



POLICY FOR PEDAGOGICAL DEVELOPMENT

Published	www.styrdokument.gu.se
Decision-maker	Vice-chancellor
Responsible body	Unit for Pedagogical Development and Interactive Learning (PIL)
Date of decision	28-2015-09
Period of validity	Until further notice
Summary	This Policy defines the University's objectives and orientation for its pedagogical development work. These objectives are to be achieved: first, through governance using action and operational plans; second, through guidance using a pedagogical ideas programme.

Policy for Pedagogical Development

The purpose of the University of Gothenburg's Policy for Pedagogical Development is to concretise the University's quest, expressed in *Vision 2020*, to develop courses and study programmes with a high level of scientific and artistic quality. Pedagogic excellence is to be achieved by developing good pedagogic environments and giving academic teaching more weight.

Good quality education is described at a European level in *European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*. The University of Gothenburg's Policy for Pedagogical Development is closely linked to this European policy, which emphasises student-centred learning and the active role of students in the learning process. The University of Gothenburg will also monitor national developments and be prepared to adapt strategic pedagogical development at university-wide level. In conjunction with pedagogical development at the University, the preconditions for achieving high-quality education at all levels of education will be given attention. Priorities, both at common level and at faculty and department level, are described in the University's *Action and Operational Plans*. Similarly, expectations and follow-up of pedagogical development results are described in these documents, on which strategic decisions and future investments are based.

Courses and study programmes at the University of Gothenburg are to be pursued in a way that stimulates an interest in knowledge and supports and develops student learning. When involved students encounter pedagogically skilled university teachers and supervisors on placements, opportunities to develop intellectually challenging teaching are created. In that way the responsibility for achieving good study results is shared between the teachers and students. The various levels of the University's administrative support functions should also be organised so as to make the pedagogical work easier in the concrete practical sense.

The University is responsible for offering a good learning environment for students at all levels of education. Teachers who teach and supervise at the University are to be associated with scientific/artistic activities at the higher education institution and be both knowledgeable in terms of their subject and pedagogically skilled. The University's learning environment must be designed to enable the realisation of pedagogical ambitions using varied types of instruction. The learning environment is to be characterised by qualified interactivity between teachers and students. Both the physical and the virtual learning environment are to be designed to strengthen the preconditions for each student and doctoral student to achieve the national qualitative targets. The purpose of the University's pedagogical development work should be for teachers to continuously deepen their knowledge about student learning by means of collegial discussions and through the exchange of experience, employing a researching approach and based on proven experience.

The broad assumption of responsibility at the University of Gothenburg represents a necessary precondition for realising the pedagogical development sought. Pedagogical development is a collective responsibility, where employees at department, faculty and university-wide level are to collaborate in order to achieve student-centred learning. The importance of pedagogical leadership will be made visible at all levels of the organisation. Employment relationships for teachers must be designed to enable teachers to actively participate in pedagogical development at the University.

The purpose of the complete environments at the University of Gothenburg, where research and teaching interact with student learning, is to both create and maintain high-quality education. The preconditions for the pedagogical development work in these collegial environments will be given attention. At departmental level, the head of department, with the support of the education coordinator, is to plan and follow up the

pedagogical development work. At faculty level, the departments' pedagogical development work is to be monitored and experiences pooled.

The University will also jointly emphasise pedagogical issues and issue invitations to cross-faculty critical discussions on scientific grounds concerning student learning and development of the University's learning environment. This is to be supported by a *Pedagogical Academy* together with the *Unit for Pedagogical Development and Interaction Learning (PIL)*.

This Policy is supplemented by a document entitled *Pedagogical Ideas Programme (V 2015/353)*, which provides guidance on how university-wide pedagogical development is expected to take place. The Pedagogical Ideas Programme describes key concepts in this context and provides examples of references to the educational scientific grounds on which pedagogical development is based. This document is published on the PIL Unit's website: <http://www.pil.gu.se/resurser/pedagogiskt-ideprogram/>.

This Policy is published on the University of Gothenburg's website: <http://www.styrdokument.gu.se>.