



UNIVERSITETET I OSLO
UNIVERSITETSDIREKTØREN

**Til Universitetets studiekomité
Fra Studiedirektøren**

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**FAGOMRÅDET FOR UNIVERSITETSPEDAGOGIKK –
Rapport med anbefaling om videre utvikling og forslag til pilotprosjekt**

Hovedproblemstillinger i saken:

Generelt:

Universitetet i Oslo har studiekvalitet som hovedfokus for 2011. Fagområdet for universitetspedagogikk sitt bidrag til studiekvalitetsarbeidet er viktig for UiO. Deres kompetanse gir støtte til vårt vitenskapelige personale i strukturering av innhold i studieprogram. God undervisning og etablering av felles læringsarenaer er viktig for å utvikle forskningsuniversitetet som studiested.

Utdanningsvitenskapelig fakultet nedsatte våren 2010 et utvalg som fikk i oppdrag å gi råd og anbefalinger til hvordan Fagområdet for universitetspedagogikk best kunne være med å realisere UiO sitt mål om styrke utdanningskvaliteten. Rapporten ble levert i desember 2010. I rapporten presenteres FUP's arbeid, oppgavene de utfører, samt hvordan de er organisert og finansiert til nå. I tillegg presenteres en visjon for hvordan det er mulig å utvikle FUP i retning av tilsvarende sentre ved andre universiteter i Europa. Utdanningsvitenskapelig fakultet foreslår nå å utforme et mandat for FUP's virksomhet med utgangspunkt i rapportens anbefalinger.

UV foreslår også at UiO legger til rette for en styrking av det universitetspedagogiske arbeidet gjennom å initiere et pilotprosjekt for utprøving av modellen (jf visjonen på side 8 i rapporten) med et tettere samarbeid mellom FUP og det enkelte fakultet. Målet er å få til et samarbeid som i større grad bidrar til å integrere fagdidaktiske problemstillinger og å sikre at universitetspedagogisk



kvalifisering og rådgiving tar utgangspunkt i fakultetenes behov, tradisjoner og egenart. UV anbefaler at det utvikles organisatoriske løsninger som legger til rette for et tettere samarbeid mellom FUP og det enkelte fakultet.

Vurdering

Studieavdelingen ser at hovedområdet for pilotprosjektet kan knyttes til årsplanens tiltak "Læringsuniversitetet" der bant annet varierte undervisnings- og evalueringsformer er målet.

Det er fakultetene som forvalter studieporteføljen og ivaretar kvalitetsutviklingen av utdanningene ved UiO. Dette skjer i samarbeid med flere støttemiljøer ved UiO. FUP er ett av disse miljøene. Deres mandat er kort gjengitt tredelt:

- å gi vitenskapelig personale pedagogisk basiskompetanse
- å bidra til å styrke studieplaner, studiekvalitet, undervisning og læringsmiljø
- å bidra til å styrke forskning og praktisk pedagogisk innsikt innen feltet for høyere utdanning og universitetspedagogikk.

Et pilotprosjekt skal legge grunnlag for systematisk og langsiktig utvikling av utdanningspedagogisk kvalitet i utdanningen. Prosjektet skal også finne gode måter å utnytte de ressursene man har på fakultetene og det utvidede støttemiljøet bedre. Fakultetene må ta en aktiv rolle i definering av det langsiktige og systematiske arbeidet med utdanningskvalitet.

Studieavdelingen foreslår at de ressursene FUP har benyttet til konsultasjon på fakulteter og institutter overføres til pilotprosjektet. Fakultetene som ønsker å delta i pilotprosjektet definerer sine behov i forhold til både FUP og de andre støttemiljøene.

Studieavdelingen ser at i det videre arbeidet med utdanningsledelse vil FUP's rolle, mandat og oppgaver ha en sentral plass i kartleggingsarbeidet. I saken om utdanningsledelse legger vi opp til at fakultetene får en direkte rolle i definering av langsiktige og strategiske mål for utdanningsutvikling. I pilotprosjektet får de fakultetene som deltar anledning til å vurdere behovene for både langsiktig og kortsiktig styrking av kvaliteten på utdanning ved UiO.

Det er en forutsetning at de fakultetene som ønsker å delta i et eventuelt pilotprosjektet stiller med egne midler. Organisering og forslag til innhold i prosjektet, samt en definert evalueringsperiode på et gitt antall år, kan eventuelt presenteres for studiekomiteen høsten 2011.



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Forslag

Studieavdelingen ber studiekomiteen diskutere og eventuelt anbefale retning for det videre arbeid på området:

1. Hvilke vurderinger og innspill har fakultetene til rapporten om FUP?
2. Er det behov for å utvikle en ny modell for samarbeid mellom FUP, støttemiljøene og fakultetene?

Vedlegg:

- 1) Oversendelses brev fra Utdanningsvitenskapelig fakultet 23.02.11
- 2) Further development of the "Fagområdet for universitetspedagogikk" at the Department of Educational Research, Faculty of Education, UiO, Commission's Report 15.12.10
- 3) Årsrapport for Fagområdet for universitetspedagogikk 2010

Monica bakken
studiedirektør

Hege B. Pettersen
seksjonssjef

Til:
Studieavdelingen

Dato: 23.02.2011
Saksnr.: 2010/2765

Oversendelse av evalueringsrapport for fagområdet universitetspedagogikk (FUP)

Dekanen ved Det utdanningsvitenskapelige fakultet nedsatte våren 2010 en komité som blant annet skulle gi dekanen råd og anbefalinger om hvordan fagområdets arbeid fremover best kan bidra til å realisere UiOs målsettinger om utdanningskvalitet. Komiteens fulle mandat var som følger:

”Utvalgets oppgave er å gi råd og anbefalinger om hvordan Fagområdets arbeid skal videreføres på en best mulig måte - med henblikk på å bidra til å realisere UiOs målsettinger om utdanningskvalitet. Utvalget skal gi råd om organisering av virksomheten, oppgaveprioritering og arbeidsformer og skal utforme et mandat for virksomheten som kan være retningsgivende for Fagområdets videre arbeid. Mandat samt anbefalinger om organisering og prioriteringer må relateres til ressursmessige forutsetninger.”

Komiteen hadde følgende sammensetning:

- Professor Peter Maassen, Pedagogisk forskningsinstitutt (leder)
- Monica Bakken, Studiedirektør, UiO
- Professor Berit Eika, Århus Universitet
- Kjetil Horn Hogstad, Student, Det utdanningsvitenskapelige fakultet
- Professor Sari Lindblom-Ylänne, Centre for Research and Development of Higher Education, Universitetet i Helsinki
- Professor Helge Strømsø, Pedagogisk forskningsinstitutt og koordinator for FUP
- Professor Anders Malthe-Sørensen, Fysisk institutt, UiO

Seksjonssjef Hanna Ekeli og senere fungerende seksjonssjef Line Sletten har vært utvalgets sekretærer.

Utvalget var opprinnelig bedt om å levere sin rapport innen 30.6.2010, men ble av ulike praktiske årsaker forsinket i sitt arbeid. Rapporten ble overlevert dekanen den 22.12.2010. Fakultetet oversender herved utvalgets rapport for videre behandling.

Fakultetet vil kommentere følgende hovedpunkter i rapporten:



1. Mandat og oppgave

Fakultetet understreker behovet for et tydelig mandat for virksomheten, og har også bedt utvalget komme med et forslag til et slikt mandat. Mandatet er viktig både for at virksomheten selv og for at brukerne skal vite hvilket tjenestenivå man kan forvente, og for at dette skal kunne avstemmes mot tilgjengelige ressurser (budsjett og bemanning). Forholdet mellom kostnadsfrie (for brukerne) basistjenester og tilleggstenester som kan leveres mot betaling er en del av dette bildet.

Fakultetet vil i tiden fremover, i dialog med STA og universitetsledelsen utforme forslag til mandat og oppgavespesifisering med utgangspunkt i utvalgets anbefalinger.

2. Organisering.

Fakultetet vil understreke betydningen av fagstillingene knyttet til FUP forblir vitenskapelige stillinger med en ordinær forskningsandel tillagt stillingen. Vi anbefaler at FUP organiseres i linjen, som et senter under Pedagogisk forskningsinstitutt, med eget budsjett og med en tydelig ledelse i form av en faglig leder. FUP-leder rapporterer i denne modellen til instituttleder.

Fakultetet anser plasseringen ved fagmiljøet som avgjørende. Fakultetet har høyere utdanning og utdanningsledelse som prioriterte forskningsområder og ansatte i FUP inngår i forskningssamarbeid og forskningsgrupper ved fakultetet. FUP inngår på denne måten i et forskningssamarbeid som på vesentlige måter er kvalifiserende i forhold til det arbeid enheten utfører.

Det kan sekundært tenkes at fagområdet plasseres som en enhet ved UV-fakultetet, direkte under dekanen (som FUP-leder i så fall rapporterer til). Fakultetet vurderer imidlertid dette som en mindre gunstig løsning, både med hensyn til fagområdets faglige forankring og med hensyn til fagområdets tross alt beskjedne størrelse.

I begge de nevnte tilfeller vil det være naturlig at mandatet fra UiO rettes til fakultetet, slik at rapportering til UiO sentralt skjer gjennom dekanen.

3. Finansiering

Utvalget foreslår mer transparente finansieringsmekanismer, enten knyttet til et fastsatt finansieringsnivå eller til at enkeltoppdrag for fakultetene faktureres.

I henhold til våre beregninger er det i budsjettet for Pedagogisk forskningsinstitutt innbakt midler tilsvarende fem faste stillinger. Instituttet har per i dag seks fagstillinger, og finansierer dermed én fast stilling ut over det stillingstallet som historisk er tildelt fagområdet. I tillegg kommer den midlertidige, UiO-finansierte stillingen knyttet til kvalifisering av midlertidig tilsatte.

Instituttet har ut over dette i alle år også bidratt med rekrutteringsstillinger, og har dermed styrket både undervisning og forskning på fagområdet. Instituttet dekker også all administrativ bistand til fagområdet, samt alle indirekte kostnader.

Fakultetet velger på det nåværende tidspunkt ikke å gå nærmere inn finansieringsspørsmålet, da dette vil henge sammen med hvilke konklusjoner som trekkes mht. mandat og organisering.

4. Initiering av pilotprosjekt

Utvalget foreslår at den universitetspedagogiske satsingen ved UiO organiseres slik at FUP i samarbeid med lokale fakultetsressurser forvalter det universitetspedagogiske tilbud ved det enkelte fakultet.

I UiOs årsplan 2011-2013 heter det i tiltak 4 under "Læringsuniversitetet":

Alle fakulteter skal sette i gang pilotprosjekter og avklare hvordan fakultetet vil jobbe strategisk og systematisk med varierte undervisnings- og evalueringsformer og bruk av digitalt støttede læringsformer. Støttemiljøer for læring ved FUP, UB og USIT skal ha som prioritert oppgave å bidra i arbeidet.

Vi anbefaler at UiO legger til rette for en styrking av det universitetspedagogiske arbeidet gjennom å initiere et pilotprosjekt for utprøving av modellen med et tettere samarbeid mellom FUP og det enkelte fakultet. Et slikt samarbeid kan etter vår oppfatning i større grad bidra til å integrere fagdidaktiske problemstillinger og sikre at universitetspedagogisk kvalifisering/rådgivning tar utgangspunkt i fakultetenes faglige tradisjoner og egenart. Det anbefales derfor at det også utvikles organisatoriske løsninger som legger til rette for et tett samarbeid mellom FUP og fakultetene, og som også bedre vil kunne ivareta studiekvalitetsfremmende initiativ fra UiOs ledelse.

Fakultetet foreslår helt konkret at det i budsjettet for 2012 avsettes incentivressurser til å pilotere en slik samarbeidsmodell. Midler tildeles etter søknad, og med forutsetninger om en egenandel fra de deltakende fakultetene. Incentivene bør gjelde piloterende fakulteter så vel som Fagområdet for universitetspedagogikk som vil måtte investere ressurser i å etablere et godt samarbeid.

Det vil være naturlig at tiltaket evalueres etter et par år, med henblikk på om det har resultert i økt studiekvalitet. Evalueringen skal gi Universitetet i Oslo grunnlag for å konkludere vedrørende videre utbygging til flere fakulteter eller terminering av prosjektet.

Med hilsen

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Pedagogisk forskningsinstitutt

Dokumentet er elektronisk produsert og godkjent ved UiO i tråd med UiOs reglement for elektronisk godkjenning.

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**Further development of the
“Fagområdet for universitetspedagogikk” (FUP Group)
at the Department of Educational Research, Faculty of Education,
University of Oslo**

Analysis and recommendations

Commission's Report

15-12-2010

Introduction and commission's mandate

Spring 2010 the University of Oslo's Faculty of Education's dean has set up a commission for making recommendations to the Faculty's leadership about the further development of the "Fagområdet for universitetspedagogikk" (FUP). FUP has been responsible for organizing and providing services at the University of Oslo (UiO) for enhancing the pedagogical competence of UiO's academic staff and to support its Faculties/departments in their efforts to further develop and strengthen educational quality. FUP is organized as an informal group located at one of the Faculty of Education's departments: the Department of Educational Research (abbreviated in Norwegian as PFI).

The commission consisted of the following members:

- Professor Peter Maassen, Department of Educational Research, Faculty of Education, UiO (leader)
- Monica Bakken, Director of Studies, Department of Student and Academic Affairs, UiO
- Professor Berit Eika, University of Århus, Denmark
- Kjetil Horn Hogstad, Student, Faculty of Education, UiO
- Professor Sari Lindblom-Ylänne, Centre for Research and Development of Higher Education, University of Helsinki, Finland
- Professor Helge Strømsø, Department of Educational Research, Faculty of Education, UiO and coordinator for FUP
- Professor Anders Malthe-Sørensen, Department of Physics, Faculty of Mathematics and Natural Sciences, UiO

In the mandate for the commission a reference is made to UiO's strategic planning process (*Strategi 2020*) and its strategic goal to strengthen its position as one of Europe's leading universities. The mandate states that the commission is asked to give advice and recommendations about the further development of FUP's activities, with the intention to contribute to the realization of UiO's strategic planning goals with respect to the quality of its educational programmes. It was further indicated that the commission will give recommendations about the organisation of FUP's activities, the prioritizing of its tasks, and ways of working, and will formulate a mandate for FUP's activities that can give direction to the further development of FUP's work. The mandate and the recommendations about the organisation and prioritizing have to be related to their budgetary conditions

This report presents the recommendations of the commission with respect to the future organization, funding and mandate for FUP. These recommendations are based on the analyses of the current situation of the FUP group, and its history, as interpreted by the working group through its meetings and interactions outside the meetings.

Short history

Faculty development seminars began at UiO in the 1960s and the FUP group was established in the early 1990s after the national policy on pedagogic requirements for new university academic staff was established. The FUP group has until now been organized as an informal group within the Faculty of Education's Department of Educational Research. This implies that the FUP group currently is not a separate organizational unit, it does not have a separate budget of its own, and its staff have a position at the Department of Educational Research.

With a few exceptions, in recent years four full positions have constituted the group with one of those positions designated as the group's coordinator. In addition, one or two PhD students, one post-doc position, and one project based position have been linked to the group. The group's mission has comprised three main tasks: a) to offer courses designed to meet the basic pedagogical requirements at UiO, b) to provide consultation to UiO's central administration, faculties and department in the areas teaching, curriculum development, and educational evaluation; and c) to do research on teaching, learning and curriculum in higher education.

The group has during the last years been in a period of transition, with two senior members retiring, one professor leaving the group, and a number of extended research- and sick leaves. At the same time the group has been involved in labor-intensive work, i.e. the implementation of the Quality reform, the Flexible learning initiative, the introduction of the European Qualifications Framework (EQF), as well as developing new courses, which has revealed how fragile FUP as a small, specialized group is when confronted with new tasks and challenges. Nevertheless, FUP has been able to run the course program and meet all requests regarding consultation until now. The level of activity had to be reduced for the first time this fall (2010).

Analysis

The University of Oslo (UiO) is in an important transition period. This is, amongst other things, related to the changing higher education landscape in Norway, the increasing international competition for research funds and top talents (staff as well as students), the growing policy focus on the link between higher education, research and innovation, and change processes in universities UiO wants to compare itself with (especially other Nordic universities). The strategic intentions of UiO when it comes to the direction it wants to take in this transition period are presented in the new strategic plan (*Strategi 2020*). This plan clearly

expresses the importance of the educational quality of its degree programmes for UiO. It also emphasizes that UiO wants to be among the leading research universities in Europe and that all its educational offerings have to be research-based. Linking the strong research orientation of the university with the intention to offer high quality (research-based) education creates high expectations as well as challenges to the pedagogical support structures UiO has used the last 20 years for strengthening its educational quality. Having been the central UiO group for educational support activities since its establishment, this implies for the FUP group that it has to adapt its mandate as well as its organizational structure and funding basis in line with UiO's ambitions as expressed in *Strategi 2020*. Currently the mandate for the FUP group is based on agreements with UiO's rectorate and is not formally confirmed in the form of a signed agreement or contract between the UiO units and actors involved. It can be argued that it would be of benefit to UiO if the mission and tasks of the FUP group would be operationalized formally in the framework of the *Strategi 2020* ambitions and goals, as well as better institutionalized in the form of a regularly updated formal agreement between UiO's leadership and the Faculty of Education, assuming that the latter also in the future will host the FUP Group. In addition, its internal UiO funding basis is unclear, while its organisational structure needs to be formalized in order to become more effective. Finally, the boundary conditions for the activities of FUP need to be reconsidered and more strongly linked to positive incentives. Each of these aspects will now briefly be discussed in more detail.

FUP's mandate: Mission and tasks

The current mission and tasks of the FUP group are the result of discussions and an agreement with the rectorate at UiO. The FUP group's annual reports and plans have been presented to the UiO Board of Studies (*Studiekomiteen*) for discussion and approval. FUP is also represented on the Board of Studies. Though the tasks have been performed according to an ongoing dialogue with UiO's leadership and central administration since 1990, the launching of a new strategy (*Strategi 2020*) provides a good opportunity to reflect on, elaborate and formalize the FUP group's mandate, which would include the way in which the group is organized and funded. This is deemed necessary since there is currently no formal agreement between UiO's central administration and the Faculty of Education about the FUP group's mandate, nor its funding basis and tasks.

The three main current tasks of the FUP group are to provide courses and offer consultation services to UiO's academic staff and faculties, as well as do research on teaching and learning in higher education: all activities are expected to strengthen UiO's educational quality.

With research on teaching and learning as point of departure, FUP has emphasized in both courses and consultation that change and development of educational quality must include activities that involve participants in the process. This has been a successful strategy. In general, the evaluations of the courses offered by FUP are positive and the consultation work has on several occasions been praised by both deans and teachers at different faculties. The activities are recognised externally, and members of FUP are frequently invited to other

universities in Norway and internationally to act as advisors, etc. Research activities have underpinned courses and consultation activities, and have resulted in a number of publications in well recognized international journals.

The FUP group's courses have mostly been designed in the framework of the national and institutional boundary conditions for UiO's newly appointed tenured academic staff, and are aimed at allowing them to meet the expected requirements regarding pedagogical competence. The consultation services from the FUP group have so far partly been directed at UiO and partly at UiO's Faculties and departments. They have been initiated by queries from the Rectorate (e.g. participation in introducing the Quality Reform, the Quality System, Flexible Learning) and by discussions at regular meetings between deans of studies and FUP members about areas of educational development at the faculties where FUP can be of assistance. FUP has also attempted to be open to ad hoc requests from groups and units at UiO's Faculties. This activity has mainly been founded on ad hoc requests from the Faculties. In order to make this activity more efficient, there is a need to establish a more formalized structure for the organization, administration and funding of FUP's consultation work, while also priorities and the division of responsibility between the Faculties and the FUP group have to be clarified.

Funding

The level of the basic allocation for the FUP group from the central administration of UiO to the Faculty of Education is unclear in real terms: the sum allocated annually by UiO for the FUP group is 'hidden' in the financial model, and it turned out to be impossible to find out the actual amount that is annually transferred by UiO to the Faculty for the FUP group.

Starting point for analyzing the current financial basis for the FUP group therefore is the number of positions allocated to the FUP group. As can be seen in appendix 1, the number of positions currently earmarked for the FUP group is six, five of which are (allegedly) funded by UiO's central administration. This is the situation since 2003 in which two additional positions were allocated by UiO's central administration, one in relation to the wish to strengthen the FUP group during the implementation of the Quality Reform, and one in relationship with an announced retirement of one of the FUP group's staff members. In 2007 the announced retirement became reality and UiO funded a temporary assistant professor position (1.8.2007-31.7.2010).

While, as indicated, the funding underlying the allocation is not clear, in general it looks like UiO's central administration has funded from 2003 to 1st August 2010 five of the six FUP group position, with the remaining position being funded by PFI. In the funding of these positions no overhead was included, implying that the overhead costs, including administrative support, have also been funded by PFI. In addition, despite the growth in the FUP group's consultation services to UiO's Faculties, apart from the Faculty of Education, none of UiO's Faculties contributes to the costs of the FUP group's activities.

Organization

The FUP group is currently a loosely organized group within the Department of Educational Research, without a separate organization status of its own. The FUP staff are positioned at PFI, but they are not required to be involved in regular teaching activities of PFI. Nonetheless, they take part in such tasks as supervision, exams, and appointments. The FUP group's research activities have until 1 January 2011 taken place to a large extent in one of the Faculty's research groups, LEHE (Learning Environments in Higher Education). From that date on the LEHE group is integrated into a new Faculty of Education research group called HEIK (Higher Education: Institutional dynamics and Knowledge cultures) which has around 20 academic staff members. The FUP group has a leadership structure, consisting of a rotating 'coordinator' position, and its administrative support structure is small and fragmented.

Boundary conditions

There are at least two sets of boundary conditions to be considered when the questions on how to develop teachers' pedagogical competences at UiO are to be answered. One set of conditions concerns requirements and rules set by UiO regarding academic staff's pedagogical competence. Another set of conditions, or maybe lack of conditions, concern the incentives teachers have for developing their teaching competences throughout their academic career. We will first roughly describe requirements and rules.

UiO has since 1989 had explicit requirements concerning the assessment of teaching competence as part of the appointment of new academic staff in tenured positions. If applicants being assessed or appointed cannot provide documentary evidence of basic pedagogical competence, they may nevertheless be appointed. In such cases they are bound to provide documentary evidence of such a qualification within a period of two years after appointment, for example by finishing the 100 hours program offered by the FUP group. Pedagogical qualifications beyond this basic competence are supposed to be taken into account in the ranking of those applicants who are found to be qualified. Pedagogical competence should also be considered when academic staff applies for promotion. However, practice varies according to what the departments and committees involved in promotion decisions choose to emphasize, and pedagogical competence is not necessarily considered. UiO's rules for the assessment and weighting of pedagogical competence for appointments to permanent academic posts, and also for promotion, do represent good incentives for teachers' effort to develop their teaching competences¹. Still, those rules are often less emphasized in the practical work of departments and committees, and more effort is needed to make academic staff experience that their work on pedagogical development pays off.

One should also note that NOKUT (The Norwegian Agency for Quality Assurance) in its criteria for accreditation of universities highlights that universities should develop academic staff and teaching in accordance with students' needs. By now all Norwegian universities offer some kind of programme on university pedagogics to academic staff.

¹ See: <http://www.admin.uio.no/admhb/reglhb/personal/tilsettingvitenskapelig/rulesassessmentweight.xml>

The current rules and requirements may be regarded as representing a kind of minimum quality assurance regarding teachers' pedagogical competence. The flip side of the coin may be that by fulfilling those minimum requirements, both teachers and the institution could see the task as completed, rather than seeing the development of pedagogical competences as a continuous process that should last as long as the academic career. The development of better incentives for academic staff to develop their teaching competences through courses and research is therefore an even more productive path, but the incentives must be convincing.

The most important incentive would be to make teaching more valued. Currently, a teaching portfolio is often not considered an important part, if considered at all, of the hiring criteria for any academic position at UiO, even though the rules for appointments explicitly refer to documentation of pedagogical qualifications. The teaching portfolio also plays a marginal role in career advancement, compensation, or the ability to obtain substantial funding for one's activities. This is in contrast to the continued focus on the importance of teaching and educational quality in UiO's *Strategi 2020*.

A further point of consideration is the growing complexity of the educational processes in universities and their integration with research, service and innovation activities. As a consequence, also the underlying rationale and mission of the pedagogical support structure at UiO needs a rethinking. What is the most effective way of strengthening the educational quality at UiO? What other factors in addition to the pedagogical competences of the teachers contribute to educational quality? Given the growing interrelationships of the university's educational roles and activities with research and innovation processes, and UiO's emphasis on research-based education, how does UiO's educational quality relate to the research and innovation activities of its academic staff? In addition, how can modern technology and ICT be included in teaching and learning more effectively? The FUP group has been involved in UiO's work on educational quality at both the individual level (teachers) and at different organizational levels on a consultative basis, but a lack of resources makes it difficult to strengthen this work.

What is a central underlying question when it comes to the most effective way of strengthening the educational quality at UiO is what kind of core professional competences are needed at what stage in an academic career at UiO. Overall the growing complexity and the accompanying questions presented above are a consequence of a number of recent developments in higher education. In the first place many reforms in higher education are aimed at changing the content as well as the organisation of educational programmes and learning activities. As a result, pedagogical support activities aimed at strengthening educational quality in universities have to address a more comprehensive set of perspectives than traditionally has been the case, i.e. next to a pedagogical focus also a number of other factors that influence educational quality have to be included in support activities aimed at strengthening educational quality. This concerns in the first place educational leadership, which is a core factor for realizing high quality teaching and learning processes at UiO. In addition, of relevance for strengthening educational quality is the incorporation of the research dimension, the organisation of study programmes, and the political and institutional

context for teaching and learning in universities in the pedagogical support activities to be undertaken by FUP in the coming years.

Vision

As discussed above the current transition period at UiO provides an important momentum. On the one hand UiO has presented its strategic vision on how it wants to develop over the next decade. On the other hand the FUP group needs a firmer and more transparent organizational and financial foundation. This leads to the following questions. What do UiO's ambitions to be among the leading European research intensive universities mean when it comes to the quality of its education programmes? What kind of support structure does UiO need to strengthen its educational quality? What do UiO's ambitions mean for the FUP group? What vision on educational quality and its further development in UiO is appropriate in this?

Starting point for this report lies in the course, consultancy and research activities developed and implemented through several decades by the FUP group, and in UiO's ambitions as presented in *Strategi 2020*, which are in line with recent developments in universities world wide. Universities have become core institutions in regional, national as well as supranational visions and policies on knowledge economies. As a consequence the traditional assumption that the quality of the universities' educational programmes is first and foremost an internal responsibility that has to be evaluated and improved on the basis of academically determined pedagogical principles is no longer enough. With the 'opening up of the university to society and economy' the quality of university education has become more and more a multi-faceted concept that requires a comprehensive vision and a diverse, multi-disciplinary set of support, development and evaluation activities. The FUP group will provide a basis for these activities aimed at contributing to the realization of UiO's *Strategi 2020* ambitions.

In our view UiO needs a research-based unit that can support the realization of its strategic ambitions with respect to its educational quality if the strategic plan is not to become a merely symbolic document. Most of Europe's leading universities have set up and actively use such a unit. One of the most prominent and effective examples is the Centre for Research and Development of Higher Education at the University of Helsinki². In the view of the commission, this Centre could be a relevant frame of reference for the efforts at UiO to strengthen the educational quality at UiO, and as part of this the organizational and funding foundation of the FUP group. Given its ambitions, UiO needs a unit that can contribute to strengthening its educational quality, which includes strengthening the quality of teaching and learning, monitoring the realization of its strategic aims, and improving the knowledge basis of its strategic decisions.

² See: <http://www.helsinki.fi/yty/english/index.htm>

UiO also needs to consider the intentions of the Ministry of Education and Research regarding the establishment of Centers of excellence for teaching and learning in higher education. The FUP group has had the last decades a central role in building up competence on teaching and learning in higher education at a national level, and it been involved in the development of the Ministry's views on excellence in teaching and learning. The new FUP group should have the necessary resources to appear as one of the obvious choices for UiO when the Centres of Excellence centers are going to be established.

When it comes to activities aimed at strengthening the quality of UiO's educational programmes a fundamental starting point is that all educational activities at UiO have to be research-based. In addition, the introduction of a national qualification framework³ reflects the growing political and socio-economic interest in the substance of academic teaching programmes.

The combination of these considerations forms the foundation for the FUP group's new mission:

Contribute to the realization of UiO's Strategi 2020 by providing research based expertise on the University's educational quality, strategic development, and academic decision-making. In addition the new FUP group should further develop its role as a national competence centre.

³ Related to the development of a European Qualification Framework (EQF).

Recommendations

First the recommendations related to the FUP group's mandate and tasks will be presented. An adaptation of the mandate is necessary for making the activities of the FUP group more in line with UiO's *Strategi 2020*. Next a number of recommendations with respect to the FUP group's organisation and funding basis will be presented. These are aimed at making the FUP group more effective.

1. Mandate and tasks.

The proposed mandate for the new FUP unit consists of the following tasks:

1. To offer courses designed to meet the basic pedagogical requirements at UiO⁴, as well as multi-disciplinary courses for UiO staff at various stages of their career (teaching assistants, PhD students, post-docs, senior tenured staff members).
2. To provide in close contact with UiO's central administration and faculties consultation services regarding teaching, curriculum development, and evaluation of educational programmes, as well as educational leadership and other aspects that affect educational quality. To act as a liaison for bringing in other expertise of relevance for strengthening educational quality at UiO.
3. To conduct research on teaching/learning, and curriculum development as well as on educational leadership at UiO and generally in higher education.

Ad 1. Courses

The set of courses to be developed by the new FUP Group will be organised in close consultation with UiO's faculties and central administration. One change aimed at is to offer courses at different levels, i.e.:

- a. Teaching assistants
- b. PhD students and post-docs.
- c. Newly appointed tenures staff members.
- d. Senior tenures staff members.

The intention is to adapt the courses to the specific needs of various groups of UiO's staff members in different phases of their careers. In order to do so the course offerings will consist of a core set of courses of relevance for each identified group as a whole, and a set of courses designed within each Faculty aimed at satisfying specific training needs of certain groups of staff members.

⁴ Required at all Norwegian universities

The present courses constitute a program of 100 hours, with 50 hours as a general part and 50 hours as elective modules. We will suggest that the structure of a 50 hours general course will continue, obviously adapted for the four levels identified above. We believe this to be important for several reasons. Firstly, a general course will provide a better understanding of specific concepts in education of relevance in the career moment the participants in the course are in. Throughout their career at UiO, participants across UiO will thus get some common ground regarding teaching and learning. Secondly, this part of the program will give participants opportunities to experience an interdisciplinary outlook on teaching and learning and the conditions under which they take place in higher education. Many participants have vague ideas about what is going on outside their own units. The interdisciplinary approach offers opportunities to get to know the university better and to get ideas about factors that influence the quality of teaching and learning also from other domains, as participants meet and discuss teaching/learning related questions across disciplines. We also see the mixture of participants across the different faculties at the UiO as an opportunity to start new interdisciplinary initiatives, in accordance with the *Strategi 2020*. Thirdly, discussing questions about teaching and learning may sometimes be easier and more fruitful when the discussion is not too tightly tied to the context and tradition one normally teaches in.

As for the elective modules, we will suggest that the different faculties gradually take more responsibility for developing those in collaboration with the new FUP unit. Teachers need courses that are relevant to their own teaching, and more discipline specific courses therefore can be expected to be offered. Faculties should be more engaged in designing courses in accordance with their own plans and strategies regarding teaching and the development of study programs. In addition, more discipline specific courses offer better opportunities to focus on what research based teaching may imply considering the epistemology of the discipline or field. Such elective courses may be the responsibility of one Faculty or may be carried out in collaboration across various Faculties. In some cases a broader interdisciplinary approach may be relevant even for elective modules.

When designed closer to the Faculties' needs, courses can in addition more easily be directed at larger groups of staff members, and not only at individuals who need to meet requirements concerning their own pedagogical competences. Thus elective modules could be organized as internal seminars in departments and Faculties. The initiative for such courses can be taken by educational leaders. There is reason to believe that such courses may have a greater impact on quality improvement in one unit, as compared to the more individually based courses.

Though currently only newly appointed staff members at UiO not having the required basic pedagogical competence are required to take courses in university pedagogics, there is a need to offer courses to other groups as well. The FUP group has for several years offered courses to PhD students and post-docs, and there has been an increasing interest in those courses the recent years. The new FUP unit should continue to offer courses to those groups, as they frequently have teaching duties and many of them will continue to have such duties in more permanent positions. Another relevant group is Master students serving as teaching assistants

(TA). FUP has also offered shorter courses aimed at TAs in collaboration with some faculties. This offer should be further developed and made available to more TAs.

The mandatory courses designed for newly appointed faculty cover basic topics of relevance to teaching and learning in academy. During a career as university teachers, academic staff will meet new educational challenges and be confronted with topics and questions not included in the mandatory courses. The new FUP unit should be able to offer a trajectory for developing teachers' pedagogical and other relevant competences throughout their career. New courses could expand on the main topics from the mandatory courses and also include new topics, for example, organizational matters, university policy, economical issues related to educational quality. Such courses could be organized both as central courses, and as seminars or workshops at Faculties and departments. Regarding those courses, the new FUP unit may collaborate with academic staff involved in the Faculty of Education's international Master programs in higher education, and in the track on Higher Education and Professional Learning in the national research school in educational sciences (NATED), the educational leadership program at the Department of teacher education and school development, and relevant expertise in other parts of the UiO.

Of specific concern is the topic of educational leadership. There is a growing literature on the importance of educational leadership in higher education, and this has also been recognized in UiO's *Strategi 2020*. We therefore strongly recommend that an important task of the new FUP unit will be to develop appropriate courses in educational leadership.

Educational leadership

After the introduction of the Quality Reform in 2004 most study programs have changed their design and set-up. In short, most study programs - both at bachelor and master's level - have been modularised, involving more academic staff, more assessments, a more fragmented curricula, thus more need for coordination and management of the whole study program.

Focusing on educational management is important both from an institutional and an academic point of view. In an institutional perspective the management of study program is one of the key dimensions for organisational effectiveness and efficiency. High-drop out rates negatively affect the economy and poor assessments negatively influence reputation. Designing study programs capable of reducing drop-out, and building reputation and quality should therefore be a key institutional objective. In a academic perspective, designing and building well-functioning study programs have also its benefits in that a good study program most likely will recruit better students, and potentially improve the pool of students for PhD-positions, etc.

To be able to design and run a study program in accordance with the above characteristics one need to include a range of different elements in a educational leadership course. For example, there is a need to link the study program to issues of personnel management, to various administrative issues, and insights into the cost-structure of running a given study program. In addition, one need an understanding of how evaluation and assessment can be

used both for academic and administrative purposes, how new technology and ICT can be used and set-up supporting the program, and what general requirements wrt academic standards and qualifications that needs to be taken into account. Issues concerning "leadership" and "management" need to be linked very specifically to these tasks and processes. hence, while the title of the course may suggest a focus on "leadership" more exclusively, educational leadership really imply developing an understanding of how administrative and academic concerns can be combined creating a coherent organisational approach to setting up and running a successful study program.

Ad 2. Consultation

Intra-UiO consultation has to be an “on demand” activity, in the sense of being based on the expressed consultancy needs of UiO’s Faculties. In the proposed organizational structure of the new FUP unit, each Faculty will have its own higher education support capacity. The leadership of the new FUP unit will coordinate with each Faculty the specific needs it has for consultancy in the areas covered by FUP.

At present, consultation involves a number of different activities, such as local workshops and seminars, broader engagement in strategic projects at different levels, supervising individual teachers, etc. The frequency and regularity of requests for different kinds of consultation from the FUP group show that there obviously is a need for this kind of services.

By expanding the course portfolio, and by establishing a close organizational relationship to the Faculties, the new FUP unit will be able to comply with the increasing number of requests for consultation services. In light of the ambitions presented in UiO’s *Strategi 2020*, educational development should be an issue at all faculties during the next ten years.

Ad 3. Research

Teaching at UiO is required to be research based, and this also concerns the courses and consultation activities of the new FUP unit. Consequently throughout its existence staff members of the FUP group have conducted research in areas related to teaching and learning. This research has provided a relevant knowledge basis for the FUP group’s courses and consultancy services. In its research activities the FUP group’s staff members have managed to adapt themselves to the various disciplinary contexts that can be found at UiO . However, in order to do justice to the growing complexity of the teaching activities at UiO and for increasing its legitimacy among UiO’s Faculties, it can be recommended that the research foundation for the new FUP unit is strengthened both in depth as well as in breadth. The Faculty of Education’s research organisation provides an effective basis for this strengthened foundation.

The Faculty of Education has identified eight academic priority areas⁵, and has organised its research activities in the form of fourteen research groups⁶. One of the 8 priority areas is “Higher Education and Professional Learning”. This priority area is related to three of the Faculty’s research groups, i.e. Learning Environments in Higher Education (LEHE), European Integration in Higher Education (EIE), and FALK (research on workplace learning in the knowledge society). In addition, in the national research school in education research coordinated by the Faculty of Education (NATED), one of the four tracks is ‘Higher Education and Professional Learning’. Most FUP staff members have been attached to LEHE, which is a level 3 research group. In 2010 LEHE and EIE have decided to merge with the intention to form a new research group called ‘Higher Education: Institutional dynamics and Knowledge cultures’. Also a number of PFI’s staff members that are part of the FALK group will be attached to the new research group. If accepted by the Faculty’s leadership⁷ this new research group will have an important positive effect on the research foundation of the new FUP unit, since it will:

- Increase the research capacity of the FUP group.
- Strengthen the Multi-disciplinary nature of the FUP group’s research activities.
- To a larger extent include organisational and structural conditions of importance for the quality of teaching and learning at UiO.
- Strengthen the empirical basis of the FUP group’s research activities, and its links to various disciplinary contexts.

As such the new FUP unit will have a core staff that is focusing its research activities in the first place on teaching and learning contexts. Within the Faculty of Education they will be part of a level 2 research group implementing a multi-disciplinary and multi-level research programme that includes next to teaching and learning also other themes, such as Governance, Leadership and Management in Higher Education; Quality Assessment and Qualification Frameworks; European Integration and Higher Education; Knowledge Cultures and Professional Learning. This structure, a focused FUP group rooted in a multidisciplinary research group at the Faculty of Education, provides a strong and flexible research basis for the new FUP unit. It can profit in a number of ways from it, amongst other things, by involving the non-FUP colleagues from their research group in the development and offering in courses in educational leadership as well as other areas of interest to UiO’s Faculties and staff members.

2. Organizational structure and location

⁵ See: <http://www.uv.uio.no/forsk/faglige-prioriteringer/index.html>

⁶ See: <http://www.uv.uio.no/forsk/forskning/forskergrupperUVfra2010.html>

⁷ The procedure for research groups for applying for financial support from the Faculty, which in essence also implies a confirmation of the status of each research group, i.e. at which level it is positioned, is still ongoing at the moment of writing this report. The application deadline is 1 October 2010, and the Faculty’s leadership will decide upon the status of the applications from level 2 and 3 research groups before 1 November 2010.

a) Organizational structure

In its current organizational set up FUP does not have a status of its own, and the FUP staff members are part of the Department of Educational Research. The working group is unanimous in its assessment that this situation has to be improved. If the FUP group is to continue to contribute in a meaningful way to the strengthening of UiO's educational quality it should be organized as a separate unit. This should preferably be realized within UiO's Faculty of Education, and could imply that the FUP group will no longer be part of the Department for Educational Research.

Ideally the new FUP unit would consist of a core, connected through a network structure with a specific capacity in each of UiO's Faculties. This organizational structure is based on the way in which the Centre for Research and Development of Higher Education at the University of Helsinki is organized (see footnote 2). The link between the FUP group and UiO's Faculties is a core aspect in the proposed organizational set up. Taking the Centre model of Helsinki as a frame of reference for the new FUP organization ideally the new FUP unit's core would have a capacity of 8 to 10 academic staff members, plus a director, and a professional administrative staff member who would be responsible for the coordination of the course activities, the drafting of project plans for consultation activities, the financial administration of the unit's activities, and other administrative support activities.

In addition, the FUP group would include a number of PhD students, who would formally be enrolled in the research training programme of the Faculty of Education (or one of the other faculties of UiO) while having the FUP unit as their working place. It can further be expected that the FUP unit's staff would include a number of post-doc positions.

In this model, each of UiO's faculties will be expected to collaborate closely with the new FUP unit, both regarding the development of educational quality at the faculty in question and in domain/discipline related educational research on the faculty's courses and programs. This requires that the new FUP unit assigns members to collaborate directly with each Faculty (as is presently the case). In addition, there has to be an agreement on how the academic staff at each of the faculties that will collaborate with the FUP unit will be funded: either from the central UiO budget or by each of the faculties themselves.

The new FUP unit will have an executive Board which will be responsible for approving FUP's working programme, its budget, and the annual working plans.

b. Location

The FUP group has until now been located at the Faculty of Education's Department of Educational Research. Given the research orientation of the FUP group it is a requirement that it is part of a faculty or can operate as an independent UiO academic unit, instead of being a central administrative unit. Given the connections of the current FUP group to Faculty of Education and its Department of Educational Research, a starting point in the establishment of the new FUP unit would be to develop a new organizational model of the

Faculty of Education with the FUP group being a new, separate (academic and administrative) unit as part of this Faculty.

3. Funding

If a renewed FUP is to be effective and is expected to operate in line with UiO's *Strategi 2020* ambitions in the area of educational quality, it requires a clear, adequate and transparent funding basis. As indicated above, this is currently not the case: the Department of Educational Research finances a part of the FUP activities, it is unclear how much UiO contributes exactly to the FUP group's budget, and UiO's Faculties profit in a number of ways from the FUP expertise without paying for it.

Overall it can be recommended that the new FUP unit's budget fulfils the following conditions and criteria:

- There has to be a clear link between the overall FUP mandate and the agreed upon budget. If it is clear what the formal mandate of the FUP group is, which tasks it is expected to fulfill, and which capacity it needs for doing its tasks, it should be clear what the required annual budget is.
- The overall funding level would allow for the FUP group to have a capacity needed to conduct the agreed upon activities in an effective and efficient way. While we cannot present an exact figure estimate for the number of regular FUP positions to be funded, we would strongly argue that in addition to a number of academic staff positions the FUP group will need a director and an administrative staff member of its own. In addition, a budget is needed for the in-house FUP activities at UiO's Faculties.
- Once the FUP group's required annual budget is clarified the involved actors, UiO's central leadership and administration, the Faculty of Education's leadership, the leadership of the other Faculties, the Department of Educational Research, and the FUP group's coordinator, should work out a transparent financing mechanism. This would make clear who of the involved actors is going to contribute how much to FUP's annual budget. An alternative could be to work out a funding model that would consist of one part fixed funding level, and one part funding on the basis of delivered services.

4. Overall relationship to UiO's work on educational quality

The commission has formulated in this report a number of recommendations concerning the organisation, structuring and funding of the FUP group, and these recommendations have to be seen in the broader overall perspective of educational quality at UiO. The core of UiO's work with educational quality lies within the area of teaching quality, and that is where the FUP group has its focus. The commission feels in the meantime that the FUP group's cooperation with faculties, academic groups, and the other support structures has to be structured better than currently is the case. This also includes the central administrative units of UiO, including the Department of Student and Academic Affairs (*Studieavdeling*).

In addition to making specific recommendations about the further organisation and funding of the FUP group, the commission would like to present a number of viewpoints concerning the overall work to be done for strengthening the quality of UiO's educational programmes and activities. The mandate of the commission refers to UiO's new strategic plan (*Strategi 2020*) with as one of its main goals the strengthening of UiO's position as a leading European university, and to the ambition that the FUP group's activities should contribute to achieving this goal. Therefore it is only natural after the above focus on the further development of the FUP group per se, to also look at the group's functioning in a larger institutional framework: How will the overall work on strengthening UiO's educational quality take place and what will be the FUP group's position and role in it?

After this commission has started its work UiO has accepted a new working plan for the period 2011-2013 in which educational quality will be the focus area in the anniversary year 2011. This underlines the importance of the need to have a comprehensive view on the work for strengthening UiO's educational quality, and not only on the role of the FUP group in this.

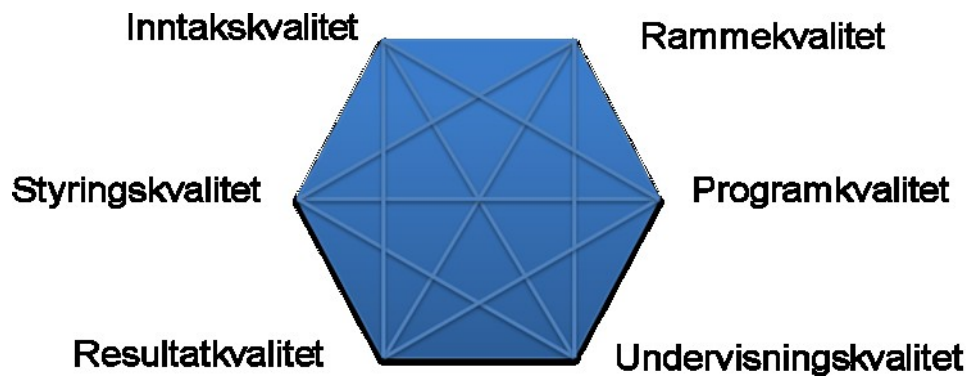
In UiO's quality system for educational activities, educational quality is defined as the conditions that are of importance for the learning process and learning outcomes of students and PhD candidates. For clarifying the meaning of the term quality the quality system is divided into six dimensions, i.e. the so-called quality diamond (see figure 1), consisting of the following components: enrolment quality (*inntakskvalitet*); quality of UiO's framework conditions, including financial resources (*rammekvalitet*); governance quality (*styringskvalitet*); study programme quality (*programkvalitet*), quality of outcomes (*resultatkvalitet*); teaching quality (*undervisningskvalitet*).

The main priorities of UiO's strategic plan (*Strategi 2020*) and the identified riskfactors have provided the foundation for the main measures presented in the working plan 2011-13. Among these are a number of measures that especially concern the work with educational quality. In this UiO wants to work on:

- Measure 1: The development of the programme portfolio.
- Measure 3: An effective learning environment and the follow up of students.

- Measure 4: A variation of teaching and evaluation styles and the use of digitally supported learning forms.
- Measure 5: A plan for quality improving measures in all educational programmes.

Figure 1: UiO's quality diamond



The strategic plan emphasizes, amongst other things, the following aspects: academic quality; a tight coupling between research, education and innovation; a good learning environment; and a tight link between academic and pedagogical (and didactical) competences. The strategic plan has an ambitious and future-oriented focus on educational activities, which will also demand a new approach for how UiO will work for strengthening quality and realising good outcomes.

Quality of education is an academic responsibility, and the basis for long-term and systematic work in this has to be created both centrally and locally. UiO has to make sure that the further development of educational quality is included in strategic discussions and in planning and budgeting-processes, and that clear priorities of both human and financial resources are made in line with these. Whether this concerns new forms of teaching, the offering of modules and courses, the use of ICT, or new study programmes, the important choices cannot be dependent on individual person's efforts, nor be left to the administration or be an isolated aspect, but instead have to be handled as a collective responsibility within the involved academic units and environments.

Based on the above considerations, the committee recommends that the following aspects are addressed in the further work on educational quality at UiO:

- UiO should clarify roles of, and the division of responsibilities and the cooperation between actors in the work on educational quality. In this work also the term 'quality' itself has to be operationalised more precise than is currently the case.
- UiO should give the term educational leadership a clear and relevant meaning (cf. strategic plan). Leadership of educational activities is about the management of human and material resources that are used in education, especially in teaching. It also refers to working in a goal-oriented way with the academic contents and the organisation of the educational programmes at UiO.
- UiO should produce broad, research-based knowledge about where the challenges lie in the area of educational quality at various levels.
- UiO should establish effective and functional arenas for the sharing of experiences between faculties and between academic groups, for spreading knowledge about new measures and about how we use existing resources in new ways. A lot of good work is not made sufficiently visible and therefore does not give any effects beyond the individual project.
- UiO should consider the use of incentives for assuring innovation and development in the area of educational quality. Which incentives will contribute to results and changes, and at which level in the organisation should the responsibility for developing and using the incentives lie? It is especially important that the commitment to and the work on educational activities and educational quality is appreciated more clearly and visibly, and is regarded as meriting.
- UiO should make sure that it has an effective educational administration and fitting support structures. This concerns also the integration of various multi-disciplinary and inter-faculty activities and the effective use of the available resources.
- UiO should stimulate the further use of modern technology with respect to support and development tools for educational quality, especially in teaching.

According to the commission there are important questions with respect to educational quality at UiO that lie outside its mandate: How do we improve the educational quality at UiO? How do we integrate activities to stimulate educational quality across faculties, departments and academic groups? How do we develop incentives and structures that can contribute to widely spreading good practices? Therefore the commission recommends to set up a central group with a broader mandate that is linked to strategies for stimulating educational quality at UiO and with the aim to integrate currently separate actors and working-areas. In the mandate and work of such a group one should also look at the role of the FUP group in relation to the future work of faculties, the UiO library, USIT, the central Department of Student and Academic Affairs and other actors in the area of the development of educational quality at UiO.

However, the commission wants to emphasise that the recommendations made in this report concerning the FUP group are not in contrast with the work of the proposed central UiO group, and that it is highly necessary to come to important decisions about the organisation, structuring and funding of the FUP group as soon as possible.

Appendix 1: Annual allocation to the FUP Group

Table 1: Approximate annual allocation to the FUP group (in staff positions)

| | 1984/ 1985 | - | 1992 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|--------------------|---------|-----------|-----------|-----------|-----------|----------------------------|-----------|-----------|-----------|------|
| Total number of positions FUP group | 1 | 2 | 4 | 6 | 6 | 6 | 6 (first half of the year) | 6 | 6 | 6 | |
| Positions financed by UiO | 1 (taken from PFI) | 1 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Equals appr. budget financed by UiO (for the positions) | 600 000 | 600 000 | 1 800 000 | 3 000 000 | 3 000 000 | 3 000 000 | 3.000 000 | 3 000 000 | 3 000 000 | 3 000 000 | |
| Positions financed by PFI | - | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Total budget FUP group | | | | 4 000.000 | 4 000.000 | 4 100.000 | 4.500.000 | 4 700.000 | 4 700.000 | 4 700.000 | |
| Earmarked in the UiO budget | | | | 1.579.000 | - | - | - | - | - | - | |

1973(start) - Some courses given, financed by UiO central

1984/85 – 1 position taken from PFI/Faculty by UiO

- PFI added one more position

1992 – UiO central added two more positions for FUP

2003 – One more position added by UiO central + one position given in advance (awaiting a retirement), to strengthen the group during the implementation of the Quality reform

2007 – Assistant professor financed by UiO central, for a limited period (1.8.2007-31.7.2010)

Explanation:

The last year the allocation to FUP from UiO central was earmarked separately in UiO's allocation to the Faculty of Education (UVF) was 2003. In that year the total earmarked amount allocated to the FUP group by UiO central was NOK 1 579 000. In the new financial model introduced in 2004 the amount allocated by UiO central to UVF for the FUP group was no longer included separately in UiO's allocation to UV. As a consequence it is not possible to know how much of the annual FUP allocation of UVF to PFI is exactly covered by UiO central.

UiO : **Pedagogisk forskningsinstitutt**
Det utdanningsvitenskapelige fakultet



Årsrapport
Fagområdet for
universitetspedagogikk
(FUP)
2010

Oppsummering

En sentral sak for Fagområdet for universitetspedagogikk (FUP) har i løpet av 2010 vært diskusjonen omkring FUPs mandat og oppgaver. Dekan ved UV fakultetet oppnevnte våren 2010 et utvalg med oppgave å gi råd og forslag for FUPs videre utvikling, både hva gjelder mandat, oppgaver og finansiering. I skrivende stund er utvalgets rapport oversendt oppdragsgiver.

For FUP har et viktig moment i diskusjonen vært en vedvarende ustabil bemanningssituasjon, noe som også er fremhevet i de siste årsrapportene. Vi har imidlertid håp om at denne situasjonen skal bedre seg i løpet av 2011. En sentral person i FUPs utvikling og virksomhet, Kirsten Hofgaard Lycke, fyllte 70 år i november og gikk av. To nye vikarer kom på plass høsten 2010, universitetslektor Thomas de Lange og professor Bjørn Stensaker, og begge har raskt markert seg som viktige ressurser for FUP. Vi er også svært glade for at UiOs ledelse bestemte seg for å videreføre et prosjekt rettet mot utvikling av pedagogisk kompetanse for midlertidig tilsatte, med spesielt fokus på stipendiater, postdocer og andre seminarledere. Dette innebærer også at vi er i stand til å beholde universitetslektor Cecilie Enqvist-Jensen på dette viktige prosjektet.

Som en følge av den ustabile bemanningssituasjonen var FUP i 2010 nødt til å redusere aktivitetsnivået noe. Dette medførte blant annet at vi måtte avlyse det såkalte Felleskurset for fast tilsatte våren 2010. Vi beklager denne situasjonen, og har forsøkt å kompensere noe ved å utvide opptaksrammen for tilsvarende kurs våren 2011.

Den øvrige virksomheten knyttet til gjennomføring av kursmoduler og konsulentvirksomhet har ikke vært redusert på tilsvarende måte, selv om FUP i mindre grad enn tidligere har vært i stand til å følge opp alle forespørsler og å selv ta initiativer. Imidlertid har gruppen vært involvert i flere store prosjekter, som for eksempel implementering av Kvalifikasjonsrammeverket og et omfattende opplegg for kursing av instruktørtannleger ved Odontologisk fakultet. Videre har medlemmer i gruppen deltatt i en rekke utvalg og råd, både ved UiO og ved relevante eksterne institusjoner.

FUP har i løpet av 2010 også avsluttet en omfattende omlegging av rutiner i forbindelse med at en ny deltakerdatabase har blitt etablert. I forbindelse med omlegging til nye websider er det også etablert nye og mer brukervennlige påmeldingsrutiner.

Avslutningsvis vil vi gjerne nevne at Kirsten Hofgaard Lycke i 2010 mottok prisen "The Spirit of ICED" fra the International Consortium for Educational Development in Higher Education, som den andre personen i organisasjonens historie. Hun ble tildelt denne prisen for sitt arbeide i organisasjonen, og for hennes innsats innen forskning, undervisning og veiledning på det universitetspedagogiske området.

Mandat

Fagområdet for universitetspedagogikk skal på forskningsmessig grunnlag arbeide for

- å gi vitenskapelig ansatte ved Universitetet i Oslo pedagogisk basiskompetanse
- å styrke studieplaner, studiekvalitet, undervisning og læringsmiljø sett i lys av nye krav og forventninger til Universitetet i Oslo som utdanningsinstitusjon
- å styrke forskning og praktisk pedagogisk innsikt innenfor feltet høyere utdanning og universitetspedagogikk

Organisering

Ansatte ved Pedagogisk forskningsinstitutt (PFI) har drevet kurs i universitetspedagogikk siden 1960-årene. Fra 1970-tallet har de kursansvarlige også hatt oppgaver relatert til utvikling av studier og studiekvalitet ved UiO, og i 1987 ble to stillinger øremerket for disse formål. I 1993 opprettet Kollegiet to nye vitenskapelige stillinger med tanke på å styrke både kursvirksomheten og å utvikle studiekvaliteten ved UiO. I 2002 vedtok Kollegiet å opprette ytterligere to vitenskapelige stillinger med tanke på oppfølging av Kvalitetsreformen og styrking av UiO's strategi for fleksibel læring. En av disse stillingene ble besatt i oktober 2003 og den andre stillingen i april 2004.

Fagområdet er ikke en egen organisatorisk enhet, men en integrert del av Pedagogisk forskningsinstitutt. Gruppen har imidlertid et eget mandat for virksomheten og det avsettes egne midler til drift fra UiO sentralt. Fagområdet har valgt koordinator, et verv som går på omgang. Koordinatorer for 2010 har vært Helge Strømsø.

Bemanning 2010

Faste vitenskapelige stillinger:

- Professor Kirsten Hofgaard Lycke (full stilling)
- Professor Helge Ivar Strømsø (full stilling)
- Professor Eevi Beck (halv stilling)
- Førsteamanuensis Arne Skodvin (full stilling V2010, forskningsfri H2010)
- Førsteamanuensis Tone Dyrdal Solbrekke (tilsatt 1. aug. 2010, permisjon fra 1.aug. 2010)

Andre stillinger:

- Stipendiat Monika Kvernenes
- Universitetslektor Cecilie Enquist-Jensen (prosjekt-engasjement)
- Universitetslektor Thomas de Lange (vikariat fra 1. aug. 2010)
- Førsteamanuensis Tone Dyrdal Solbrekke (25% vikariat til 1. aug. 2010)
- Professor Bjørn Stensaker (vikariat fra 1. nov. 2010)
- Post doc Line Wittek (til 1.nov. 2010)
- Gunnar Handal (professor emeritus)
- Førstekonsulent Camilla Bakke / Emil Trygve Hasle (25% stilling FUP)
- Konsulent Paola Løvland (25% stilling FUP)

Bemanningssituasjonen har vært ustabil ved FUP gjennom flere år. Dette beror delvis på avvikling av permisjoner, frikjøp og sykdom, men også på at utlysninger av stillinger har vært uavklart i perioder. I 2010 ble Solbrekke tilsatt i fast stilling, men hun gikk umiddelbart ut i permisjon for å fungere som prosjektleder for lektorprogrammet. Stillingen etter Kirsten H. Lycke ble utlyst høsten 2010 og det er vårt håp at den blir besatt i 2011.

FUP har normalt benyttet timelærere fra andre fakulteter i enkelte av kursene, både for å hente frem gode eksempler på undervisningspraksis og for å bedre forankre kursene i virksomheten ved fakultetene. På grunn av de nye reglene for avlønning av lærere fra andre enheter ved UiO, har denne praksisen blitt problematisk. Vi håper å kunne videreføre en slik praksis, men vi vil i større grad være avhengig av velvilje fra de aktuelle lærerne og de enhetene de tilhører.

Program for pedagogisk kompetanseutvikling

Fagområdet tilbyr kurs i tråd med UiO's krav om 'pedagogisk basiskompetanse'. Programmet for pedagogisk kompetanseutvikling er totalt på 100 timer. En *fellesdel* (50 timer) tilbys hvert semester og er obligatorisk for alle. De øvrige kursene (50 timer) kan settes sammen av valgfrie *moduler* á 25 eller 12 timer med noe forskjellig tilbud vår og høst. Flere av modulene er utviklet i samarbeid med fagmiljøer ved ulike fakulteter (f.eks. Med, Odont, MatNat, UB)

Fagområdet har først og fremst ansvar for å gi tilbud om pedagogisk basiskompetanse til fast vitenskapelig ansatte ved UiO. Interessen for tilbudet har imidlertid vært økende også blant midlertidig ansatte. Fra og med høsten 2007 har det ved hjelp av tilføring av ekstra midler regelmessig vært gjennomført egne fellesdeler for midlertidig tilsatte (stipendiater/post.doc.) fra alle fakulteter (se Tabell 2).

Fellesdelen

I 2010 ble det gjennomført en fellesdel for faste vitenskapelig ansatte (V 2010) og to fellesdeler for midlertidig tilsatte (stipendiater/ post.doc., V og H 2010).

Tabell 1 gir oversikt over antall fullførte deltakere på fellesdelen for fast vitenskapelig ansatte i perioden 2003-2010 og tabell 2 oversikt over antall fullførte deltakere på fellesdelen for midlertidig vitenskapelig ansatte i perioden 2003-2010

Tabell 1 Fullføring på Fellesdelen 2003-2010. Fast vitenskapelig ansatte.

| År | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------|------|------|------|------|------|------|------|------|
| Vår | 23 | 28 | 26 | 28 | 23 | 25 | 22 | 21 |
| Høst | 30 | 35 | 27 | 24 | 23 | 20 | 13 | - |
| Totalt | 53 | 63 | 53 | 52 | 46 | 45 | 35 | 21 |

Tabell 2 Fullføring på Fellesdelen 2003-2010. Midlertidig vitenskapelig ansatte.

| År | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------|------|------|------|------|------|------|------|------|
| Vår | 10 | 34 | 15 | | 27 | 19 | 31 | 21 |
| Høst | - | - | 22 | 23 | 20 | 22 | 26 | 17 |
| Totalt | 10 | 34 | 37 | 23 | 47 | 41 | 57 | 38 |

59 personer fullførte fellesdelskursene i 2010, herav 21 på kurset for fast vitenskapelig ansatte og 38 på kurs for stipendiater og andre midlertidig ansatte. Dette tallet er noe lavere enn forrige år, primært fordi FUP ikke hadde kapasitet til å gjennomføre fellesdelen for fast vitenskapelig tilsatte høsten 2010.

Valgfrie moduler

I 2010 ble det gjennomført 11 valgfrie moduler. Tabell 3 viser deltakelse på de ulike modulene i perioden 2006 - 2010.

Tabell 3. Valgfrie moduler. Deltakelse 2006 - 2010

| Modul | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|-------------|-------------|-------------|-------------|-------------|
| <i>Store moduler:</i> | | | | | |
| Case, prosjekt og PBL | 15 | 11 | 12 | 10 | 8 |
| IKT i undervisning og læring | 20 | 8 | 23 | Utgår | Utgår |
| Vurdering og eksamen | 8 | 8 | - | 10 | 20 |
| Undervisning MN-fag | 9 | 12 | 7 | - | 5 |
| Vitenskapelig veiledning | 44 | 37 | 44 | 71 | 49 |
| <i>Små moduler:</i> | | | | | |
| Forelesningen | 28 | 28 | 41 | 35 | 40 |
| Vurdering av kvalitet | 15 | 15 | 5 | - | - |
| Læring og læringsmiljø | 10 | 5 | 15 | 10 | 10 |
| Læringsfremmende skriving | 11 | 6 | 12 | 11 | 14 |
| PBL-veiledning | 47 | 21 | 37 | 30 | 28 |
| Visualisering | 12 | 16 | 18 | 17 | - |
| Informasjonskompetanse og læring (sammen med UB) | | | | 23 | - |
| Totalt | 219 | 167 | 214 | 217 | 174 |

I alt var det 174 deltakere som gjennomførte modulene i 2010 mot 217 året før. Antall deltakere er noe lavere enn i 2009. Vi antar at denne moderate nedgangen har sammenheng med at fellesdelen for fast vitenskapelige tilsatte ikke ble gjennomført høsten 2010. Deltakelse på fellesdelen medfører normalt at en del deltakere også tar noen valgfrie moduler i samme semester. FUP ønsker i enda større grad å samarbeide med fakultetene om gjennomføring av utvalgte moduler. For 2010 var det et slikt samarbeid med MN på modulen "Undervisning i MN-fag" og med MED/OD på modulen "PBL-veiledning". Det er et mål å videreutvikle denne type samarbeidsmoduler for å styrke det fagdidaktiske elementet i kursene. Samtidig ønsker FUP også å kunne tilby et utvalg tverrfakultære kurs, da vi har erfart at deltakerne også har utbytte av å dele erfaring på tvers av de faglige grensene.

Andre kursaktiviteter

Kurs, seminarer og fagdager som er arrangert i samarbeid med andre enheter ved UiO kan også godkjennes som en del av pedagogisk basiskompetanse. Slike kurs blir nærmere omtalt under avsnittet "Konsulentvirksomhet", men vi vil her kort nevne at FUP har vært ansvarlig for eller hatt medansvar for kurs på Det juridiske fakultet, Odontologisk fakultet, Det humanistiske fakultet, samt flere opplegg for seminarledere ved Det samfunnsvitenskapelige fakultet.

Pedagogisk basiskompetanse

Tabell 4 gir oversikt over gjennomføring og oppnådd pedagogisk basiskompetanse gjennom deltakelse i FUPs program fra 2004 til 2010 etter fakultet. Tabell 5 gir oversikt over oppnådd basiskompetanse etter stilling og tabell 6 etter kjønn for perioden 2006 – 2010.

Tabell 4. Pedagogisk basiskompetanse etter fakultet. 2004-2010.

| Fakultet/ År | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Totalt |
|-----------------|------|------|------|------|------|------|------|--------|
| HF | 11 | 13 | 20 | 17 | 22 | 14 | 17 | 114 |
| JUS | 3 | 4 | - | 2 | 7 | 3 | - | 19 |
| MN | 17 | 20 | 21 | 15 | 12 | 3 | 10 | 98 |
| MED | 13 | 21 | 24 | 15 | 17 | 9 | 14 | 113 |
| OD | 7 | 7 | 5 | - | 3 | 2 | 6 | 30 |
| SV | 17 | 6 | 7 | 8 | 4 | 6 | 8 | 56 |
| TF | - | - | - | - | 3 | 2 | 3 | 8 |
| UV | - | 2 | - | - | 2 | | - | 4 |
| Andre* | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 11 |
| Totalt | 69 | 75 | 80 | 58 | 72 | 40 | 59 | 453 |

* Andre: Sentre, Museer, Administrasjon, UB og UNIRAND.

Tabell 5 Pedagogisk basiskompetanse etter stilling. 2006-2010

| År | Prof | Prof II | 1. Aman. | Aman II | Stip/ Post doc | Andre *) | Totalt |
|---------------|------|---------|----------|---------|-------------------|----------|--------|
| 2006 | 13 | 14 | 20 | 0 | 19 | 14 | 80 |
| 2007 | 6 | 9 | 16 | 4 | 16 | 9 | 60 |
| 2008 | 12 | 9 | 18 | 1 | 29 | 3 | 72 |
| 2009 | 5 | 1 | 3 | - | 25 | 6 | 40 |
| 2010 | 6 | 4 | 11 | 3 | 29 | 6 | 59 |
| Totalt | | | | | | | |

*) Andre: Sentre, Museer, Administrasjon, UB og UNIRAND.

Tabell 6 Pedagogisk basiskompetanse etter kjønn. 2006-2010.

| År | Kvinner | Menn | Totalt |
|---------------|---------|------|--------|
| 2006 | 33 | 47 | 80 |
| 2007 | 23 | 37 | 60 |
| 2008 | 31 | 41 | 72 |
| 2009 | 19 | 21 | 40 |
| 2010 | 36 | 23 | 59 |
| Totalt | 142 | 169 | 311 |

59 personer har oppnådd pedagogisk basiskompetanse etter gjennomføring av universitetspedagogiske kurs i 2010. Dette er en oppgang i forhold til 2009.

Utvikling av tilbud til stipendiater og seminarledere

Fagområdet fikk bevilget midler til et treårig engasjement (fom høst 2007) for å utvikle egne kurstilbud for stipendiater og post.doc.stipendiater, samt for seminarledere. Dette arbeidet er nå utvidet med fem ekstra år. Fellesdelen for stipendiater er nå prøvet ut med nye arbeidsmåter utviklet spesielt for denne gruppen. I 2010 ble det gjennomført to fellesdeler for stipendiater fra alle fakulteter (se over) og det ble gjennomført til sammen seks seminarlederkurs for masterstudenter ved Humanistisk fakultet, Samfunnsvitenskapelig fakultet og Utdanningsvitenskapelig fakultet. En underveisrapport fra prosjektet ble ferdigstilt våren 2009, og vurderingene av tilbudet har i all hovedsak vært positive.

Kvalitetssikring

Alle kurs blir evaluert av deltakerne. Evalueringene, fremmøte og frafall gjøres til gjenstand for drøfting i FUP. Tilbud rettet mot spesielle pedagogiske utfordringer ved ulike fakulteter blir utviklet i samarbeid med vitenskapelig ansatte ved disse fakultetene. Vitenskapelig ansatte fra ulike fagmiljøer bidrar til utvikling og gjennomføring av kurstilbud. Deltakernes vurderinger av kursene har vært gjennomgående positive i 2010.

Konsulentvirksomheten

Konsulentvirksomheten er rettet mot utvikling av studieplaner, undervisning, vurdering og læringsmiljø. Fagområdet bidrar som konsulenter ved slik virksomhet på ulike måter og i ulikt omfang. Det kan innbefatte aktiviteter som egne kurs for fagmiljøer, innlegg på seminarer, deltakelse i utviklings- og/eller revisjonsprosesser, drøfting av evalueringsopplegg, samt kortere samtaler og mail-utveksling om begrensede spørsmål knyttet til undervisningsvirksomhet. I tillegg søker vi å regelmessig gjennomføre møter med studieledelsen ved de fleste fakultetene med hensikt på å drøfte både Fagområdets program for pedagogisk basiskompetanse, tiltak i forlengelse av Kvalitetsreformen og krav til kvalitetssikring av utdanningstilbudet ved UiO.

Kontinuiteten i konsulentvirksomheten ivaretas ved at ansvaret for kontakten med fakultetene blir fordelt mellom Fagområdets ansatte. Variasjon i de ansattes kompetanse og tilsetningsforhold tilsier likevel noe overlapping og at det arbeides på tvers av fakultetene. Fakultetskontakter i 2010 har vært:

HF: Arne Skodvin
 SV: Line Wittek og Kirsten Hofgaard Lycke
 MN: Helge Strømsø
 JUS: Tone Dyrdal Solbrekke og Helge Strømsø
 MED: Kirsten Hofgaard Lycke
 OD: Kirsten Hofgaard Lycke
 TF: Line Wittek og Gunnar Handal
 UV: Arne Skodvin og Thomas de Lange

Konsulentvirksomheten i 2010 har blant annet omfattet:

- FUP har hatt to medlemmer i UiOs arbeidsgruppe for implementering av Kvalifikasjonsrammeverket, der disse har hatt et vesentlig ansvar for å utforme en veiledning. FUP har også vært i direkte kontakt med fakulteter og institutter om hvordan Kvalifikasjonsrammeverket kan tas i bruk ved UiO.
- Odontologisk fakultet har i 2010 satt i gang et omfattende opplegg for kursing av midlertidig tilsatte instruktørtannleger for å heve kvaliteten på klinikkundervisningen. FUP har vært med i hele planleggingsfasen og er også sterkt involvert i kurstilbudet som startet opp høsten 2010.
- FUP har i samarbeid med juridisk fakultet gjennomført kurs i forskningsveiledning for fast tilsatte lærere ved fakultetet.
- I samarbeid med IFIKK har det vært gjennomført kurs i vitenskapelig veiledning for instituttets fast tilsatte lærere.
- Ved SV fakultetet har FUP vært med i planlegging og gjennomføring av et pilotprosjekt for faddere. Opplegget har i tillegg til den sosiale funksjonen fadderordningen normalt har, også fokusert på fadderens rolle som rådgiver og rollemodell i studiespørsmål.

Fagområdets nettinformasjon

FUP har i løpet av 2010 revidert og lagt om nettsidene i tråd med UiO's nye webprofil. I tillegg til elektronisk påmelding innebærer dette bl.a. at UiO-ansatte nå kan sjekke egne påmeldinger og fullføringer på nett. Vi arbeider også med å gjøre nettsidene enda lettere tilgjengelig for ansatte ved UiO.

Kvalitetssikring og kvalitetsutvikling ved UiO

Et hovedanliggende for Fagområdet er å styrke UiO som utdanningsinstitusjon, men også å medvirke til utviklingen innenfor høyere utdanning generelt. Deltakelse i interne og eksterne råd, utvalg og komiteer er viktig i dette arbeidet.

Ansatte ved Fagområdet har i 2010 vært representert i Studieutvalget ved UV-fakultetet og UiO's Studiekomite sentralt.

Fagområdet samarbeider med Studieavdelingen (STA) ved UiO på flere områder og har semestervise møter med representanter fra avdelingen.

Fagområdet har medvirket til nasjonal utvikling av universitets- og høgskolepedagogikk gjennom å arrangere eller bidra til årlige nettverksmøter for slike enheter i norsk høyere utdanning. På et møte i Bergen i januar 2008 ble det etablert et interimsstyre for Norsk Forum for Universitets- og Høgskolepedagogikk. Denne organisasjonen skal videreføre arbeidet med det elektroniske nettverket PEDNETT (drevet av FUP) og de årlige konferansene. Fagområdet er representert i det interimsstyret som er i dialog med Universitets- og Høgskolerådet med tanke på en formell tilknytning. Dette arbeidet videreføres i 2011.

Forskning og faglig utviklingsarbeid:

De vitenskapelige ansatte ved Fagområdet deltar i flere forskningsprosjekter, nasjonalt og internasjonalt. Fagområdets vitenskapelig ansatte har i hovedsak hatt forskningsaktiviteten knyttet til forskningsgruppen Learning Environments in Higher Education (LEHE). På slutten av 2010 ble flere miljøer som forsker på høyere utdanning slått sammen til den nye forskningsgruppen Higher Education: Institutional dynamics and Knowledge Cultures (HEIK). Tilsatte ved FUP har nå de fleste forskningsaktiviteter knyttet til denne gruppen. Mer informasjon om HEIK er tilgjengelig på gruppens hjemmeside:
<http://www.uv.uio.no/forskning/grupper/heik/index.html>

Vi vil her trekke frem noen eksempler på prosjekter medlemmer i FUP har jobbet med i 2010:

- Skodvin er medredaktør for bokprosjektet "Forelesningens kunst" som lanseres i forbindelse med UiOs jubileum. Han har også, sammen med Gunnar Handal, vært medlem av arbeidsgruppe for implementering av kvalifikasjonsrammeverket ved UiO (oppnevnt av Studiekomiteen).
- Enquist-Jensen og Kvernenes har arbeidet med et prosjekt der de søker å kartlegge unge akademikers erfaringer med og oppfatninger av undervisning.
- Beck har samlet data om læreres og studenters refleksjoner rundt integrering av teori og praksis, inkludert bruk av verktøy i praksisundervisningen.
- Lycke arbeider med studier av unge akademikers læringsmiljø og identitetsutvikling, og av utvikling og vurdering av kvalitet i høyere utdanning.
- Handal (sammen med kolleger ved FUP) forsker på innføring av det europeiske kvalifikasjonsrammeverket i Norge og ved UiO.
- De Lange har i 2010 startet opp et prosjekt om læreres bruk av wiki ved UiO.
- Strømsø har vært involvert i flere prosjekter om hvordan studenter lærer om naturvitenskapelige tema gjennom å arbeide med flere, delvis motstridende kilder.

- Stensaker har sett nærmere på samspillet mellom ledelse og kvalitetsarbeid, og har (med Halina Pratasavitskaya) publisert artikkelen "Quality Management in Higher Education".
- Solbrekke har vært involvert i flere prosjekt som omhandler styring av og innhold i høyere utdanning med tanke på studentenes læring.

Fagområdet ivaretar også universitets- og høgskolepedagogikk gjennom medvirkning i tidsskriftarbeid:

Redaksjonskomite *UNIPED* (Strømsø),

Redaktør for *Norsk Pedagogisk Tidsskrift* (Solbrekke)

Redaksjonskomite *IJAD* (Handal)

Redaksjonsråd *Teachers and Teaching. Theory and Practice* (Handal)

Kasserer i Nordisk Forening for Pedagogisk Forskning (Solbrekke)

Redaktør for *Tertiary Education and Management* (Stensaker)

Redaktør for *Quality in Higher Education* (Stensaker)

Ansatte ved Fagområdet er veiledere for stipendiater og mastergradsstudenter på egne forskningsfelt, og har i 2010 medvirket ved interne og eksterne bedømmelseskomiteer for mastergrad, som referees for nasjonale/internasjonale tidsskrifter og konferanser, og som opponenter ved doktordisputaser.

Internasjonal medvirkning

Medlemmer av Fagområdet har også i 2010 medvirket i en flere internasjonale nettverk.

Blant disse kan nevnes:

- ICED (International Consortium for Educational Development). (Lycke)
- Network for enhancing teaching and learning in research intensive environments (Strømsø)
- The Danish Council for Strategic Research Peer Review College (Lycke)
- The Karolinska Institute Committee for the International Prize for Research in Medical Education (Lycke)
- Review panel for Review of The Karolinska Institute's Medical Program (Lycke)
- Advisory Board for ESU prosjekt Student Centered Learning (Lycke)
- Network on Multiple Documents Comprehension (Strømsø)
- Medlem i styringsgruppe for The European Quality Assurance Forum (Stensaker)

Avslutning

Fagområdet avventer nå i spenning resultatene fra det utvalgsarbeidet som ble gjennomført i 2010 vedrørende FUPs oppgaver og mandat. Vi ønsker å kunne fortsette en strategi som tar sikte på å involvere de ulike fakultetene mer direkte i programvirksomheten. Vår strategi har vært å forankre mer av arbeidet i behov og ønsker ved enhetene, og vi opplever også at dette blir vektlagt i utvalgets arbeid. FUP tar også sikte på å involvere seg i UiOs satsning på studiekvalitet i 2011 og vil vektlegge å følge opp UiOs strategiplan. I tråd med dette vil vi våren 2011 sette opp et nytt kurstilbud i utdanningsledelse. Det er for øvrig planlagt et normalt aktivitetsnivå i 2011. Det er også vårt håp at vi i 2011 vil lykkes i å besette stillingen etter Kirsten H. Lycke og at Tone Dyrdal Solbrekke går inn i den faste stillingen hun er ansatt i etter sin permisjon.