”Undervisningsudvikling – hvorfor og hvordan?”

Torgny Roxå
Lund University (Faculty of Engineering), Sweden

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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)

(Pedagogy & Practice, 2012)

**THEORY**
- Limiting aspects
- Possibilities
- Informed pedagogical discussion
- Pedagogical theories

**PRACTICE**
- Teaching Skills
- Student learning

**Today’s focus**
- Perspectives on teaching and learning
- Pedagogical competence

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**Limiting aspects**
- Possibilities

**Informed pedagogical discussion**
- Pedagogical theories
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)

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