

4.2.2 Pedagogical competence

“Pedagogical competence refers to educational and teaching qualifications. When assessing pedagogical competence, the quality of teaching should be the primary consideration. Scope, breadth and depth are also important, as should the ability to plan, initiate, lead and develop education and teaching, as well as the ability to provide research-based teaching on the basis of research in the relevant subject, subject didactics and teaching and learning in higher education. The ability to interact on issues related to teaching and learning in higher education with individuals active both within and outside the university is also included in the concept of pedagogical competence.¹”

Pedagogical competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time, as it is tied to one's own professional role. Research-based teaching and the individual's own research are important components in terms of satisfying the scientific grounds demanded in Chalmers' programmes.

Figure 1 below illustrates the complexity of the concept of pedagogical competence and the activities of a pedagogically skilled teacher.² Pedagogical competence is demonstrated by successful teaching and development of teaching as well as by evaluations and student learning. Both general and subject-specific knowledge of how students learn is a prerequisite as well as for continued development of pedagogical competence to be possible.

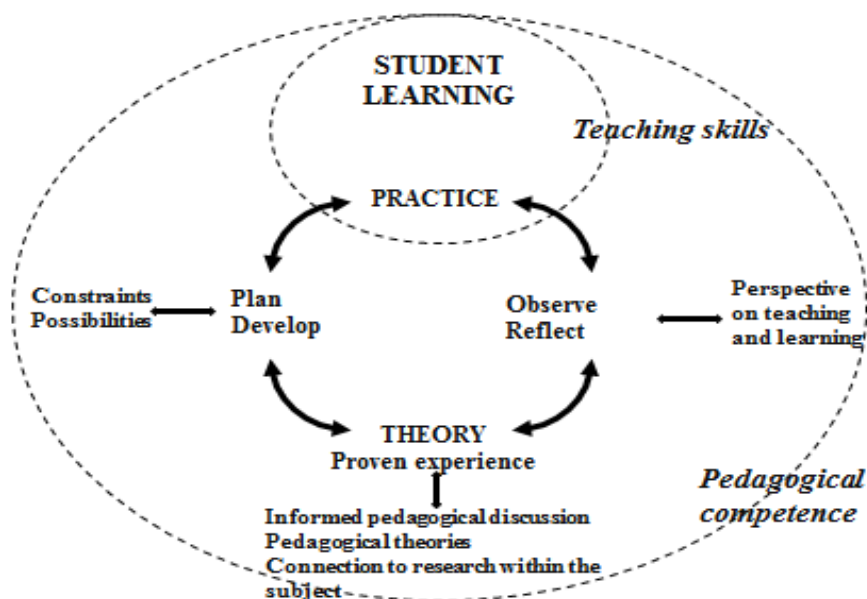


Figure 1. Model of pedagogical competence

Pedagogical competence also comprises the ability and willingness to take part in discussions on pedagogy to achieve personal development and contribute to the development of others. Participation can take many forms; within one's own subject area or on a general level, and on

¹ The definition of pedagogical competence and the assessment criteria are based on theories on Scholarship of Teaching and Learning (SoTL), and are found in the Uppsala University's Rules of Procedure.

² The model is based on theories on Scholarship of Teaching and Learning (SoTL), and is inspired by the report *A Swedish perspective on Pedagogical competence* (Å Ryegård, K Apelgren & T Olsson 2010:124).

a national or international level.

For a position as senior lecturer, associate professor or professor, a candidate must have completed courses comprising 15 higher education credits (10 old higher education credits) in teaching and learning in higher education, or in some other manner be able to demonstrate the corresponding expertise.

Pedagogical qualifications must be presented in a pedagogical portfolio. Instructions for presenting pedagogical qualifications are available on Chalmers' website.

Assessment areas for pedagogical competence

The following assessment areas are used to assess pedagogical competence:

- Teaching skills
- Theoretical knowledge
- Approach characterised by willingness and the ability to develop

The figure below illustrates the assessment areas for pedagogical competence.

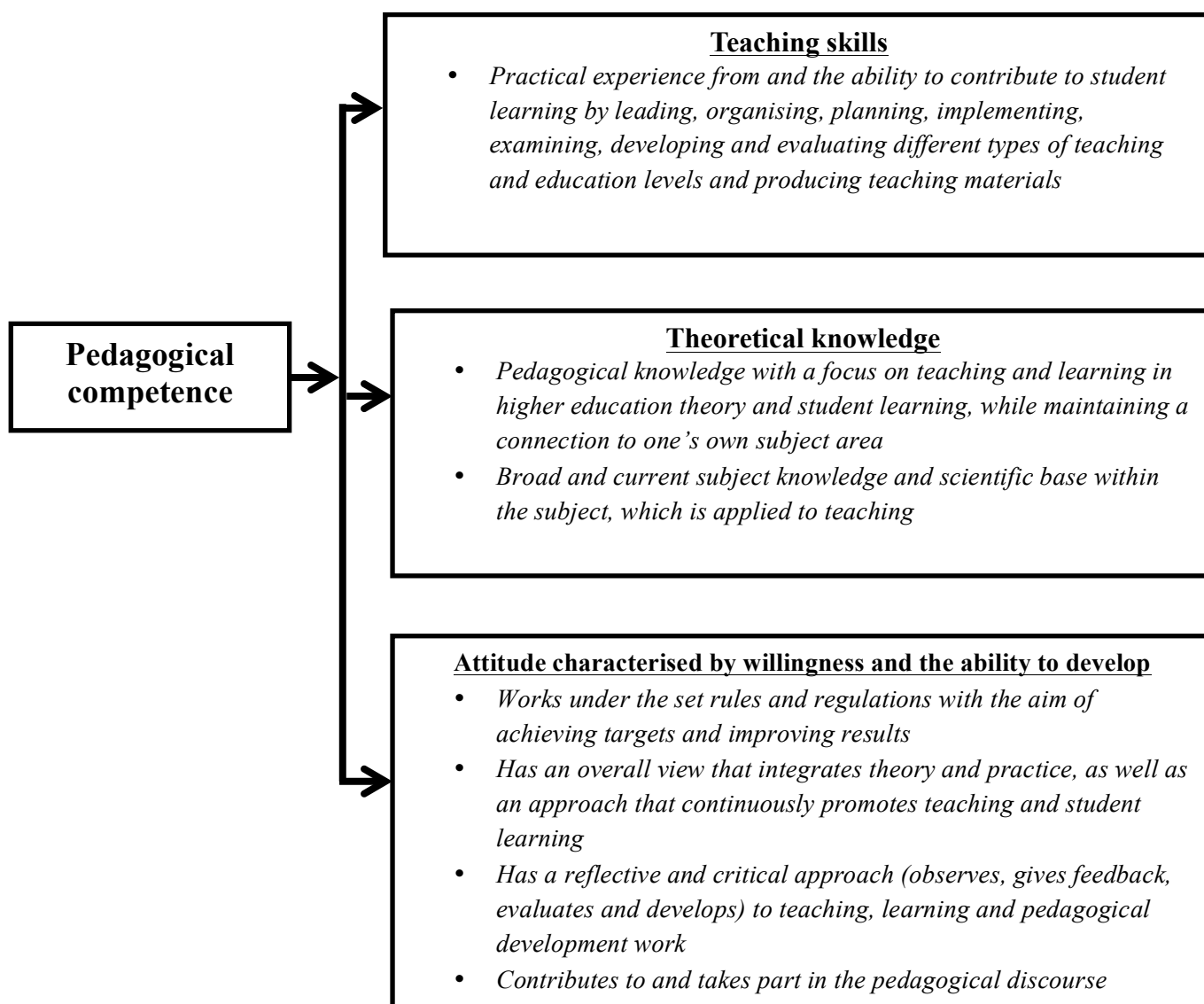


Figure 2. Assessment areas for pedagogical competence.