''Undervisningsudvikling – hvorfor og hvordan?''

Torgny Roxå
Lund University (Faculty of Engineering), Sweden

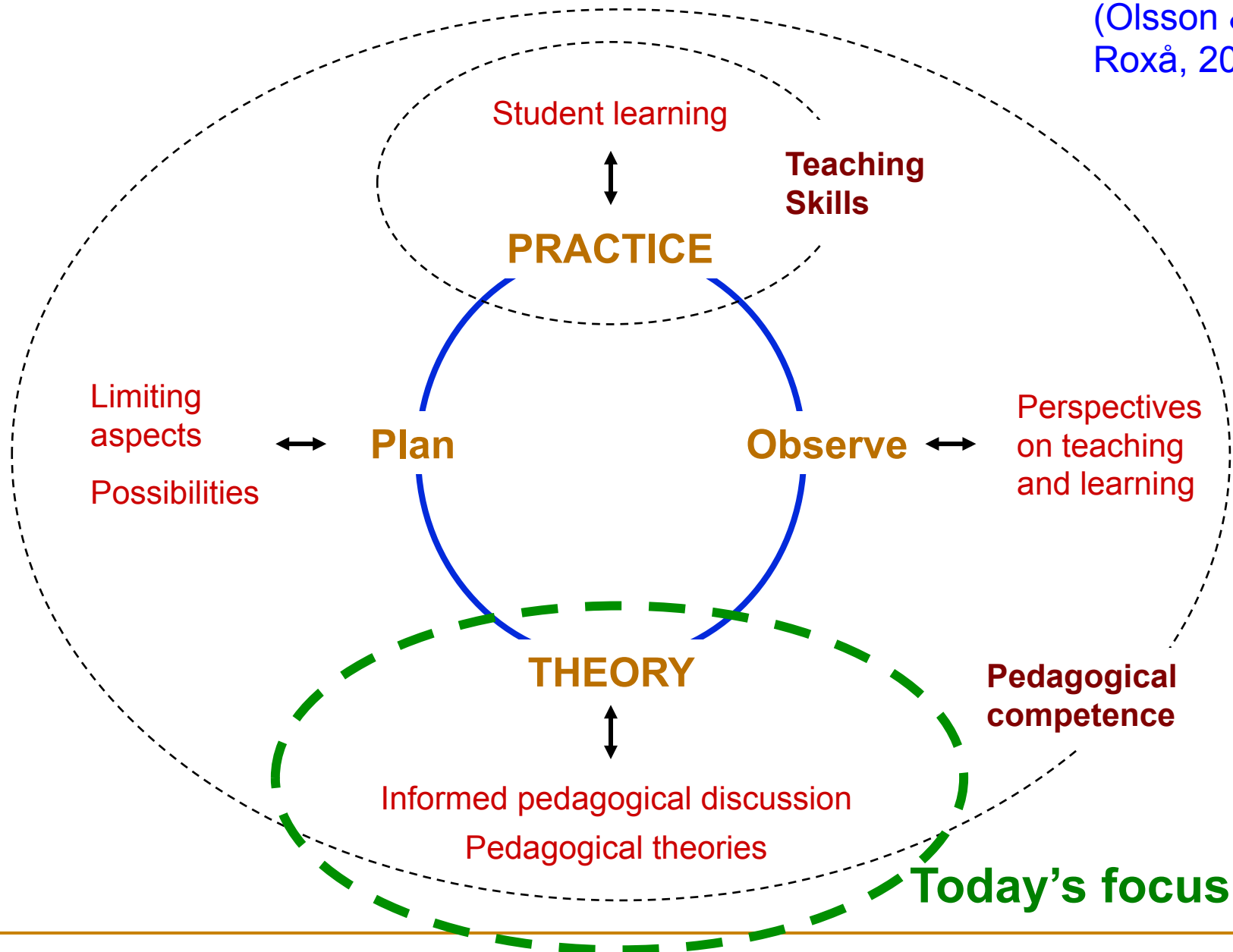# 4 decades of educational development initiatives

We argue that "potential development" has not been reached because of a shortage in understanding the cultural system.

(Roxå & Mårtensson, 2011)

Pedagogical competence – comprehensive model (LTH)

(Olsson & Roxå, 2012)

Student learning

Teaching Skills

PRACTICE

Limiting aspects

Possibilities

Plan

Observe

Perspectives on teaching and learning

THEORY

Pedagogical competence

Informed pedagogical discussion

Pedagogical theories

Today's focus

Becoming a good teacher means using *observations* of teaching and student learning, *understanding* these observations, and to *improve* over time.

It is about developing more effective conceptions of teaching and learning and the skills that are needed.

Three Lenses on Organization
(John van Maanen, MIT, 2007)

Strategic Design

Organizations are **machines**

An organization is a mechanical system crafted to achieve a defined goal. Parts must fit well together and match the demands of the environment.

Action comes through planning.

Political

Organizations are **contests**

An organization is a social system encompassing diverse, and sometimes contradictory, interests and goals. Competition for resources is expected.

Action comes through power.

Cultural

Organizations are **institutions**

An organization is a symbolic system of meanings, artifacts, values, and routines. Informal norms and traditions exert a strong influence on behavior.

Action comes through habit.

But they do talk – to a selected few

University teachers "have small 'significant networks' where private discussion provided a basis for conceptual development and learning, quite different from the 'front stage' of formal, public debate about teaching."

(Roxå and Mårtensson, 2009)

Number of conversational partners linked to culture

47 respondents – different faculties/schools

(Roxå & Mårtensson 2009)

Culture perceived as supportive or non-supportive to discussions about teaching and learning.	Supportive culture	Non-supportive culture
Number of respondents indicating supportive or non - supportive culture	31	16
Total number of conversational partners	231	56
Number of conversational partners per respondent (mean)	7,4	3,5
Number of conversational partners within discipline (tot)	121	33
Number of conversational p artners within discipline, per respondent (mean)	3,9	2,1

The significant others

(Berger & Luckmann 1966)

" The significant others in the individual's life are the principal agents for the maintenance of his subjective reality. Less significant others function as a sort of chorus."
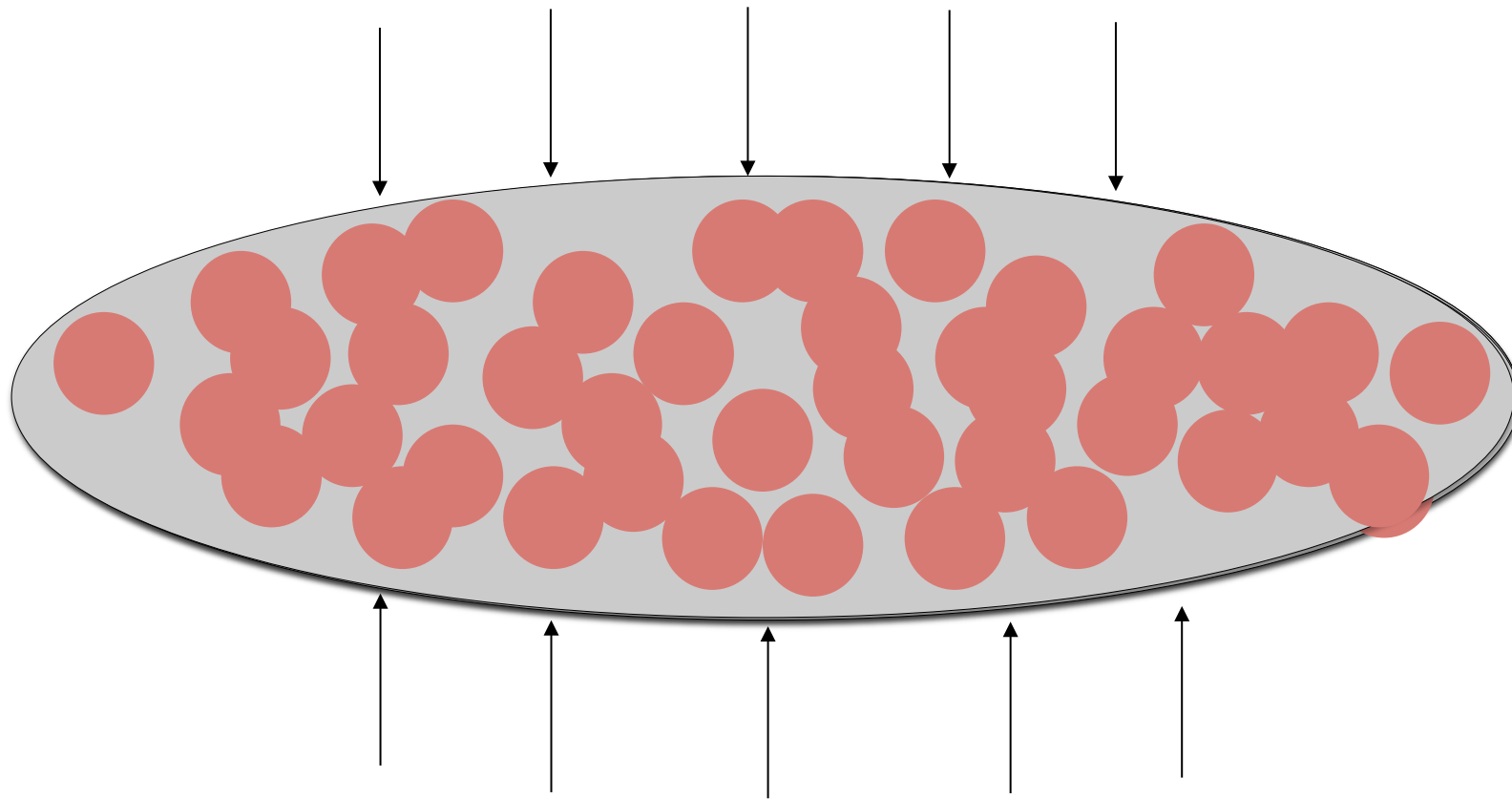
Teachers' Significant Networks

(Roxå & Mårtensson 2009)

Institutional culture in higher education
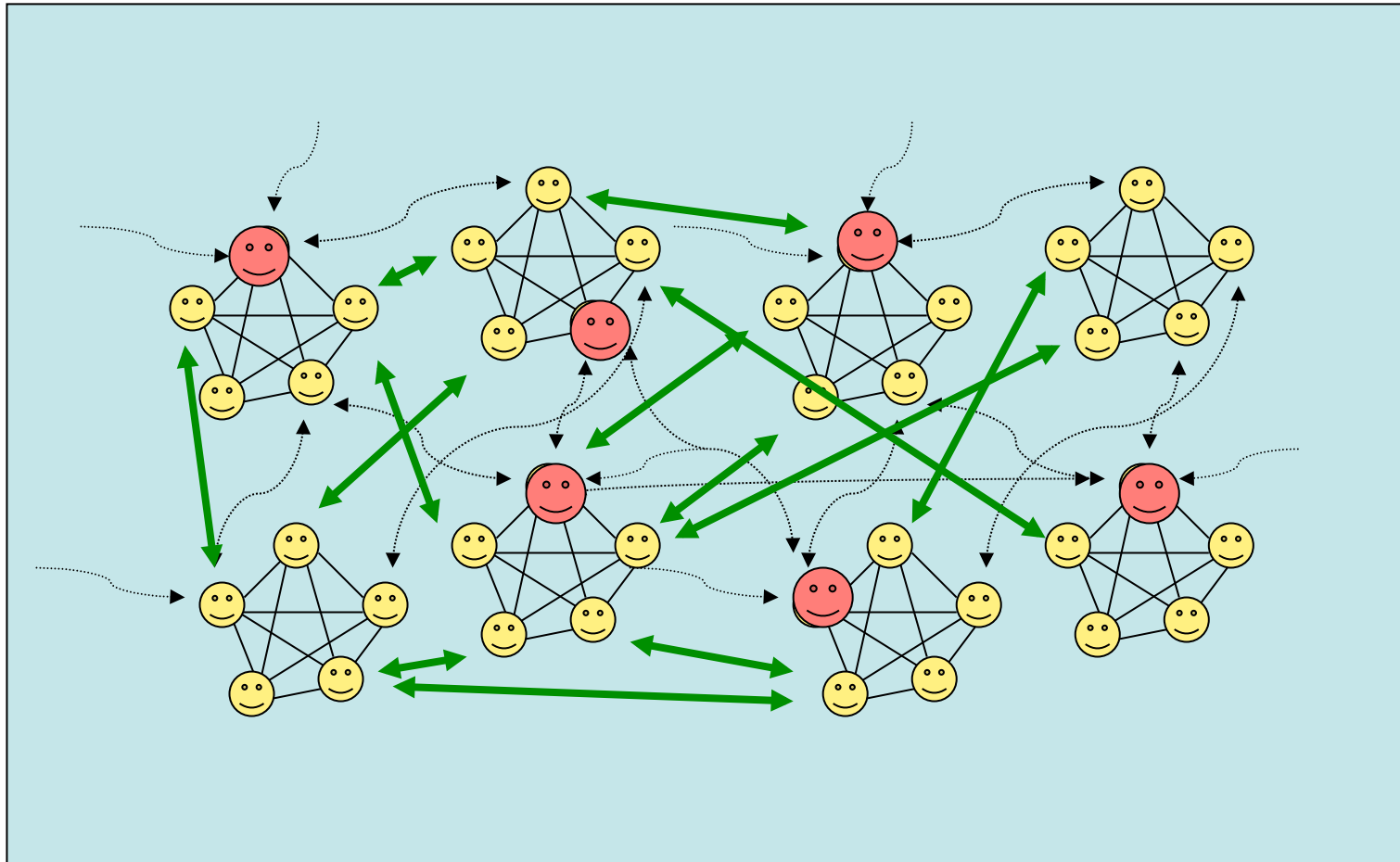**Many interacting micro-cultures**
(Trowler 2008; Merton 2009; Alvesson 2002; Senge 2006; Harvey 2008; Knight 2000; Jawitz 2009)

Initiatives top down to improve teaching

Initiatives bottom up to improve teaching

Images from network theory

(Granovetter 1973; Barabási 2003; Watts 2003; Hemphälä 2008;
Roxå, Mårtensson & Alveteg 2011)