

Inspiring Excellence- The Norwegian Way

Centres for Excellence in Education (SFU)

Excellence as inclusive and developmental

Helen Bråten, NOKUT May 2018,



- 1. The SFU initiative and results so far
- 2. Excellence the Norwegian way: exclusive and inclusive

National prestige initiative

Lift the status of teaching and learning

• Stimulate excellence in education (BA + MA)

- Contribute to:
 - knowledge and research led enhancement and innovation
 - stronger interaction between HEIs and society
 - sector-wide development and dissemination of knowledge and practices



- Long-term effort (2010)
- Centres : top funding 4- 8 million NOK annually
- Status for 5 + 5 years
- Programme 45 million NOK annually

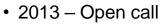
Norway

- 5,1 mill inhabitants
- 9 universities (public)
- 41 colleges (public and private)
- 260 000 students
- 37 500 staff

8 diverse centres

2011 – Pilot- Teacher education
 ✓ ProTED – University of Oslo and UiT- Arctic University





- ✓ Centre for excellence in music performance education (CEMPE) Norwegian Academy of Music
- ✓ MatRIC Centre for Reserach, Innovation and Coordination of Mathematics Teaching-
- University of Agder

✓Centre of excellence in Biology education (bioCEED) - University of Bergen, University Centre Svalbard and Marine Research Institute

• 2016 – Open call

- ✓ Center for Computing in Science Education (CCSE) University of Oslo
- ✓ Centre for Engaged Education through Entrepreneurship (Engage) NTNU and Nord University
- ✓ Centre of Excellence in Computing and IT (Excited) NTNU and Nord University
- ✓ Centre of Excellence in Film and Interactive Media Arts (CEFIMA) Norwegian Film School



CEMPE Senter for fremragende utdanning i musikkutøving

> MatRIC Centre for Research, Innovation and Coordination of Mathematics Teaching





Impact of the SFU initiative

- Higher status and priority to teaching and learning (competition)
 - Legitimacy for resources (time and money) for HEIs and individuals
 - Strategies and project anchored in senior management
- More awareness around quality, excellence and indicators
 - Arenas to discuss teaching and learning (institutional and national)
 - Common language
 - De-privatising teaching
 - Research on education, SoTL
 - Student engagement innovation
 - Collaboration (internally, between HEIs, internationally)



Excellence: exclusive and inclusive



An SFU must

- offer excellent R&D-based education
- develop innovative ways of working with R&D-based education
- encourage student engagement
- contribute to the development and dissemination of knowledge



Criteria

1. Documented excellence

- Excel, be pre-eminent, stand out from the rest (Elton 1998)
- Education
- Multi-level and multi-actor effort
- · Contextual- adopted to different disciplines / knowledge domains and cultures

2. Innovation: centre plan for innovation and enhancement

3. Dissemination: Centres for excellence – sustained change

- Disseminate knowledge, good practices and results from the centre nationally and internationally.
- Plans on how to help others improve.

Centres FOR excellence

• Dissemination: a two-way process

"A key characteristic for a successful SFU is humility: an acceptance that all new ideas do not necessarily originate here, that there are other excellent teachers elsewhere" (Lawson 2016:140)

"the planned process of understanding potential adopters and engaging with them throughout the life of the project, to facilitate commitment to sustained change" (Hinton et al, 2011, p.6

Enhancement Cooperation Quality culture



	SFU	TEF
Initiated	2010	2016
Voluntary competition	\checkmark	\checkmark
Funding consequences	\checkmark	X (via student fees?)
Obligations	\checkmark	X
	National centres to impact the sector	
Aims	Reward and recognise teaching - Enhancement	Reward and recognise teaching - Student choice
Key Level	Programme (centre- institutional)	Institutional (subject level TEF)
Metrics	Free of choice Narrative	Core metrics Narrative
Assessment	International expert panel with student representation - site visits: interviews of senior management, teachers, students, stakeholders and key staff	TEF assessors make initial judgement with conclusion sent to panel that confirms the final judgement
Assessment visits	\checkmark	X
5 year action plan included	\checkmark	X
Evaluation and impact framework	\checkmark	X

Partnership for development

Application phase

- Beneficial all applicants: feedback (x2) + seminars
- All bids and feedback made public transparence
- Stimulate cooperation

Centres

- Follow-up: focus on enhancement- trust partner

 - Attend board meetings and events
 Annual reporting seminars- dialogue between centres
 Mid-term evaluation- developmental focus
- Network between centres- stimulate sharing good practice, cooperation
- Incubator for innovation
- Dialogue meetings every second year (international experts)
- Dissemination
 - SFU-magazine
 - Seminars for all HEIs- arenas to discuss education teachers' retreats
 - Seed money to fund project: students as partners, SoTL projects students and staff
 - Evaluations, research projects





Excellence: changed practices

- Exclusive but inclusive
- Enhancement
- Defined by institutions
- Sustained change

Helen Bråten: hbr@nokut.no