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Author

OLSSON, Thomas (ROXA, Torgny)

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Abstract

In this article we describe and analyse a system for rewarding excellence in university teaching developed at the Faculty of Engineering at Lund University in Sweden. Individual teachers are rewarded for the effort they invest in the support of student learning. However, it is the organization that establishes a reward system and it does so for developmental purposes. These two purposes, individual and organizational, need to be balanced but the organizational perspective is wide enough to host the individual perspective, especially if the individual teacher contributes to the overall development at institutional level. The Faculty of Engineering rewards teachers with a clear focus on student learning and a developed capability to reflect scholarly on their teaching practice. The balance between theoretical knowledge about teaching and student learning and the actual teaching practice is crucial and examined in detail. It is the reflected practitioner that is rewarded ? for the benefit of the organization. (HRK / Abstract übernommen)