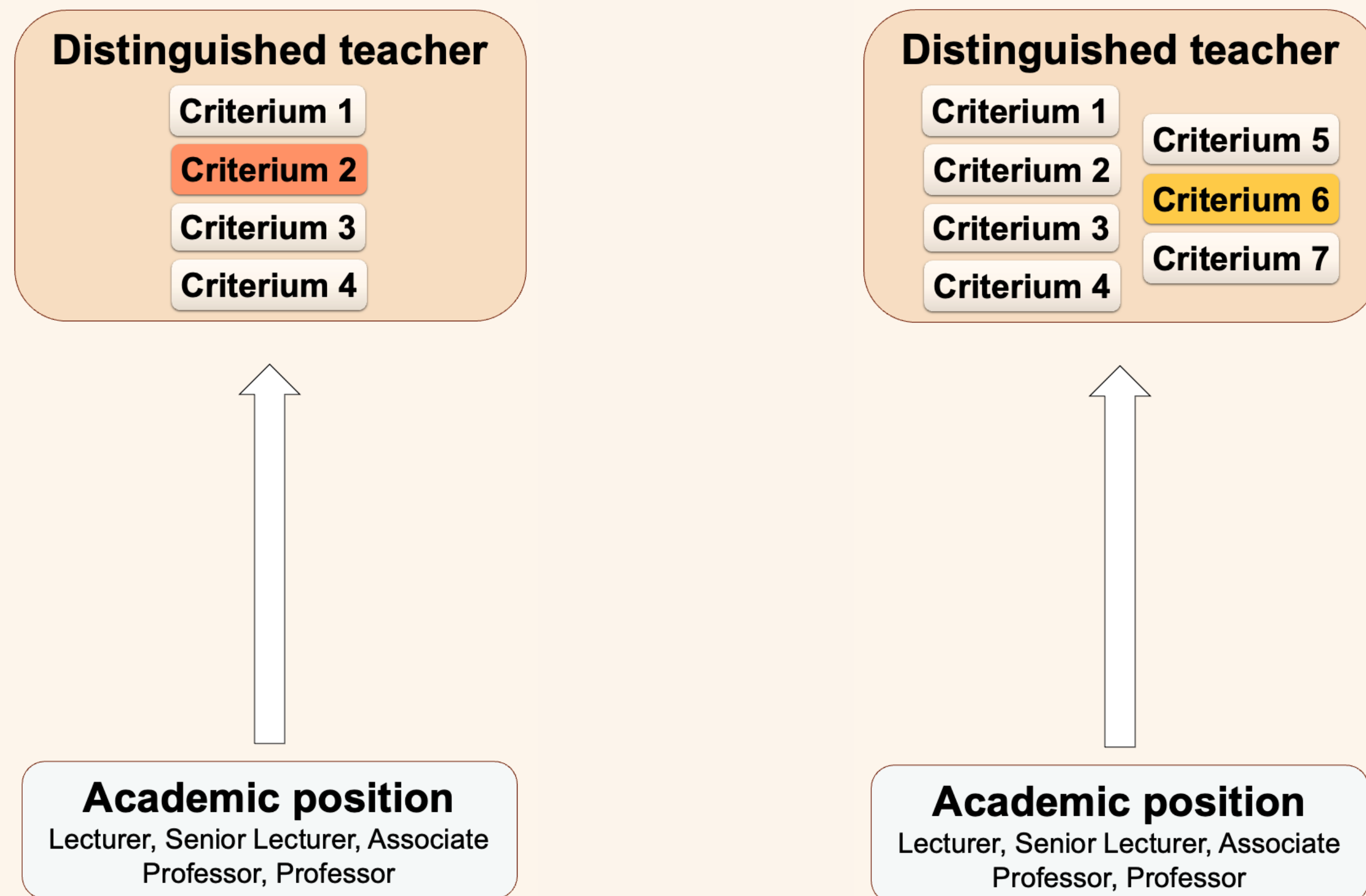


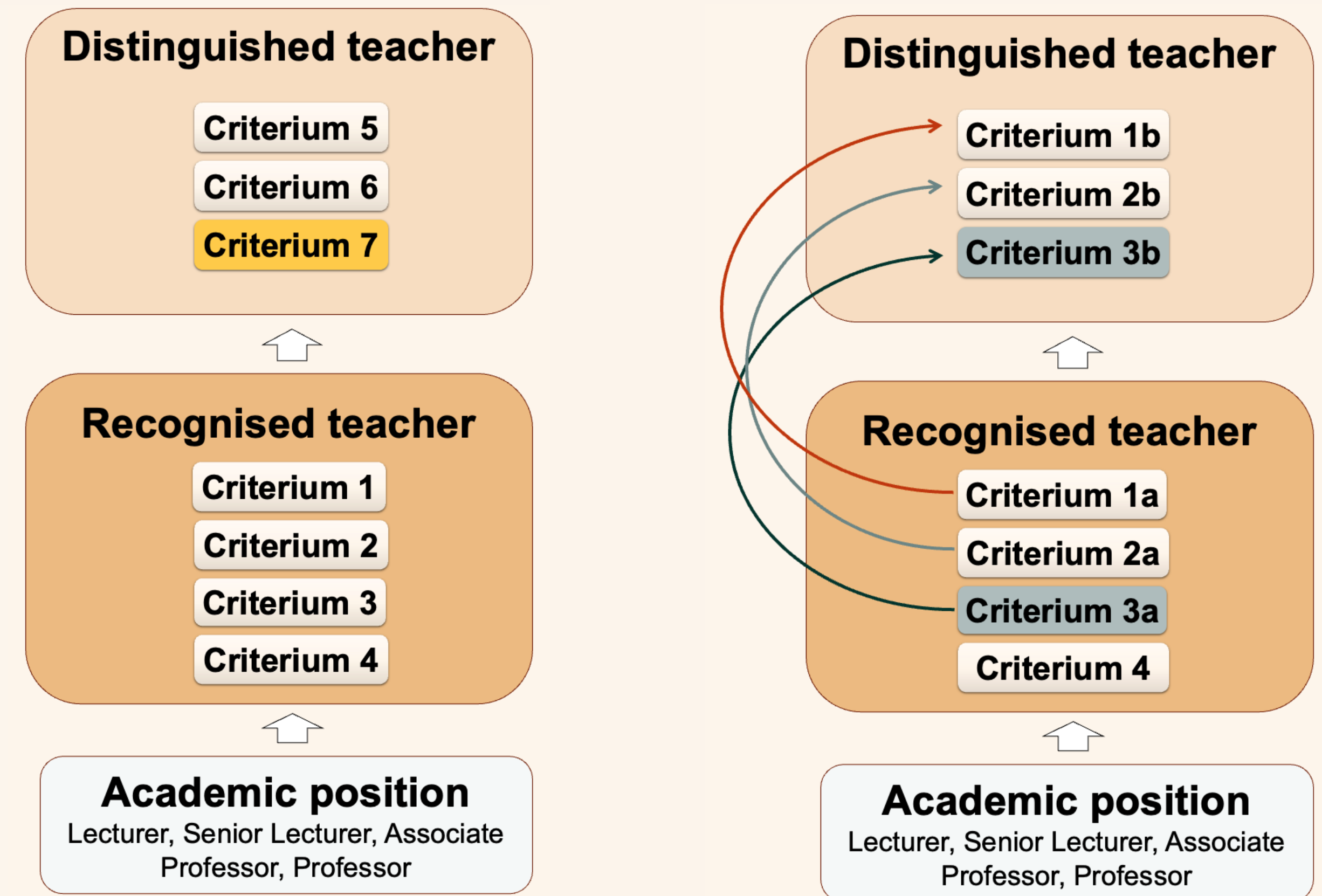
Context Matters - SoTL Criteria in Swedish Teaching Excellence Frameworks

Frameworks for rewarding pedagogical achievements are common in Swedish Higher Education (Winka & Ryegård, 2021). An excellence framework consists of criteria based on SoTL that identify the desired qualities and achievements of an excellent teacher. We have examined four Teaching Excellence Frameworks and found that the context influences the way SoTL is articulated at each Higher Education Institution (HEI).

One-step Frameworks with Different Numbers of Criteria



Two-step Frameworks with Additive or Incremental Criteria



Common SoTL Aspects

Some aspects of SoTL (Boyer 1990, Felten, 2013) are present in all HEI frameworks, such as:

Focus on student learning

Pedagogical development

Reflection on practice

Collaboration and cooperation

Dissemination of knowledge

SoTL in Context

The SoTL aspects at each HEI are expressed in different numbers of criteria and levels of the framework.

In all four frameworks extra emphasis is put on certain aspects. These criteria reflect a strategic or historical importance at each HEI, such as:

Teaching in a disciplinary context

Pedagogical leadership

Pedagogical outreach

Conclusion

All four frameworks have a common ground in SoTL. Some are inspired by Kreber's (2002) levels of increasing engagement in scholarly teaching practice.

Each HEI have contextualised their framework with respect to the number of levels (one or two steps), the number of criteria (4-7), the content of the criteria and the emphasis put on certain aspects.

” This enables each institution to use the teaching excellence framework as a lever for strategic pedagogical development. ”

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