



Pedagogical expertise

A research basis and a scientific approach are important components in order to meet the requirements of a disciplinary foundation in our courses and study programmes. Pedagogical expertise presupposes, thus, a reflecting and critical approach regarding teaching, learning and pedagogical development work. Further, the pedagogical expertise builds on deep, broad and current knowledge within the field of study and also on issues concerning student learning and subject didactics.

In Figure 1¹ below, the complexity in the concept of pedagogical expertise is illustrated. Pedagogical expertise is expressed through successful teaching and development of the teaching, and through evaluations and student learning. The pedagogical expertise, thus, includes the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. Pedagogical expertise also includes the capacity to connect the teaching to research in the subject of interest. The development of the pedagogical expertise requires continuous interaction around matters of subject didactics and teaching and learning in higher education with actors both in and outside the university. In this way, the pedagogical expertise of the individual can contribute to the development of the pedagogical practice of others.

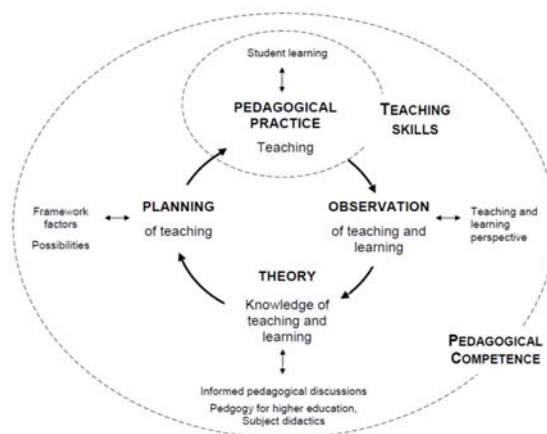


Figure 1 A model of pedagogical expertise.

¹ The model builds on theories on the Scholarship of Teaching and Learning, SoTL, and can be found in the report *Att belägga, bedöma och belöna pedagogisk skicklighet [Proving, assessing and rewarding pedagogical expertise]* (Å Ryegård, K Apelgren och T Olsson, 2010:118).