



UiO : **University of Oslo**

Enhancing teaching and learning – an organizational perspective

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Key insights and conclusions from the LOTUS project

Key insights: Many initiatives at national level: legal reforms, new projects, development of support structures, competence building in teaching, leadership in teaching emerging...

Conclusions:

- Institutional autonomy is crucial for the enhancement of teaching and learning
- Lack of recognition of teaching in academic careers remains the main structural obstacle
- Little dialogue and mutual understanding between different actors in the sector

Teaching and learning – why are we not succeeding (more)?

- Research is prioritised above teaching and learning
- Student-centered approaches – not popular among the students
- Academic staff overworked – with few incentives for engaging the teaching and learning development activities, and with little support
- EQA approaches to teaching and learning often rule/standard based – and perceived as bureaucratic and irrelevant
- Excellence initiatives – reward of the few, less institutional impact
- Teaching and learning metrics difficult to develop – failed incentive schemes

The importance of organizing

- Teaching and learning are the most complex tasks we do in universities – due to the number of stakeholders, rules, regulations, and processes involved
- Making T&L more important in a career perspective is an important, but insufficient factor for comprehensive change to take place
- Teaching (and learning) are collective processes – individual rewards are becoming more popular, but where is the inclusive institutional approach?
- The growing importance of technology makes organizing even more important – as both teachers and institutions easily can be taken as hostages by the tech-industry

The link between university autonomy and institutional capacity is a complex one...

- Universities have become more hierarchical, but not necessarily more coordinated in the `machine rooms`
- Teaching and learning are arenas where innovation frequently takes place, but where innovations are more rarely spread accross the institution
- Teaching and learning activities are still often based on beliefs and taken-for-granted practice – not evidence and research
- We invite students to let us know whether they are `satisfied`, not inquiring them about what they have learned

What could an organizational approach to teaching and learning imply?

- A need for new developmental arenas for T&L where academic, administrative staff and students come together
- A need to integrate competence building to `authentic` development processes
- A need to broaden the `career perspective`, and to further develop institutional personnel policies and resource allocation models
- A need to strengthen our knowledge about effective teaching and learning practices
- A need to re-think pedagogical design after the pandemic