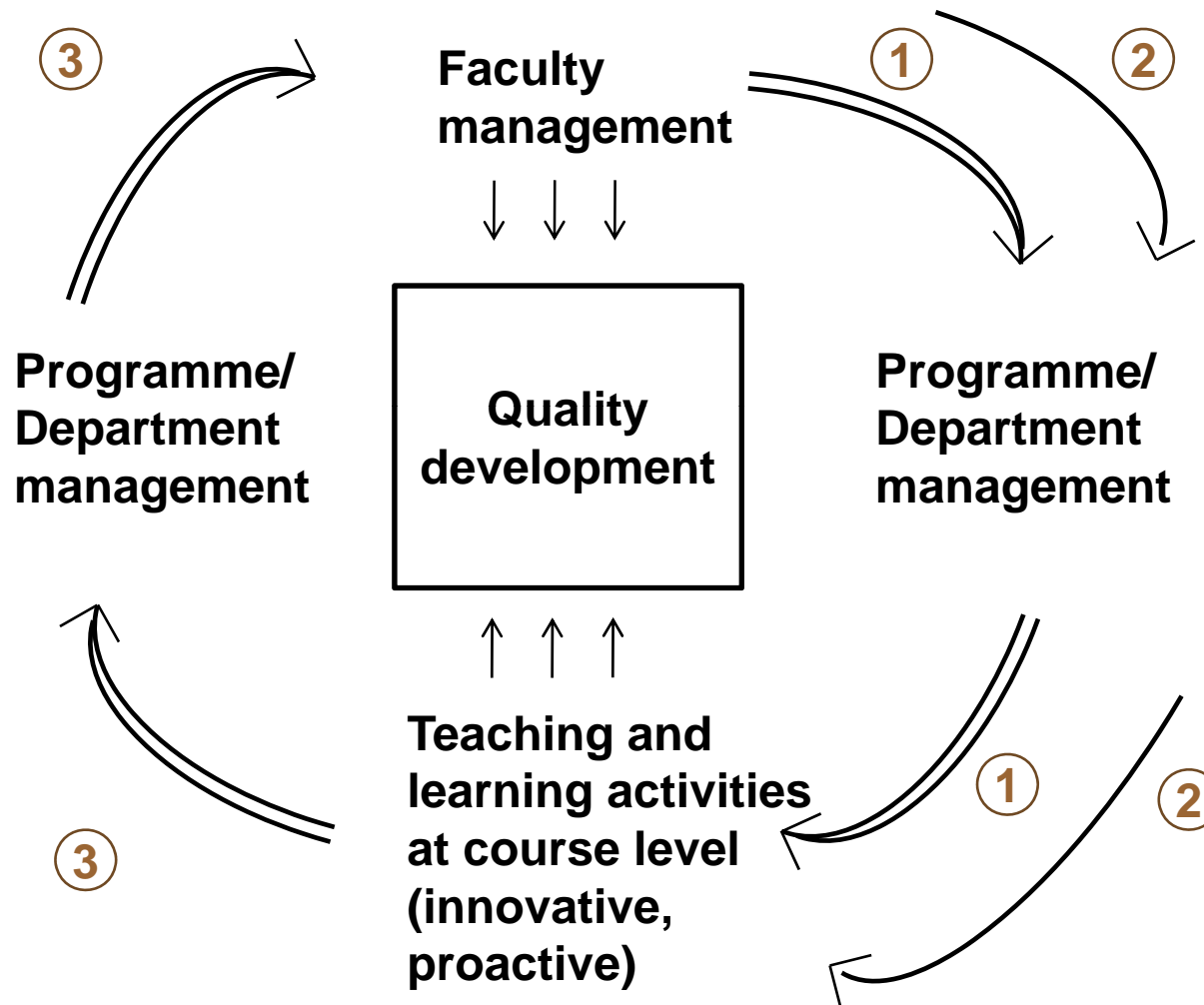


Students are often an audience

(M. Healey)







1. Strategic support
2. Directives (general)
3. Feed-back on innovations, regulations



EQ11 – External advisors (1)

- **Chair:** Judyth Sachs, Provost at the Macquarie University in Sydney, Australia.
- Lori Breslow, Director of the Teaching & Learning Laboratory, MIT, USA.
- Stefan Nordlund, Professor, Dean of Faculty of Science, Stockholm University.
- Linda Nielsen, Professor (Law) Former Vice-Chancellor of Copenhagen University.
- Partha N. Mukherji, Independent Researcher. Former Director of Tata Institute of Social Sciences, Mumbai, India.
- Finn Junge-Jensen, Former President of Copenhagen Business School.
- Elizabeth G. Armstrong, Professor, Director of Harvard Macy Institute, Harvard Medical School, USA.
- Chris Fictoor, Dean of the School of Performing Arts, Prins Claus Conservatorium, Groningen, The Netherlands.
- Per-Markku Ristilammi, Professor, Vice Dean of the Faculty of Culture and Society, Malmö university.



EQ11 – External advisors (2)

- Gudrun Wicander, PhD student, Karlstad University.
- Sonja Pettersson, Student, Chair of The Association of Student Unions in Gothenburg.
- Moritz Maikämper, Degree student, Brandenburg University of Technology (BTU) Cottbus, Germany.

- Bengt-Ove Boström, Senior Lecturer, Vice-Chancellor's advisor with responsibility for quality issues, University of Gothenburg.
- Olof Nilsson, Professor, Vice-Chancellor's advisor with responsibility for quality issues, Uppsala University.
- Jörgen Nordenström, Professor, Karolinska institutet, Stockholm.
- Marita Hilliges, Professor, Vice-Chancellor, University College of Dalarna.



EQ11 – Working groups

1. Previously reported quality work.
What happened?

Preliminary conclusions

Lund University successful in diagnosing. Less efficient in follow-up. Educational issues often not visible at Faculty Board level.

2. Strong academic microcultures

Leaders above the microcultures do not share values related to quality in education. Successful microcultures are built from inside.

3. Pedagogic reports and publications

Lack of academic scholarly culture related to dissemination

4. Fulfilment of goals in research-education

Not all goals are agreed or met



EQ11 - Contacts

Home page: <http://www5.lu.se/o.o.i.s/4311>

or

go to the Lund University website <http://www.lu.se>

Select **English**. Search for **EQ11**

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