International mobility for enhanced education quality

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STINT Excellence in Teaching

- Swedish teachers spend one semester at a foreign institution of higher education
- Teaching or co-teaching
- Mutual effects: make an impact both at home and at host institution

International institutions

The Ohio State University
New York University
UCLA
Amherst College
Williams College
Haverford College
Davidson College
National University of Singapore
Nanyang Technological University (Singapore)
The Chinese University of Hong Kong

Positive effects

- Inspirational
- Teachers bring home new ideas about teaching
- Distance, time for critical reflections
- Continuing exchanges

Challenges

- Institutional support at home
- Tradition
- Teaching qualifications do not really count

Important factors for the positive impact of exchanges

- Focus on institutions, not only individuals
- Institutional analysis
- Strategies for internationalization based on reality
Which were the effects back home?

Three main effects

1. Influence the teacher’s own practice, inspiring other teachers
2. All teachers became leaders of education
3. As leaders the teachers could spread ideas and practices even better

Six teachers from KTH

- Viggo Kann 2006, Amherst College, MA
- Olle Balter 2008, Williams College, MA
- Örjan Ekeberg 2009, Vassar College, NY
- Ninni Carlsund 2009, Amherst College, MA
- Mikael Goldmann 2010, Davidson College, NC
- Katarina Gustavsson 2011, NUS, Singapore

All teachers come from the School of Computer Science and Communication at KTH

The first effect

How quality at the visited institution can influence the visiting teacher's own practice back home, and how this may inspire colleagues

Examples of effect 1

- 1-hour lectures instead of 2-hours (Viggo)
- Teachers help students choosing elective courses and subject specialization (Viggo)
- Lecturing combined with practice at computers (Katarina)
- Co-teaching (Ninni)
The second effect

All teachers became leaders of education after returning

Examples of effect 2

- Two were already leaders of education (Director of studies and Dean of education)
- The other 4 became Program directors
- One also became Director of studies
- One later took a break and is now working at Spotify

The third effect

How the teachers as leaders of education could spread the ideas and practices even better

Examples of effect 3

- Reliable and well-equipped lecture rooms, starting the lecture room group (Viggo)
- Modular scheduling (Viggo+Örjan)
- Student culture change: the default case should be that the student graduates in time (Olle+Örjan)
- Take your teacher to lunch (Olle)
- Sabbatical (Olle)

More examples of effect 3

- Planning of a Liberal Technology program with much more electiveness than usual at KTH (Ninni)
- The main focus should be on education, introduce a pedagogical ladder of qualifications (Olle)

Conclusions

1. Send good teachers abroad to study the education at a good university/college
2. When they return they will have become inspired to make changes
3. And will be ready to take a position as leader of education
4. Which will make the impact of their ideas much greater