

Några tankar om kvalitet i högre utbildning

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Grundpremiss

- ”alla har rätt till bra undervisning”

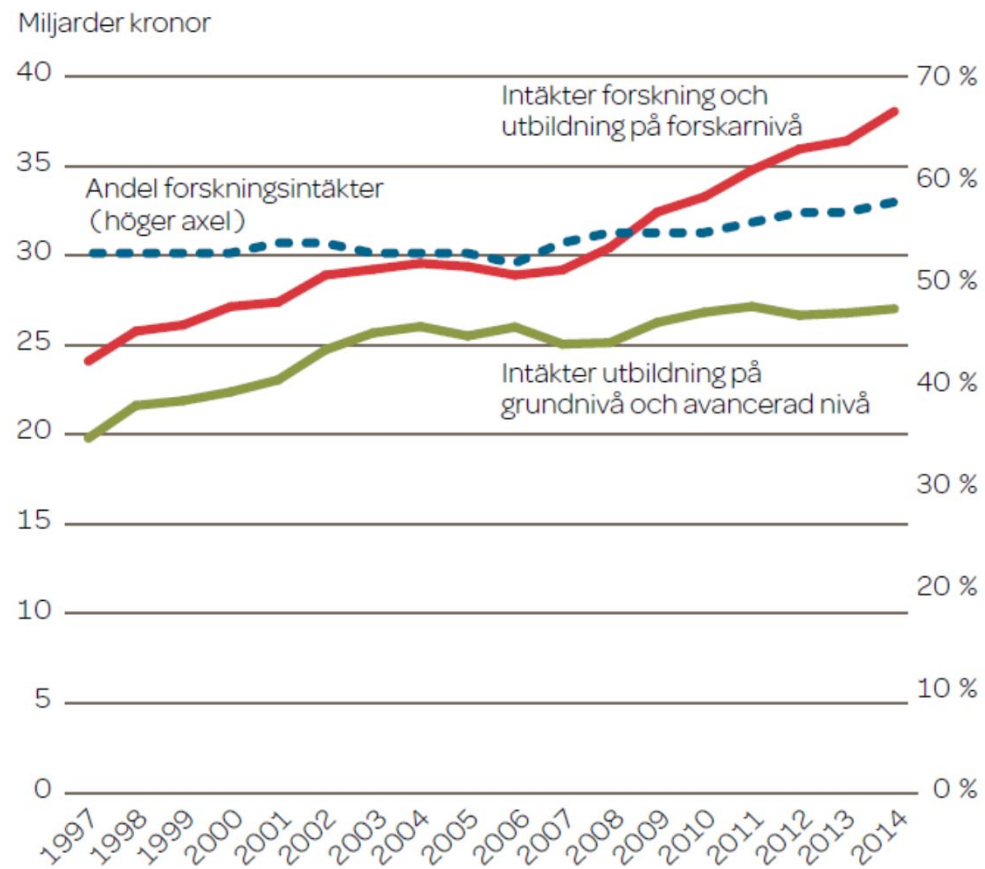
OCH...

- ”Bättre undervisning kommer inte av sig självt”

Comparison of Berkeley, Lund, Stanford and Uppsala, selected indicators

	Students ¹ (of which grad. students, incl PhD students)	Faculty ²	Revenue (m SEK) ³	Research revenue (m SEK) ³	Professors	Income from tuition ⁷	Research budget (share of total)
Stanford	15877 (56%) ⁴	1995	29920	8636	864	17%	29%
Berkeley	35899 (28%)	2082	16320 ⁵	4413 ⁶	n.a.	28%	27%
Lund	28587 (30%)	2798	6953	4672	708	31%	67%
Uppsala	23331 (30%)	2624	5546	3871	575	30%	70%

Källa: Bienenstock et al 2014



Källa: UKÄ 2015

Utmaningar för bra undervisning på UoH i Sverige

- Fokus på forskning på bekostnad av undervisning (finansiering, meritering, rankningar, 'kvalitet', prestige)
- Undervisning har blivit en 'kvinnofälla'
- Den nya svenska paradoxen: forskning mer koncentrerad till UoH än i många andra länder men samtidigt längre bort från undervisningen
- Ropet efter 'fler ingenjörer' istället för 'educating the whole student'
- Snäv syn på kvalifikationer och kompetenser och en tendens att 'stoppa människor i fack'

Teaching: “an endangered species”?

- “Teaching has a low status in the Swedish university system (...) and the incentives for teachers to channel their creativity and talent to seminar rooms and lecture halls are weak” (Berggren 2012)
- “[t]he attitude of the faculty towards teaching is indifferent or even negative” (Karolinska Institute 2011)
- “The Swedish HE [Higher Education] system operates far from the Humboldtian ideals of HE steeped in the research experience and research activity of teachers.” (Geschwind & Broström 2014)
- “Would it not be advisable to use the time now devoted to the production of superfluous articles for the improvement of the students’ education?” (Science in Transition 2013)

Pedagogpriser frös inne



*...Redan i maj
uppmanades alla
fakulteter,
studentkårer med
flera att nominera
duktiga lärare.
Men bara fem
kandidater
vaskades fram
bland Lunds
universitets cirka
4 000 anställda
lärare.*

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SYDSVENSKAN 

TEXT: CECILIA NEBEL

<http://www.sydsvenskan.se/lund/pedagogpriser-fros-inne/>

SERU

Student Experience in
the Research University



SERU Home

About

SERU Mission

History

SERU Advantage

SERU-AAU Consortium

The SERU International
Consortium

UCUES and SERU Survey Data
Uses

Services

Resources

Contact

SERU Mission

Housed at the UC Berkeley Center for Studies in Higher Education, the Student Experience in the Research University (SERU) Project is a joint and institutional undertaking spanning several years. The mission of the SERU Project is to help improve the undergraduate experience and educational processes by generating new, longitudinal information on the undergraduate experience at research universities - via an innovative survey - to be used by administrators, policy makers, and scholars.

Contemporary efforts to study the undergraduate experience are aimed primarily at providing data for assessment of institutional functions, or to answer relatively specific questions about aspects of students' behaviors, satisfaction, and achievement. We have a paucity of systematic data about the ways students today perceive and experience the academic demands, intellectual claims and opportunities the university provides, and about the norms students themselves construct and how these shape their uses of the university. We know even less about how students' perceptions and experiences change over their tenure as students at research universities.

The SERU project provides a continuing study that links new and existing data sources, providing tools for the following:

- **UNDERSTANDING WHO OUR STUDENTS ARE:** Creating a much fuller understanding of our undergraduate population – their familial, academic, cultural, and ethnic background as well as their self-identity
- **DISAGGREGATING THE STUDENT EXPERIENCE:** More fully exploring how undergraduates' experience in terms of their behaviors, expectations, and satisfaction levels is affected by the academic and administrative practices of the research university and, conversely, how their behaviors

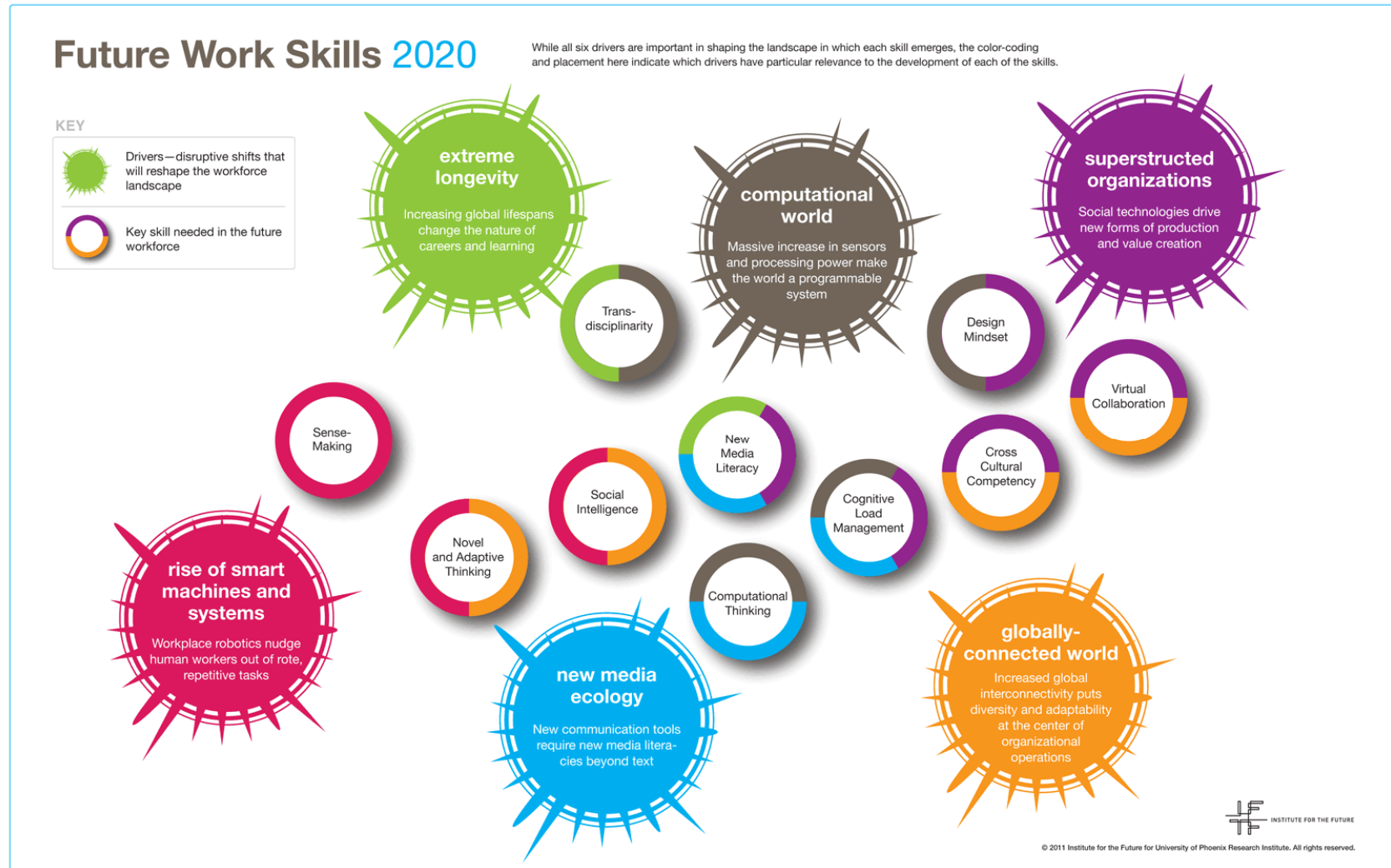
As we build a longitudinal database, the potential grows for addressing a wide range of questions about the value-added of a UC education and the differential educational experiences of various sub-populations within and across the nine UC undergraduate campuses.
– Council of Vice Provosts and Deans of Undergraduate Education.

“ensure all undergraduates become literate, numerate and capable of creative thinking in a broad range of disciplines”
(Berkeley)



Source: www.techcrunch.com

Kvalifikationer kontra färdigheter



Source: Institute for the Future (2011) http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

Brasklappar

- God pedagogik kan inte standardiseras
- För snäva och strikta krav på högskolepedagogisk utbildning hämmar diversitet och mångfald i lärarkåren
- För mycket fokus på formella kriterier

Vad kan / bör göras?

- Uppgradera undervisningen!
- Fokusera mer på studenter
- Mindre 'stuprörsutbildning', mer fokus på färdigheter, 'liberal arts', ämnesövergripande utbildning; Färre men bredare 'Mastersutbildningar'?
- Återingrera forskning, undervisning och samverkan (se Stanford)
- Jobba mer effektivt med studentutvärderingar
- Bredare syn på kompetens särskilt när det gäller undervisning; "Krav på visad pedagogisk skicklighet"
- Peer learning och studentutvärderingar istället för snäva krav på högskolepedagogiska utbildningar
- Kräv att alla kurser listas på nätet med vem som undervisar i god tid!

...the university has from its inception been, and still needs to be, an educational institution. Up until the beginning of the twentieth century, when modern discipline formation began to drive the fragmentation of the university, there was still a strong awareness of the whole of available knowledge, the students all had the same basis and were all carriers of a common ideal. In the present day, the idea that working at the university implies a common mission is in jeopardy.

(Science in Transition 2013)

Tack!!