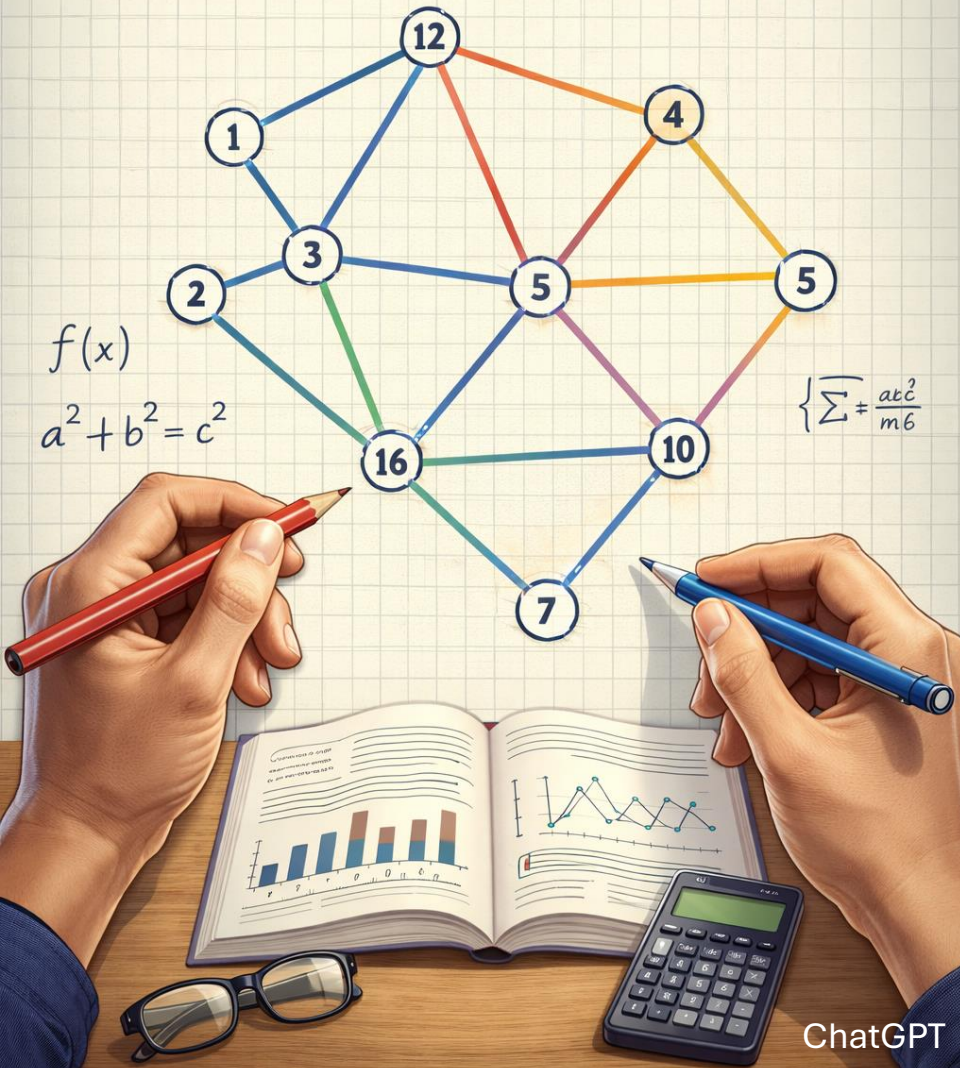


CONNECTING THE DOTS



Connecting the dots



How can staff development be (re-)designed to have a greater and longer-lasting effect on the quality and relevance of higher education?

Katarina Mårtensson

Lund University, Sweden

2026 European Learning & Teaching Forum
Impactful staff development for educational transformation
Lisbon, Portugal, 13 February 2026

Rewarding teaching in academic careers

Mapping the global movement for change



Dr Ruth Graham
January 2025



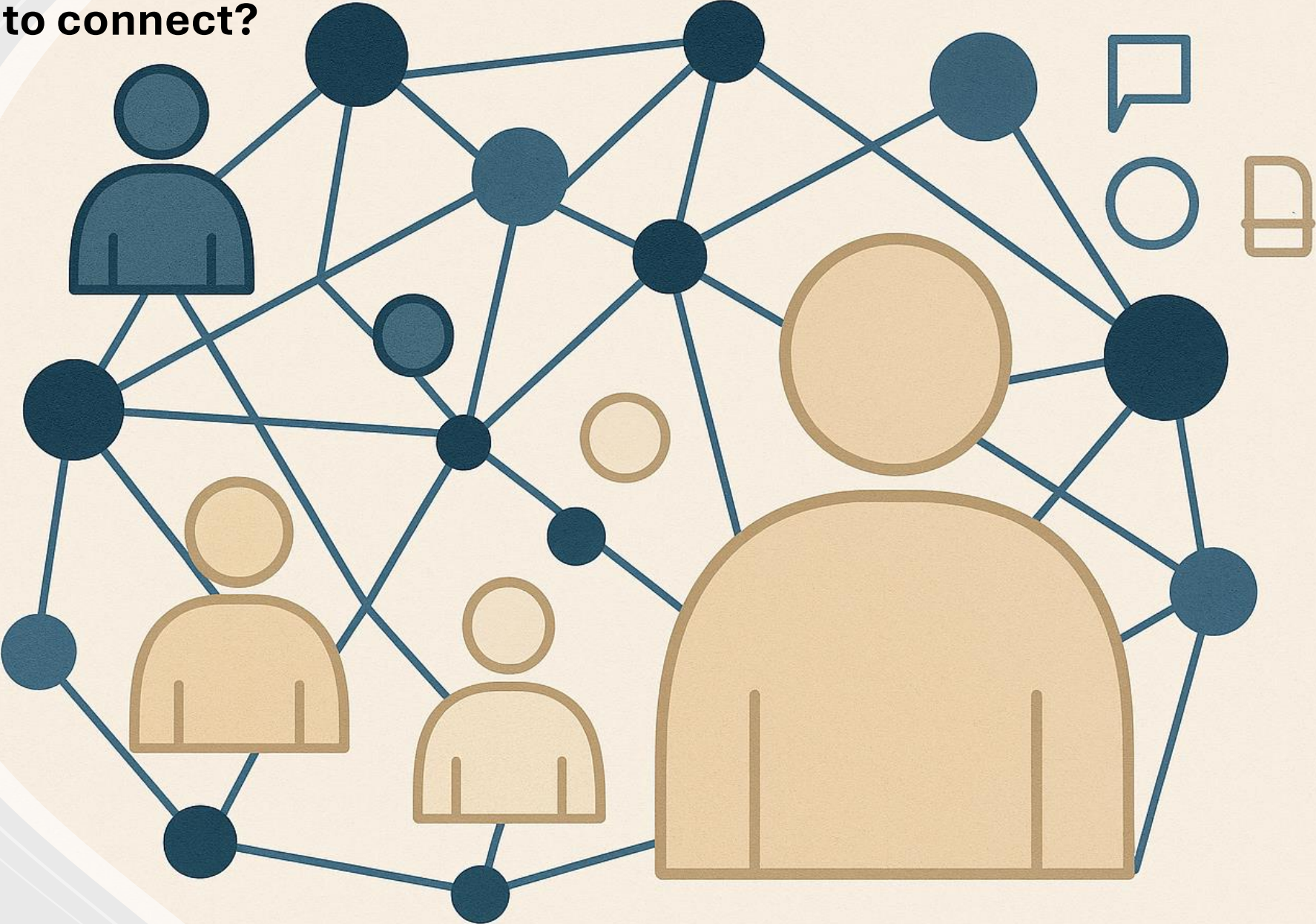
Staff development in learning and teaching at European universities


Results from the STAFF-DEV survey

Thérèse Zhang
January 2025

Who/what are the dots to connect?

- Teachers
- Students
- Leaders
- Politicians /governments
- Support staff
- Departments
- Institutions
- Alumni
- Appointment committees
- Funding agencies
- Employers
- Society
- Libraries
- Laws
- Resources
- Award/Reward schemes
-



A person wearing a brown graduation cap and a black gown with orange and blue stoles. Three blue speech bubbles are overlaid on the image, each containing a statement. The background is a blurred indoor setting.

“I do not want to talk to anyone about my research”

“I will not write anything, nor discuss what I learn”

Imagine a new PhD-student

“I will not read up on what is known already”

Teaching as a private sphere

“...an established right to
teach behind closed
doors”

(Schultz & Latif, 2006)



≈ 25 years ago, at



shutterstock.com - 533471644

“Do you often talk with colleagues about their teaching?”

One of the participants answered in horror:

“No, that would be comparable to speaking to them about their personal hygiene.”



But in **research** there is a tradition to continuously critique each other, to give and receive feedback through peer review. It is in fact a vital part of the academic professional competence.

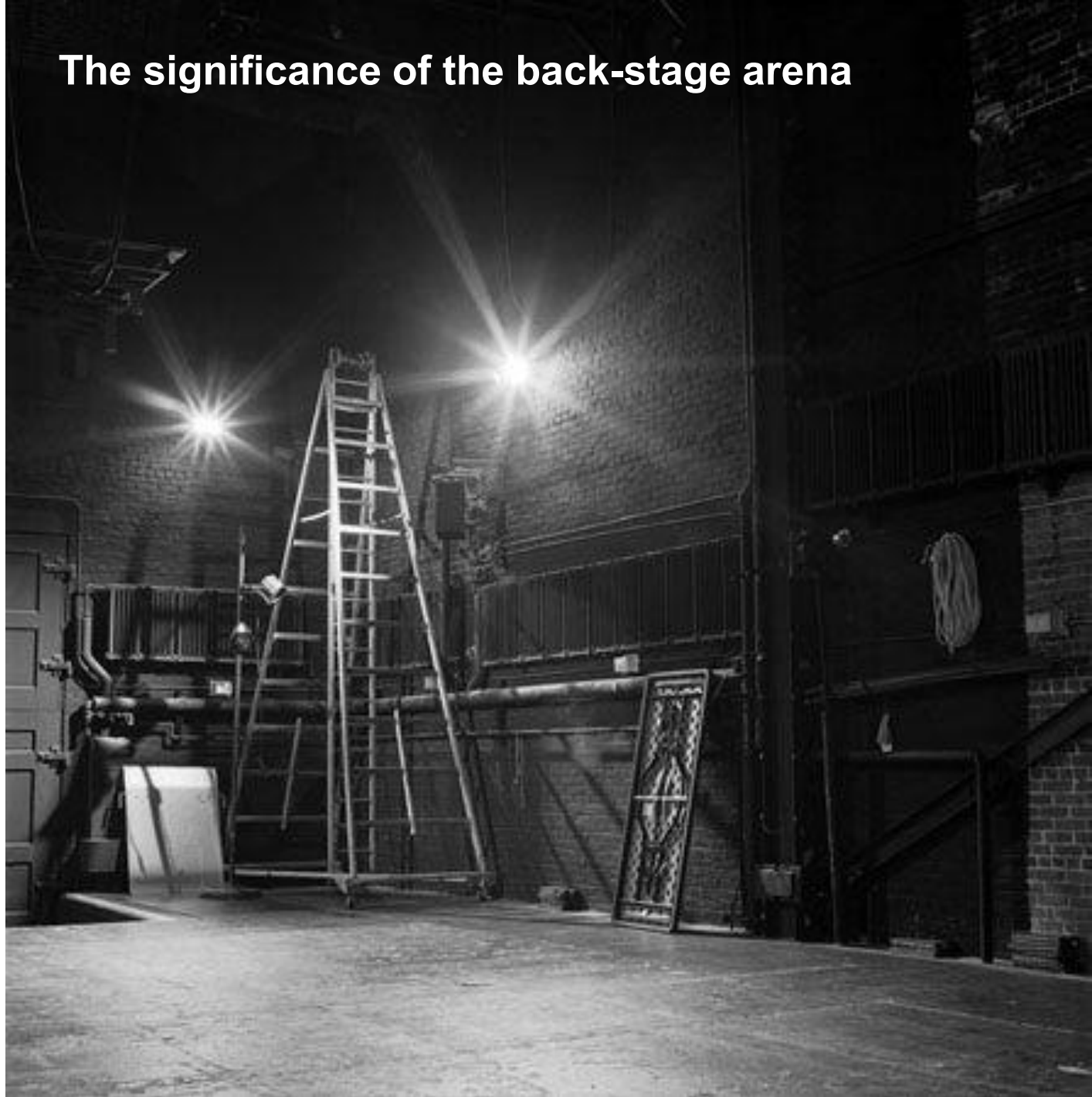
There are ways to do this also in teaching!

Handal, G. (1999). Consultation using critical friends. *New directions for teaching and learning*, No 79, 59–70.

The significance of the back-stage arena

University teachers have small ‘*significant networks*’ where private discussion provide a basis for conceptual development and learning, quite different from the ‘front stage’ of formal, public debate about teaching.

(Roxå & Mårtensson, 2009)



Change the culture by combining the engagement!

-> Facilitate more and better conversations, supported by leaders and institutional structures



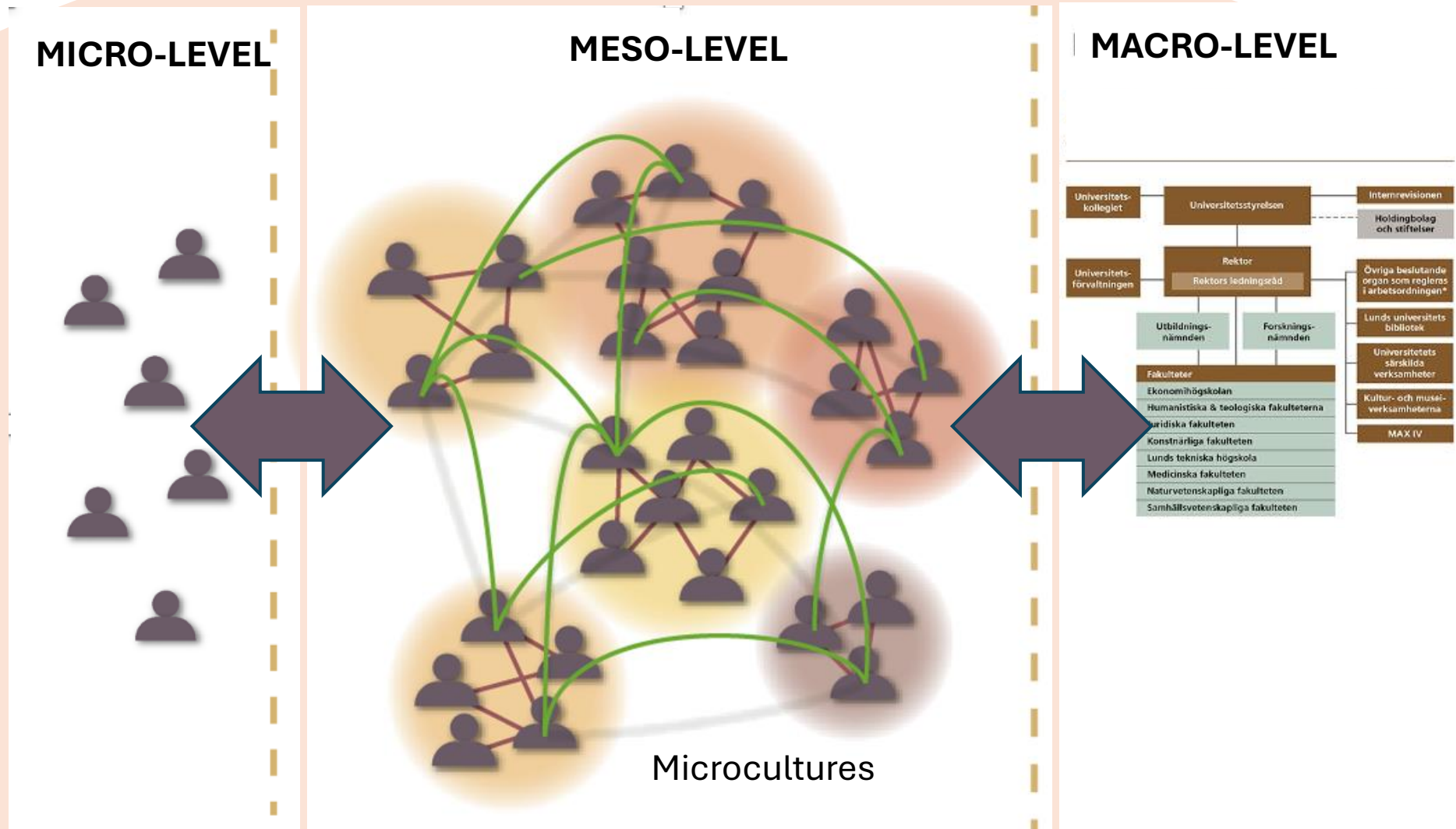
'The lived realities of academics [and students]' (Menon & Motala, Forum abstract, 2026)

'A culture of sharing' (Myllykoski-Laine. et al., 2023)

'The power of collegiality' (Mårtensson, 2023)

Connecting the dots to develop the [culture of the] organisation

Based on Hannah, S. T., & Lester, P. B. (2009)



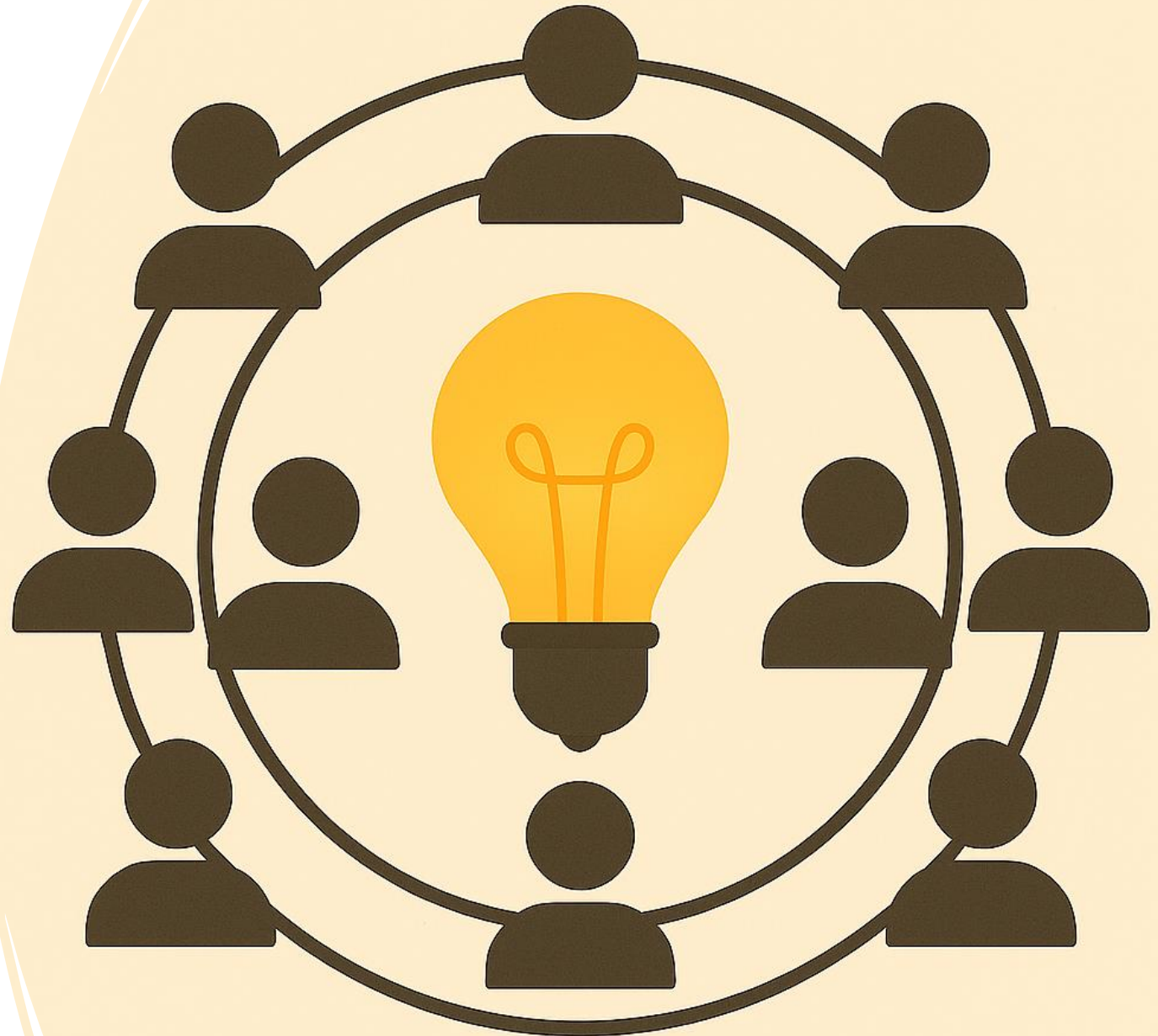
The importance of **arenas**, **artefacts**, knowledge **brokers** and **leadership**

(Brown et al, in press; Mårtensson, 2014; Mårtensson & Roxå, 2015; Roxå & Mårtensson, 2016)

What does transformation mean and what kind of innovation and change do we hope to achieve in higher education?

(Forum Opening, abstracts)

Perhaps the transformation to encourage, support, and reward more and better conversations about teaching and learning? To view teaching as a shared endeavor, treated in an academic, scholarly, and collegial way?



SoTL in a nutshell

”Challenge our own assumptions – questioning the premises of what we do (and the results of what we do)”

(van Schalkwyk et al, 2013)

Systematic, deliberate
inquiry into teaching and students’ learning

Close to practice, contextual

Informed by - contextual and general
- knowledge about teaching and
learning

Shared / made public



image from pixabay

A supportive collegial culture, ’a culture of sharing’

- Teaching and education is valued at all levels
 - Willingness and efforts to develop teaching (& learning)
 - Shared responsibility, knowledge about others’ work
 - Teaching and its development is allowed, expected, and encouraged
 - Possibility to influence
 - Actors, channels, and actions
 - Collaboration and sharing
-
- Resources (financial, physical, social)
 - Acknowledgement (recruitments, career paths, merits)