



PLA – National strategies to promote teaching and learning – Perspectives from Norway

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Overview

- Background: Norwegian higher education
 - numbers and QA
- Approach to recent policy initiatives on quality in higher education – white papers
- Centres for Excellence in Education
 - example bioCEED



Higher Education in Norway – Background

Numbers 2020:

- 293 000 students (all Ministries, of whom
 - 273 000 on the budget of Min. of Ed. & R)
 - + 11 200 at ph.d. level
- 50 700 graduates (B + M)

- 1 600 PhDs
- 40 400 staff (of whom 17 700 qual. academic and 7 600 recruitment posts, incl. post-doc)



University of Oslo, Domus Media



Quality Assurance System & Measures

- External QA by the Norwegian Agency for Quality Assurance in Education, NOKUT, est. 2003. (accreditations, audits, evaluations)
- EHEA co-operation: member of ENQA and EQAR
- *Student Barometer* since 2014, a national survey of *all* 2nd and 5th year HE students on perceived educational quality (NOKUT)
- *National Teacher Surveys* in 2017 and 2021 – sent to academic staff at all Norwegian HEIs – to acquire a representative picture of the views of the academic staff on various aspects of educational quality. (NOKUT)
- *Prize for educational quality in HE* – annual – 1 million NOK (Dir. of HE&Skills)



Foto: Colourbox

QA regulations



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- Follow-up of 2015 white paper 'Concentration for quality':
 - 2016 – revised regulation concerning quality of studies (tightening of requirements for the master's and ph.d. levels)
 - 2017 – supplementary regulations concerning requirements for (re)accreditation of study programmes revised, **ESG** standards included
- both in force February 2017



Aims of White Paper no. 16 (2016–2017)

Culture for Quality in Higher Education

- More engaging studies and more ambitious goals for student achievement
- Students included in academic community
- Clear aims and streamlining of study programmes
- Varied teaching and assessment methodologies
- Better co-operation with business and industry
- High pedagogical competence of academic staff
- Better recognition of teaching and learning



Four main approaches to improve quality in higher education



Reward for teaching excellence



Peer review of education



Competitive funding schemes



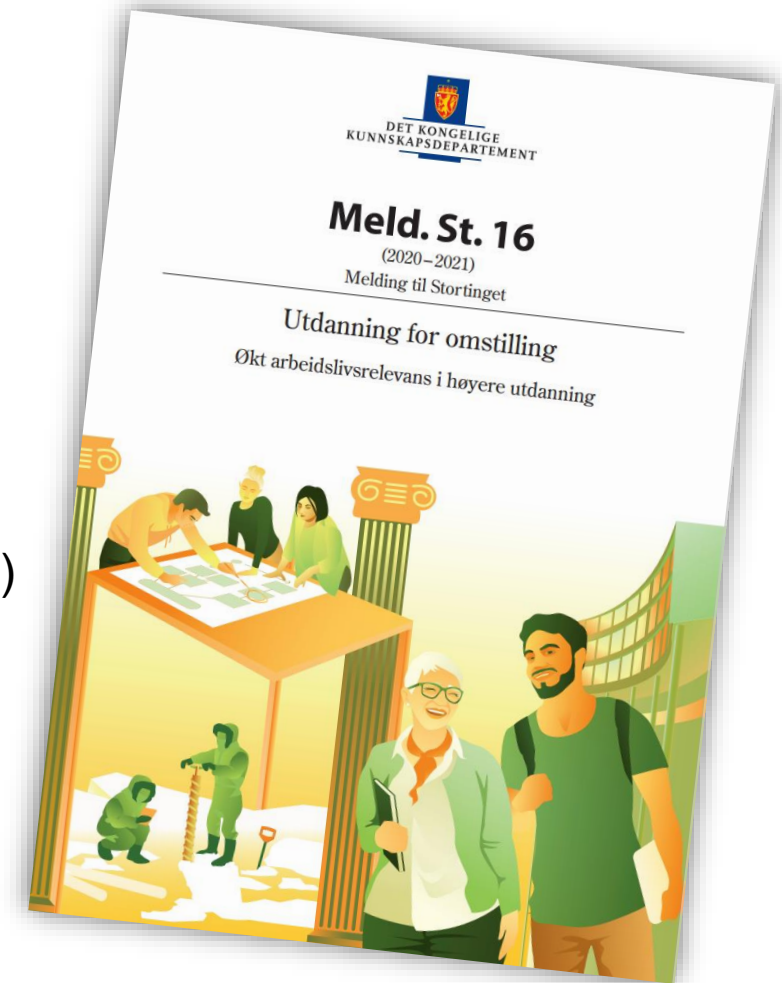
Indicator portal



White Paper no. 16 (2020–2021) *Education for change* – *better working life relevance in higher education*

Background: Change must be based on competence

- Digitalisation, demography, green transition are all drivers for change and new policies
 - UN Sustainable Development Goals
 - EU *Twin Transition*
- Working life relevance is more than 'ready-to use' skills and competence
 - Generic & 21st century skills (social and emotional skills, cooperation and communication, citizenship and sustainability skills)
 - A sound basis for further learning (learning working life)
- Innovation and entrepreneurship transversal theme
 - More open and accessible higher education system
 - Student-active methods of teaching and learning
 - More and better practice



Stakeholder involvement

- Strong tradition of stakeholder involvement in policy development:
 - Input to white papers, draft strategies ...
 - Participation in working groups and commissions
 - Formal consultations on draft legislation, etc.
 - Many meeting points and joint forums between politicians, student and staff representatives, higher education institutions, and social partners ...
- Weaker tradition of involvement from business, industry, public sectors on the development of higher education re. future needs, quality of practice, etc.
 - Basis for 2021 white paper Education for Change



Photo: Tone Flood Strøm



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The Norwegian Centres for Excellence in Education (SFU)



CENTRE FOR
EXCELLENCE
IN EDUCATION

- First established in 2010
- Broad approach: Established to strengthen quality of higher education in Norway.
- Aim to highlight education as an equally important task as research for universities and university colleges and increase the status of teaching and learning
- Administered by the Directorate for Higher Education and Skills
- The initiative has a total budget of 65 million NOK (EUR 6.8 million)
- Currently twelve centres. Initiated by disciplinary academic communities with proven excellence in educational development.



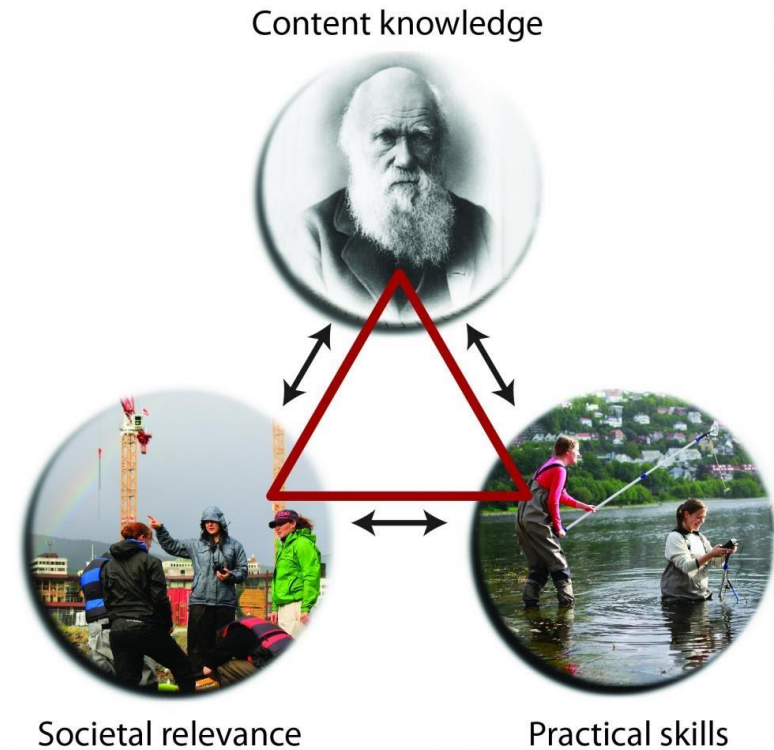
Aims of the scheme

- stimulate higher education to establish and develop academic communities that offer excellent education,
- contribute to knowledge-based analysis and development of teaching and learning, that underpins quality enhancement and innovation capable of making significant impact,
- contribute to sector-wide development and dissemination of knowledge and excellent educational practices,
- stimulate stronger interaction between higher education and relevant working life and wider society.



Example: bioCEED

- Biology emerges in the interface between theory, practice, and the needs of society
- To succeed, we must:
 - Use the triangle
 - Focus on learning
 - Exploit the research culture



Figures: bioceed.w.uib.no



Two academic cultures:

Researcher

- Research groups
- Social – built on trust
- Collaborate to exploit complementary strengths

- Continuous development – knowledge transfer
- The scientific method

- Share findings – open
- Write, document, publish
- Peer review, rigour

- Follow the literature
- Make use of new methods, new technology

Teacher

- Alone in front of the class...
- Distribute tasks – loneliness
- Everyone does everything

- ‘Flip over & start again’
- ‘Experience’

- Own experience – closed
- All documentation in the drawer
- Student evaluations, opinions

- Trained when appointed (at best)
- Conserve methods: the lecture!



Discipline education and work experiences

- Professional practice and traditional academic disciplines
- Establishing new meeting places between workplaces and higher education
- Several common experiences/ learning opportunities across higher education programmes regarding work placements



Photo: Wiki commons



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