



LTH
LUNDS TEKNISKA
HÖGSKOLA

TRANSLATION OF
CLARIFICATIONS OF THE
LTH's CRITERIA TO BE
APPOINTED ETP

Clarifications and pitfalls concerning *the LTH criteria to be appointed ETP* have been developed during the autumn 2022 by a work group nominated by the LTH Dean. Members of the work group were Magnus Hagelsteen, Johan Mauritsson, Catharina Sternudd, and Ingrid Svensson.

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Clarifications of LTH's ETP criteria and pitfalls to look out for – a guidance for applicants

The following text about pedagogical skill and pedagogical reflection is a good guiding light also when it comes to an Excellent Teaching Practitioner (ETP) application:

Showing pedagogical skill means fulfilling the teacher's pedagogical task in the best way possible. A well thought-through pedagogical approach with clear goals is a key component in the assessment of pedagogical skill. An important basis is the applicants' pedagogical reflection, i.e. a critically reflective analysis of their own teaching practice.

Translated extract from: Guidelines for employment as, and promotion to, professor at The Faculty of Engineering at Lund University, STYR 2022/2276.

Criteria for ETP

A teacher can be admitted to LTH's Pedagogical Academy and be awarded the higher education qualification *Excellent Teaching Practitioner* (ETP) after an overall assessment based on the criteria stated in *Guidelines for admission to LTH's Pedagogical Academy and to be appointed Excellent Teaching Practitioner (ETP)*, STYR 2022/49. In this document, those criteria are listed together with added clarifications and common pitfalls, which have been identified for each of the criteria. These pitfalls can refer to the teaching practise itself, as well as how it is described in the pedagogical portfolio.

1. Focus on students' and doctoral students' learning process

A. The applicant's teaching activities are based on a learning perspective.

Clarification:

- i. The applicant reflects on his/her teaching with a focus on how it supports students' learning.
- ii. The applicant reflects upon his/her supervision practice with the help of knowledge in pedagogy and teaching and learning as well as own experience. Supervisors for doctoral students highlight how to support doctoral students' learning and development towards scientific independence.
- iii. The portfolio shows the applicant's ability to have students' learning in focus when planning, implementing and evaluating teaching.

B. The applicant's teaching and learning philosophy and teaching activities form an integrated whole.

Clarification:

- i. The applicant formulates basic principles for his/her teaching practice and uses examples to describe how these principles affect priorities and decisions. The pedagogical reflection demonstrates competence, maturity, and responsibility in the applicant's teaching practice.

C. The applicant's teaching practice works well in relation to the students.

Clarification:

- i. The portfolio is permeated by a good collaboration with students, and this is confirmed, for example, with the help of course evaluations. A well-functioning teaching practice in relation to students can also be noted from other assessment documents, such as the opinion of the head of the department and the student union.

Pitfalls to look out for

The portfolio describes in detail what the applicant does, but lacks concrete examples, analysis, and reflection on how, why and with what results the students learn.

The pedagogical principles in the portfolio are not clearly described or poorly integrated into the applicant's own teaching practice.

The teacher has the satisfaction of the students as a guiding light rather than their learning.

2. The discipline in an educational context – didactical considerations

A. The applicant uses well developed strategies to support the students' work in mastering the subject on their way to increasingly complex and useful knowledge.

Clarification:

Through the portfolio, the applicant demonstrates a broad, solid and up-to-date knowledge within the current teaching subject.

- i. The applicant reflects on his/her teaching practice with the help of knowledge in higher education teaching and learning and teaching and learning within their subject, and stimulates the students' ability to see and work with the subject from a broader perspective.

B. The applicant relates subject content and working methods in his or her teaching and learning activities to other courses and goals within the education.

Clarification:

- i. The applicant relates his/her teaching to the students' progression through the programme education.
- ii. The portfolio makes visible that when planning, implementing, and evaluating, the applicant has an ability to stimulate the students' capability to see the subject in a wider perspective.

Pitfalls to look out for

The applicant discusses educational challenges within the subject on an overall level, but the portfolio lacks description, deeper analysis, and reflection regarding the applicant's own teaching practice.

The teacher makes it easier for the students to reach the course goals by providing adapted material, narrowing down the task, removing distractions, and adapting the teaching to the examination rather than to learning for a professional life.

The teacher describes work and pedagogy in the courses but lacks reflection on students' learning in a wider context such as future professional life, progression within the education programme or needs of the society.

It is not clear how the applicant's teaching practice relates to other courses and goals within the education.

3. A clear professional development as a teacher over time

A. The applicant develops his or her teaching and learning activities to consciously and systematically support and develop students' learning.

Clarification:

- i. The portfolio shows the teacher's ability to consciously and systematically develop their teaching and learning skills over time.

B. The applicant has credible ideas and concrete plans for a continued development work related to the teaching and learning philosophy.

Clarification:

- i. The applicant describes long- and short-term plans for educational professional development with a clear vision and how this can be achieved to benefit the students.

Pitfalls to look out for

The teacher applies for ETP without sufficient teaching experience. Thereby, the portfolio lacks in-depth reflections, and comprehensive conclusions are drawn from a limited material and time perspective.

Too little, or too old, contact with educational professional development results in an insufficient ability to carry out pedagogical reflection. The applicant lacks both language for pedagogical reasoning and references within the field of higher education teaching and learning.

The applicant lists teaching experience and completed courses, but the portfolio lacks reflection and analysis regarding how this education and experience affects his/her teaching practice.

The teacher describes plans for the teaching but does not reflect on his/her continued development as an educator.

4. A scholarly approach towards teaching and learning

A. The applicant examines his or her teaching practice and creates knowledge concerning students' and doctoral students' learning.

Clarification:

- i. The teacher continuously observes his/her teaching and identifies problems and opportunities for improvement, analyses causes and implements change that is evaluated and followed up.

B. The applicant reflects on his or her teaching activities with support in relevant theory.

Clarification:

- i. The teacher develops his/her pedagogical principles and seeks support for change and development work in literature within teaching and learning in higher education.

C. The applicant collaborates with others and takes part in and share knowledge in relevant contexts within teaching and learning in higher education.

Clarification:

- i. The applicant contributes to the organisation's educational development work by participating in collegial exchange of experience regarding his/her teaching practice, for example by conveying pedagogical knowledge and methods or developing teaching aids.

Pitfalls to look out for

The portfolio describes teaching and motives for changes but lacks a reasoning including problem description, analysis, proposals for measures, implementation of ideas, and evaluation of results.

The applicant reflects on his/her experiences as a teacher but without connecting the reasoning to educational theories and models.

It is not clear how the applicant communicates his/her pedagogical experiences and principles with colleagues within the teaching team and in the wider circle.

Throughout the assessment, possible specific prerequisites defined by the context in which the applicant is working should be considered. In the overall assessment should also be included an evaluation of the ability to lead teaching and other forms of educational activities.