

Guidance for applicants in documenting their pedagogical expertise

High-quality education is central at Linköping University (LiU) and a cornerstone of LiU's vision and the strategic area 'Education and Knowledge Creation' – [read more about the vision here](#). The pedagogical expertise of teachers is crucial for delivering high-quality education. In order for your pedagogical expertise to be assessed, clear reporting and documentation are required. This guide is intended for those applying for an open teaching position or requesting a merit review for promotion. The selection of qualifications should be made so that what you present is relevant to your application. Your documentation, along with supporting attachments, must be included in the application form. If you are applying for docentship, please refer to the guidelines of the respective faculty for instructions on how to present your pedagogical expertise.

LiU's definition of teaching expertise

Pedagogical expertise pertains to an academic's ability to, based on scholarship or artistic practice and proven experience, and in a way that benefits student learning in relation to set educational objectives, the regulatory framework and education's relevance:

- plan, implement, evaluate, reflect on, and develop teaching,
- deepen and broaden their knowledge and skills, both within their subject, and didactically and pedagogically,
- lead and develop pedagogical activities,
- collaborate with colleagues and make one's knowledge and skills available to others, and
- interact with the surrounding community.

Please note that the above are not mandatory criteria but rather aspects of pedagogical expertise, which may be demonstrated to varying degrees. For descriptions and examples of indicators for the above aspects, see: [Guidelines for assesment of pedagogical expertise](#).

When assessing pedagogical expertise, different aspects are emphasized depending on the specific position being applied for. See the relevant criteria in [Rules of Appointment](#). This applies both when applying for an advertised teaching position and when applying for promotion.

List of teaching qualifications

Attach a list of your pedagogical merits based on the headings below. All the qualifications/experience cited must be substantiated by certificates.

Teaching assignments

This should highlight, in table form, the *time span* during which the teaching took place, *the number of hours*, *the number of students/course* and *the course/student group*. Furthermore, it must be stated *level or type*, i.e. whether teaching has taken place at Bachelor's, Master's or Postgraduate level, and whether it has been a commissioned education and/or further education. *The higher education institution* and *the language of instruction* must also be stated. Further, you should provide information on *teacher contribution*, such as examiner or course coordinator. Examples of *mode of teaching/activities* can be lectures, seminars or experiences of supervision at undergraduate and advanced level.

At the bottom of the table, sum up the number of hours and make a summary according to the example below. Completed teaching efforts must be substantiated by a certificate from the line manager, Head of Division or Department/Director of Studies or equivalent.

Time span	No of hours (clock hours)*	No. students/course	Course/student group	Level or type of teaching	Higher Education Institution	Language of instruction	Teacher role	Mode of teaching or activity
Autumn 2016	80	9	Nursing in Theory and Practice	Bachelor's	Oxford University	English	Facilitator	Tutorial groups
Autumn 2022	100	70	Human Resource Management programme – HR Management strategies 3 rd year	Master's	Linköping University	Swedish	Supervisor, examiner, course coordinator	Supervision and examination of project work, lectures, seminars
Spring 2023	70	20	Leisure-time centres in focus	Commissioned education - distance	Linköping University	Swedish	Course coordinator, seminar facilitator	Online seminars
Autumn 2023	60	4	Independent project in public health science	Master's	Uppsala University	Swedish	Supervision	Supervision
	Sum: xx hours							

* Clock hours refer to the total working time allocated for the teaching activity in question, i.e. also pre- and post-work in teaching (in addition to direct teaching such as lectures, seminars, supervision, etc.). That is, what is awarded by the respective line manager, Director of Studies/Head of Division/Department as a distribution of your duties and can be certified.

Supervision of PhD dissertations

Describe supervision according to the example in the table below. Indicate when the supervision started and ended. The implementation of the stated steps must be substantiated by a certificate.

Time span	No of hours*	Role (assistant or main supervisor)	Name of PhD student	Higher Education Institution	In what steps have you participated from initial admission to doctoral degree?
2016–2021		Assistant supervisor			Participated from admission to doctoral degree
2020–2023		Supervisor			Participated from admission to the licentiate degree
2022-		Supervisor			Participated from licentiate degree - ongoing
	Sum: xx hours				

* Here there are different templates for calculating hours, state how you made your calculations.

Sum of teaching assignments and supervision of dissertations

Here we ask you to sum up the total number of hours from the table for teaching assignments with the total number of hours for supervision of doctoral dissertations.

Teaching assignments and supervision of dissertations	Sum: xx hours
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Formal training in Teaching and Learning in Higher Education (and other pedagogical training)

List and describe the training and/or courses that you have undertaken, according to the list below. The certificates that you attach must show completed education, it is not sufficient to simply attach a programme or syllabus for completed education.

- Qualifying courses in Teaching and Learning in Higher Education according to Linköping University's [Rules of appointment](#).
- Other training in Teaching and Learning in Higher Education
- Other pedagogical/didactic education at academic level
- Other education that is relevant to the position.

Other teaching qualifications

The following list contains examples that you can list under this heading.

- Development of teaching materials and teaching media
- Educational awards
- Experience in educational leadership, planning of teaching and administration
- Collegial collaboration within the university, but also in between higher education institutions, both nationally as well as internationally
- Participation in pedagogical seminars and educational conferences, etc. Publication regarding the development and/or research on teaching and learning. (May coincide with scientific qualifications. Refer then to the same appendices.)

- Pedagogical expert assignments.

Any experience of collaboration assignments with the surrounding community in an educational context is included in the application form under the item Collaboration. However, your reflections on collaboration in educational contexts should be included in the pedagogical reflection.

Pedagogical activities at Bachelor's, Master's or Postgraduate level

Make a *summary description* in free text based on the pedagogical experience you have mentioned above. Under this heading, the focus is on providing an overview of *what* you have done in your educational/pedagogical activities. Again, we ask you to focus on activities that are highly relevant in relation to the position you are applying for (see further in the [Rules of appointment](#)).

Pedagogical reflection

Under this heading, you should demonstrate a pedagogical awareness by reflecting on your pedagogical philosophy (or ethos) and how it is expressed in practice. You should also reflect on your own pedagogical development in relation to your teaching practice.

The pedagogical reflection should be about 3-5 pages, where the higher number of pages is expected of you who apply for a higher position.

Description of your pedagogical philosophy (or ethos)

The pedagogical philosophy (or ethos) is personal, and it is up to you to formulate and highlight what you find important in your role as a lecturer (meant as university teacher) to support learning. It is an advantage to connect your description and your arguments to relevant research and/or literature in Teaching and Learning in Higher Education and/or Higher Education Pedagogy.

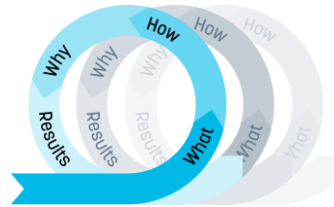
Examples of questions to consider are:

- What is your view on knowledge and on how people learn?
- What knowledge do you consider valuable and important when teaching?
- How do you view your students and what expectations do you have of them?
- What do you do to support student learning?
- What learning environments (physical and digital) do you create for the students and why?

Description of how your pedagogical philosophy is expressed in your teaching

When describing your pedagogical expertise, you should highlight, with the help of examples, *what* you have done in your teaching practice (such as planning, implementation and follow-up of the teaching) and a description of *how* this has

been carried out. The text must also include a description of and reflection on *why* you have chosen to do so. Here you establish a connection to what you wrote above about your pedagogical philosophy (or ethos). Also describe *what* it has meant for students' learning and with what results, e.g. in the form of students' satisfaction with their studies, study results, student throughput, etc. Your account must also include a description of and reflection on which measures, if any, have been taken in relation to the above-mentioned results and with which effects. It is desirable that the connection (see the loop below) between *what*, *how*, *why* and with what *result* is clearly stated in order to highlight the applicant's pedagogical awareness and how this is practiced. The examples given are substantiated by the relevant attachments/appendices.



The account should include a reflection on your teaching activities and show how your pedagogical philosophy (or ethos) is expressed in them and how it affects your role as a lecturer (meant as university teacher). It is a good idea to highlight a limited number of examples, such as three to four. Choose examples that illustrate your teaching expertise at the different levels that are requested for the specific position you are applying to. Feel free to highlight how you have taken the "loop" further one more turn to show how you think and how you continue to work with both successful and less successful cases.

Describe and reflect briefly on what *your own pedagogical development* has looked like. In what way do you think that courses in Teaching and Learning in Higher Education, pedagogical conversations in your own disciplinary/work context, pedagogical networks or other relevant aspects have affected your pedagogical work? How do you visualise your pedagogical development going forward? What do you need to develop? What can you contribute to the pedagogical development of teaching and pedagogical activities at your unit/division or department? Is there anything you can contribute at the overall LiU level?