



NTNU


Kunnskap for en bedre verden

«Transformative learning in higher education?»

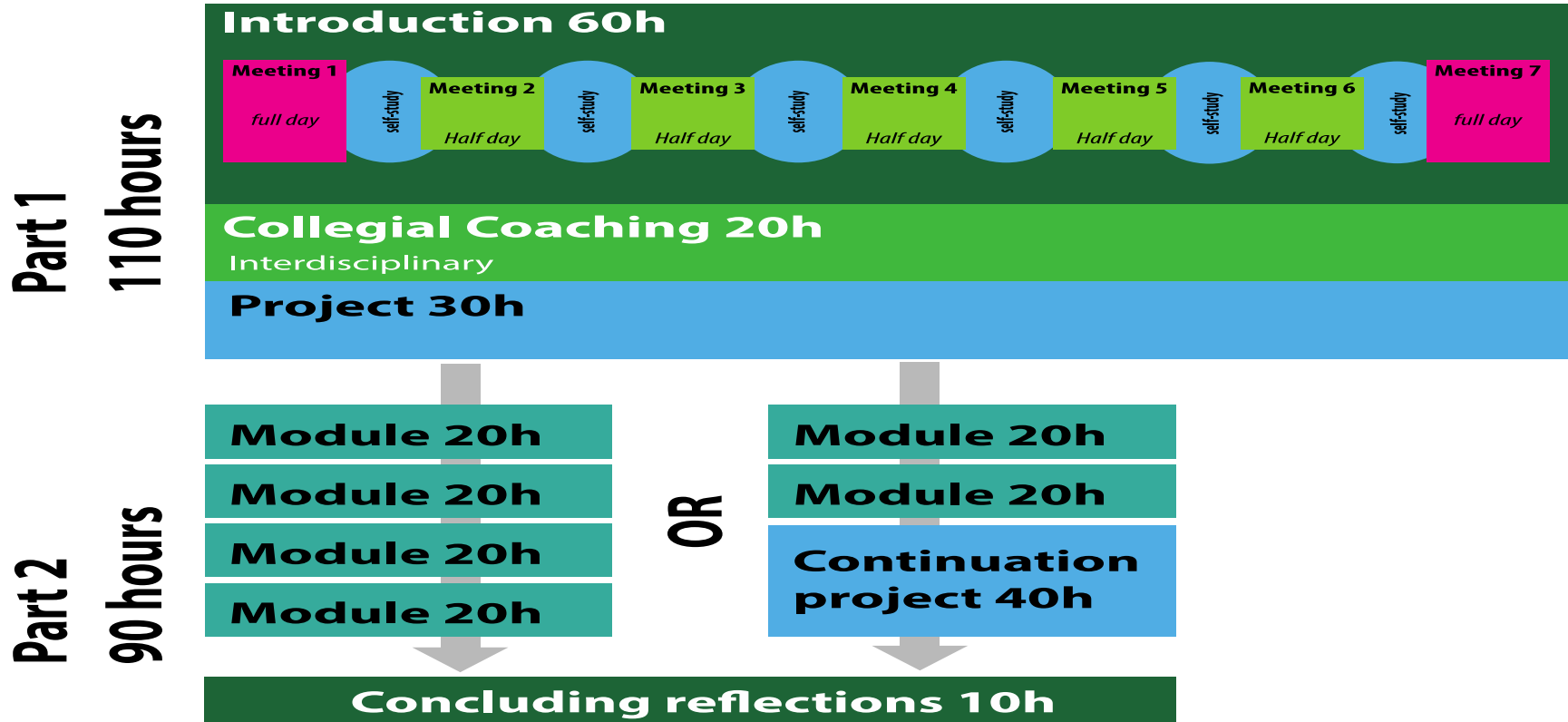
Critical perspectives on pedagogical development –
a Ph.D. project in progress

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Context: UNIPED-program, NTNU

- Deposit report 16 (2016–2017) – «Culture for quality in higher education»
- 2019: NTNU launched a pilot for a compulsory (needed for promotion) program for pedagogical development for scientific staff called «UNIPED».
- Vision: A critical reflective approach to teaching, learning supervision and assessment.
- The structure of the «UNIPED»-program 

Pedagogical competence program



The Ph.D. project

- *How, and in what ways, can the UNIPED-program contribute to critical reflection regarding pedagogical decisions made over time?*
- A qualitative approach with focus on longitudinal interviews (**Informant selection 1**: 9 informants)
- Interviews with experienced lecturers and supervisors (**Informant selection 2**)
- ...and a intercultural inquiry (**Informant selection 3**)
- Reflective diaries?
- ❖ What roles does pedagogical development play in academic life?

Theoretical framework

- Transformative Learning Theory (Mezirow)
 - Traditions (Gadamer)
 - (Micro)cultures (Roxå)
 - Three dimensions of education (Biesta)
 - Bildung (of an academic teacher)?

Quote

«It feels like taking piano lessons from a musicologist. You don't actually play the piano, we are here to only talk about it».

Early findings

- Resistance («It feels like taking piano lessons from musicologist»)
- The most valuable (academic) resource: Time
- «Best practice»
- Pragmatism
- ❖ But what is quality in teaching...?

Quotes

- «It is really exciting to be together with all those people. To see how they teach, their fields and how they approach it, all the exciting things they are doing, and how good teachers they are as well.
- «To get some exciting perspectives, and tools, on how we can do things. We have gotten that. That has been really good!»

Early findings

- Culture building
- Collegial coaching groups
- Different perspectives on teaching and learning

Project problematizations

- Transformational learning takes time
- Learning or developmental processes may be tacit
- The UNIPED program is but one part of a bigger picture
- My own role(s) in the UNIPED-program

Summary

- A program, like UNIPED, can contribute to more reflection regarding pedagogical practice
- Too little time is a factor contributing to resistance
- Expectations, and notions, of «best practice»
- Builds culture for teaching across disciplines

Thank you! 😊

- Questions, comments and critical perspectives welcome.