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## ERASMUS+ PRINTEL PROJECT

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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO  
ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”,  
PRINTEL**

## TSDC from EU partners REPORT – 1<sup>st</sup> DRAFT – Linköping

### 1. General information

Didacticum is an administrative center at LiU established by the vice-chancellor for promoting pedagogic and didactic development. It was established in 2014 but continues the tradition of the previous Center for Teaching and Learning, established in 1996.

### 2. Objectives

As stated in the decision by the vice-chancellor, the mission of Didacticum is to:

- Contribute to the pedagogic and didactic development at LiU
- Initiate discussions and activities concerning pedagogic and didactic development at LiU
- Together with the scientific council follow the development in the pedagogic and didactic areas relevant to higher education

- Together with the student council take part of student experiences
- Support the introduction and implementation of ICT in LiU's courses (e.g. concerning the learning platform Lisam) and create networks for pedagogical/technical advisors
- Give courses in higher education pedagogy for the capacity building of teaching staff, e.g. according to the appointment procedure
- Organize other activities for the continued pedagogic/didactic capacity building for experienced teachers
- Give courses in supervision for supervisors inside and outside of LiU, for courses given by the university
- Develop criteria for assessing the pedagogical competence of teachers in higher education
- Perform corresponding evaluations of teaching competence, on enquiry from the appointment committees
- Create opportunities for teachers to meet each other, and create stimulating starting points for pedagogic discussions
- As part of the international cooperation at LiU give courses at foreign universities, according to agreements

### 3. The TSDC as part of the University

At the beginning of 2018 the Didacticum staff consisted of 31 people (17 women, 14 men). The total work load corresponded to about 12 full-time equivalents, meaning that each person had on average 40% of their employment at Didacticum. Of these 31, 25 were teachers and 6 were administrative and technical staff. The teachers represented 10 of the 14 different departments at LiU.

The annual income for Didacticum is about SEK 14 million (about € 1.25 million). Course fees comprise about 10% of the income, and the rest is financed by university overhead.

The Didacticum office is in the same area as our teaching facilities. We have a larger teaching hall and several smaller rooms, all connected to a common socializing area.

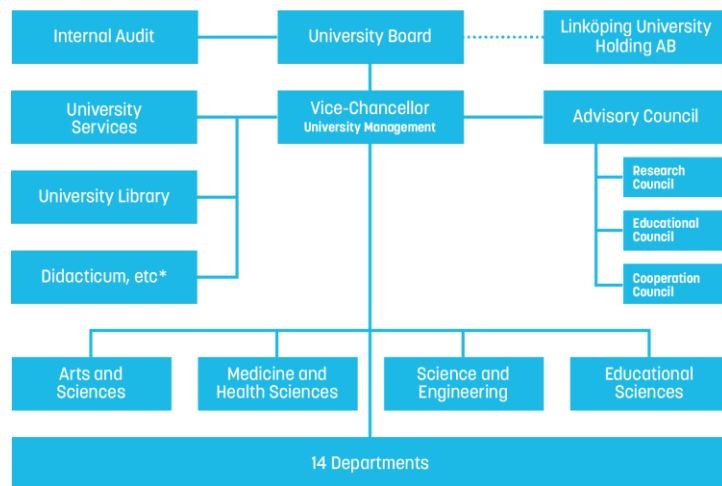
## 4. Organizational Structure

The *Didacticum board* is chaired by the deputy vice-chancellor. The vice deans of our four faculties are members of the board, along with four teachers, a representative from LiU Junior Faculty and three student representatives, appointed by the student unions. The rest of the board is appointed by the vice-chancellor for a period of three years. The board takes decisions regarding budget, annual reports, etc.

The daily operations of Didacticum is led by a *director*. The director is appointed by the vice-chancellor for a period of six years, and the position is combined with an employment as a senior lecturer at one of the university departments. The role of the director is to carry out the decisions of the board and lead the day to day work. To assist the director, a deputy director is appointed by the board for a period of three years.

Didacticum is organized as an administrative center. This means that Didacticum cannot employ people directly. Everyone working for Didacticum has their employment at one of the university's departments, even the director and the administrative staff. Didacticum can only recruit people from within the university, making agreements with heads of departments for shared employment. This means that most of the personnel at Didacticum are regular teachers with an interest in pedagogy and didactics.

Didacticum is quite independent, as we have no organizational connections to the faculties and the departments (see chart below). This means that we are generally not perceived as pushing some individual group's agenda and gives us the opportunity to tackle both larger and smaller issues.



From 2018 Didacticum joined with a smaller organization called the ICT Studio, previously established by two of the faculties. The aim of the ICT Studio was to support the use of ICT for learning, for both teachers and students. In addition to the arrival of the ICT Studio, Didacticum also recruited a group of new teachers specialized in ICT for higher education.

## 5. Teacher training programs

### 5.1 Initial programs

The appointment procedure at LiU is aligned with the national recommendation that all teachers in higher education should have a basic pedagogical training of 15 ECTS credits or 10 weeks. In order to comply with this, Didacticum has a set of three courses. These have recently been remodeled and from fall 2018 these are:

- Becoming a teacher in Higher Education (6 ECTS)
- Course Design and Implementation (6 ECTS)
- Research Supervision (4 ECTS)

## Becoming a teacher in Higher Education

The course is one of the required courses in teaching and course design that are prerequisites for the being employed at Linköping University (LiU). It is primarily aimed at those who have relatively little to moderate teaching experience, however more experienced participants that wish to obtain new perspectives on teaching are also welcome.

The aim of the course is to increase standards and competence in academic teaching. In addition to more standard teaching skills, this also involves pedagogical reflection. Within the course there is the scope for the participants to reflect on their own pedagogical development and activities in relation to the course contents. In connection with this, participants will develop their own educational merit portfolio to better showcase their skills and progress in teaching.

An overall theme of the course is how teachers can support students in their learning and knowledge development using both physical and digital tools. The course deals with and analyses how different theories of knowledge and learning are applied in different subject areas, how pedagogical perspectives may vary, and what the legal framework and conditions are that govern academic teaching. Course work is conducted through individual assignments as well as in group work. Written and oral discussion based on group work constitute an important part of the course contents.

## Course Design and Implementation

This is one of the prerequisite courses that are required for employment at LiU as a lecturer. It focuses on developing the skills required to be an effective course coordinator and examiner.

To a large degree, teaching ability is developed by increasing the ability to plan and organize courses that actively support student learning. The focus of this course ranges from how to formulate and design course learning goals and how to select and implement appropriate teaching and learning activities, to the different forms of

examination, feedback and evaluation that can be utilized. The course is based on current pedagogical research techniques and uses management and policy documents as well as drawing extensively on the participants' own experiences. The goal is to increase the awareness of the participants own pedagogical approach and how it can be developed. The course is taught and implemented in both a physical and digital learning environment.

## Research Supervision

The course is intended for persons who have a doctoral degree and participate as main supervisors or co-supervisors in PhD education processes. In accordance with the LiU Appointment procedure the course is compulsory for appointment/promotion to Professor, Reader and/or Associate Professor or to be granted Senior Research Fellow status.

The overall aim of the course is the development of knowledge in the specific field of research supervision, under collegial forms and based on the participants' experience in relation to research/development work in the field.

## 5.2 Continuous programs

For continued pedagogic training of teaching staff we have several different activities:

- Regular courses in e.g. problem-based learning, student thesis supervision
- Seminars and workshops (e.g. sustainable development, critical thinking, plagiarism, response systems)
- On demand workshops (e.g. writing syllabus, maintaining a pedagogical portfolio, the role of e-learning on campus)
- Yearly conference for teacher

## 6. Students' involvement in decision-making

Three student representatives, from each of the three student unions, participate in the Didacticum board. The students are usually very active and take a great interest in the work at Didacticum. In our yearly conference for teachers, the student organizations usually have a special session.

## 7. Program Management Procedures

### 7.1 Needs analysis procedures

Development needs connected to specific education programs is channeled through the vice deans to the Didacticum board. Development needs for individual teachers and divisions are addressed through yearly meetings between the directors and the heads of departments. Input from teachers is also collected and analyzed through our courses, seminars and workshops. Didacticum prepares a plan of operation for each year, to be decided by the board. This plan is aligned with the university's strategy and yearly plan of operation.

### 7.2 Training program offer/Marketing

All courses and other activities are marketed through a site on the LiU intranet. The basic set of courses is well known, since it is more or less mandatory for all teaching staff.

### 7.3 Implementation / following-up

All courses, seminars and conferences are evaluated at the end and the results are collected and analyzed, first by the teams responsible and in the end by the board. A yearly analysis is done where we try to identify which parts of the university that takes part of each activity.

### 7.4 Evaluation of the programs

All courses at LiU are evaluated internally in a six-year cycle, according to the quality assurance program. As an administrative center, Didacticum is also evaluated on a six-year cycle. The next scheduled evaluation will take place in 2020.

### 7.5 Accreditation

There are no specific accreditation procedures for these types of programs.

## 8. Best practices - “Strengths” of your programs

Recruitment of teachers to Didacticum can only be made internally, which means that few of us are pedagogical experts from the start. We view ourselves as colleagues rather than experts, and that gives us an advantage when approaching participants in our courses and other teachers who want to collaborate. We are not the ones with all the answers. Instead we are the slightly more experienced colleagues with a deep understanding of the situation of other teachers. Our focus is on collegial learning and the scholarship of teaching and learning.

One important focus for the directors since the establishment of Didacticum has been networking within the university. In addition to the valuable input by the faculties through the vice deans in the Didacticum board, we also have yearly meetings with the



heads of the departments in order to capture the experiences from a level closer to the actual teachers. We also strive to liaison with different functions in the administration that is relevant to our mission, e.g. the IT department, the university library, and other units supporting students and teachers. It has become increasingly important to us to be active on all levels, connecting the university strategy to what is actually happening in the classroom.

## 9. Dissemination

### 9.1 Publications

Previous incarnations of the center, before we became Didacticum, regularly published reports on different topics, e.g. the role of laborative work in education, supervision of learning processes, gender equality. While it is on the agenda, Didacticum has not yet picked up on this tradition.

Since Didacticum are organized as an administrative center, we cannot do research. This means that published work is usually connected to each teacher's home department.

### 9.2 Conferences

Didacticum organizes a yearly conference for teachers with an inspirational program where there is a lot of room for discussions. This year we also co-organize a national conference on higher education called NU2018.

## 10. International relations

Didacticum has taken part in a couple of projects organized by Sida, the Swedish government's development agency. These projects have been carried out in Rwanda and Uganda with the aim of strengthening these countries higher education teacher training. Some of our regular courses have been locally co-organized in these countries.

As of recent, Didacticum represents LiU in ECIU, the European Consortium of Innovative Universities, in the committee for Innovation in Teaching and Learning.

We are also proud to participate in the PRINTeL project.