# Evaluation of the Application for Recognition as an Excellent Teaching Practitioner at NMBU

The evaluation forms the written feedback to applicants as well as the basis for the University Board's recommendation.

## Holistic Thinking and Integration of Knowledge and Pedagogical Practice

The evaluation of holistic thinking and the integration of knowledge and practice should be based on the comprehensive documentation where the applicant describes, reflects on, and justifies their pedagogical approach in relation to student learning.

Examples from the applicant's own teaching are a key element of the application. It is these examples that can largely illuminate how the criteria areas are met. The teaching must also be situated within a pedagogical knowledge framework, in line with the criteria areas.

SoTL (Scholarship of Teaching and Learning) promotes an equitable approach to both research and education, with the goal of placing student learning at the center, based on existing knowledge. A central component of SoTL is continuous reflection on one’s practice, thorough documentation of experiences, and active sharing of knowledge in a collaborative teaching environment.

Adopting a SoTL perspective in teaching can stimulate increased research on education and student learning, as well as create more arenas for knowledge sharing. SoTL links research to the academic community, and knowledge development and language will evolve there, rather than in traditional pedagogy environments. Within SoTL, a research-based teaching practice is emphasized, a central element also in NMBU's merit recognition system, which permeates all four criteria areas.

## Model for Assessing Pedagogical Competence

The figure below illustrates a model for assessing pedagogical competence (Antman and Olsson 2007; Olsson and Roxå 2013). The model was developed as part of a research project that studied the first three application rounds for the Pedagogical Academy at Lund University of Technology. The model connects pedagogical practice with theoretical knowledge of teaching and learning.

The criteria form the basis for the qualitative assessment of pedagogical competence. Within these criteria, a holistic assessment can also be made, taking into account both theory and pedagogical practice, as well as the extent to which these perspectives are integrated.



Figur 1: Overall assessment model (Antman & Olsson 2007; Olsson & Roxå 2013).

The model contains two dimensions that, on a broader level, show the potential progression of pedagogical development. The theoretical knowledge evolves from fragmented knowledge to more structured knowledge and eventually to an integrated, holistic understanding. Pedagogical practice develops from an intuitive or unreflected practice to a more reflective practice, with increasing knowledge and experience exchange with others.

There is no simple connection between pedagogical skill and student learning outcomes. However, a pedagogically skilled educator must be able to understand the complexity of student learning and must demonstrate the ability to reflect on their own teaching, student learning, and theory about teaching and learning. This ability ranges from unreflected (or no) observations of student learning to increasing reflections, to systematic investigations and reflective analyses of student learning.

The pedagogical reflection statement, complemented by other documentation, should provide a picture of where the applicant stands along the two axes in the model.

Feel free to use the model and assess whether the applicant has moved far along both axes, thereby developing a research-based teaching practice.

# Evaluation of the Criteria Areas

Applicant's Name:

## Evaluation of Criterion 1: Teaching in Line with NMBU's Teaching Philosophy

* The applicant has a focus on student learning
* The applicant facilitates, guides and supports the learning process.
* The applicant’s approach is based on student- active learning methods that promote reflection and independent work.
* The applicant has an awareness of the connection between teaching methods, learning outcomes, forms of assessment and types of learning
* The applicant contributes to ensuring that the students are active participants in the academic/research environment, internally and/or externally

Supporting Questions:

* To what extent are the teaching initiatives described by the applicant based on consideration for student learning?
* How does the applicant deal with the connections between forms of teaching, forms of assessment and learning outcomes in the teaching initiatives he/she has presented in the application?
* How has the applicant contributed to ensuring that the students are active participants in the academic/research environment?

[Description of how the applicant meets the criterion]

**Based on this evaluation, the committee/committee member concludes that the applicant meets the criterion to a limited/moderate/great extent.**

## Evaluation of Criterion 2: Clear Development Over Time

* The applicant has deliberately and systemically strived to develop his/her teaching, both in form and content, in order to support student learning
* The applicant has ideas and plans for his/her continued development work and the further development of his/her own teaching competence and practice in future.
* The applicant can refer to good teaching results.

Supporting Questions:

* What role has consideration for student learning played in the applicant’s development of his/her teaching over time?
* To what extent does the applicant demonstrate an understanding of the complexity of student learning? And to what extent does the applicant demonstrate an ability to reflect on and draw conclusions from student learning?
* What concrete plans does the applicant have for the further development of teaching that promotes learning?

[Description of how the applicant meets the criterion]

**Based on this evaluation, the committee/committee member concludes that the applicant meets the criterion to a limited/moderate/great extent.**

## Evaluation of Criterion 3. A Scholarly Approach

* The applicant experiments with, develops, and justifies varied teaching and assessment methods, as well as any learning materials, based on relevant research, theory, and personal experience.
* The applicant reflects on their own teaching practice and systematically develops it to enhance student learning.

Supporting Questions:

* To what extent does the applicant model his/her teaching on the research process: with collection of data on how well the teaching promotes student learning, analysis of the data and changing the teaching on the basis of the results?
* To what extent does the applicant refer to research on learning and teaching that is relevant to the challenges the applicant is interested in?

[Description of how the applicant meets the criterion]

**Based on this evaluation, the committee/committee member concludes that the applicant meets the criterion to a limited/moderate/great extent.**

## Evaluation of Criterion 4: A Collegial Attitude and Practice

* The applicant shares his/her teaching experiences and results with students and colleagues at NMBU.
* The applicant communicates and shares his/her teaching experience and results through e.g. seminars, conferences, reports or articles/publications.
* The applicant actively contributes to the development of the study programme(s) and/or the development of teaching and quality of teaching.

Supporting Questions:

* Does the applicant actively contribute to a collegial community in connection with the development of teaching?
* Does the applicant participate in academic discussion of teaching and learning in higher education, beyond his/her own environment?
* Does the applicant actively contribute to the development of study programme(s) and/or the development of teaching and quality of teaching at NMBU?

[Description of how the applicant meets the criterion]

**Based on this evaluation, the committee/committee member concludes that the applicant meets the criterion to a limited/moderate/great extent.**

# Suggested Interview Questions:

1. Question
2. Question

# Evaluation After Interview

Assessments and comments following the completed interview with the applicant.

[Fill in]

# Overall Evaluation

A final and comprehensive assessment of the applicant’s fulfillment of the criteria areas, based on the application and interview. The application must meet the criteria to a great extent in order to qualify for recognition.

If the applicant does not meet the criteria to a great extent, the overall evaluation should also point out areas for improvement and clearly indicate which aspects the applicant needs to further develop in order to achieve recognition as an Excellent Teaching Practitioner at a later time.

[Fill in]

# Recommendation

Based on the overall evaluation, the committee recommends that [Applicant's Name] be appointed as an Excellent Teaching Practitioner at NMBU.