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Quality Standard for Teaching at Department of Science Education (IND)

Principles for the holding of IND's courses

The teaching at IND is a mutual matter and the responsibility for the quality and execution of the courses is everyone's mutual responsibility.

The teaching competencies of each employee are continuously developed in regard to breadth as well as depth. This development is facilitated for the sake of the personal development of the employee as well as for the quality of the courses held by IND and the flexibility regarding distribution of the tasks. Each employee should therefore, in cooperation with the institute, strive to ensure that his or her didactical and academic competencies are developed, thereby serving the interest of having the largest possible number of teachers take part of the teaching conducted at the courses held by IND. The long term aim is for all teachers to have taught a part of all courses. Among other things, this ensures that everybody becomes familiar with content and form.

All courses have one person who is principally responsible for the course and more teachers will be involved in the execution of the courses as much as possible. This counts for counselling as well. The aim is academic sparring and development of the relationship among the colleagues.

Quality of the Teaching

In general, teaching is defined as "the framework for the learning of the participants". This concept encompasses all of the activities that the students are involved in as part of the course, including home work, group work assigned as part of the teaching, assignment form, examination structure, etc. In other words, the definition of "teaching" includes all choices made by the teacher in regard to how the teaching is theoretically designed and how this design is put into practice.

The aims of the courses are formulated in competency terms. The relation between the course and the following practice has been considered and appears from the aims. The aims of the courses and the course description clearly state what is demanded of or expected from the students.

There is a correlation between aims, the form of teaching, and the examination form, ensuring the soundest possible support of the participants' learning process.

Choices of teaching form, material, and examination form and content, are didactically well-founded. This means that the recommendations below can be deviated from when it is didactically substantiated. Variation is emphasized in regard to choice of teaching forms.

In key parts of the courses the teaching is mainly inductive and will primarily be based on the independent efforts of the students. As a general rule, the teacher's presentation of overall concepts and of the academic perspectives in the broad scientific context will follow after the independent work of the participants.

The core of the teaching is problem-oriented, in the sense that the structure of the material is problem-oriented rather than academically oriented. Thus, there are no requirements specifying certain forms of problem-oriented teaching; PBL, the problem-oriented project work, and the thematic task format are all well-tested, problem-oriented forms, but others can be thought about and/or developed. Even lectures can be performed in a problem-oriented way.

In the selection of material, the principle of exemplary learning is included.

The learning of the participants is evaluated formatively. The participants will continuously receive constructive feedback on their work.

Lectures and other teacher presentations are based on interactivity and dialogue. As a general rule, teachers will talk for no longer than 20 minutes without integrated participant activities.

The scope of resources spent on teaching and examination is continuously assessed in regard to prioritizing learning ahead of other considerations (e.g. legal conditions and control in regard to assessments.)

Quality Assurance and Evaluation

IND has a teaching committee appointed (IUU), consisting of VILU, a teacher, and a student. IUU meet twice a year. VILU are responsible for convening and for drawing up the agenda. The responsibilities connected to the quality assurance procedures laid out by the faculty lie with IUU.

The teachers involved evaluate their own teaching formatively. Written or oral evaluation is used as needed. Under any circumstances, a short, written summary of the result of the evaluation must be made available following the end of the teaching. This summary is to include the teacher's own interpretation of the results, including a description of the needs for future changes or adjustments indicated by the evaluation. The teacher group will meet and discuss the evaluation before it is forwarded to IUU with its relevant appendices. Further procedures for submission and publishing agreed upon and declared by IUU.

Peer review of teaching.

Each year, IUU will select a course that is to undergo peer review. The course is selected prior to the beginning of the course. An outside teacher reviews the course and is present at the final evaluation seminar. A review is drawn up and published on the official website of the course in a folder that has been created for this purpose. The selection of the outside teacher is carried out in cooperation with VILU. The outside teacher can be another teacher at VILU or a teacher from another institution as part of a mutual evaluation among colleagues.

A yearly, collective evaluation of IND's course activities is held with participation of all the teachers at the institute and the student at IUU. Prior to the evaluation, a written introduction to the evaluation is distributed by IND's IUU.

Principles for time spent on research, development, and teaching throughout the year

All teachers are assigned a period of no teaching, for instance one block each year. In accordance with an agreement between the head of the institute and the employee, the teacher can "save up" for extended periods of no teaching by teaching more lessons over a given period than the average at IND prescribes.

In general, the scientific teaching staff at IND spend 600 hours a year on teaching-related tasks. These make up 70% of the average of 840 hours. The remaining 240 hours - equivalent to 30% of the average time for teaching-related tasks, are in general spent on work related to development tasks.