



# LUND UNIVERSITY

## Teaching academies in research-intensive universities: How are learning cultures and SOTL strengthened?

Lindberg-Sand, Åsa; Geertsema, Johan; Larsson, Maria

2018

*Document Version:*

Publisher's PDF, also known as Version of record

[Link to publication](#)

*Citation for published version (APA):*

Lindberg-Sand, Å., Geertsema, J., & Larsson, M. (2018). *Teaching academies in research-intensive universities: How are learning cultures and SOTL strengthened?*. Abstract from ISSOTL18, Bergen, Norway.

*Total number of authors:*

3

### General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

### Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117  
221 00 Lund  
+46 46-222 00 00

## Teaching academies in research-intensive universities: How are learning cultures and SOTL strengthened?

Åsa Lindberg-Sand, Johan Geertsema and Maria Larsson

In this presentation we investigate the development of teaching academies (TAs) in research-intensive universities. We consider variations in the approach to TAs in a group of thirteen research-intensive universities, focusing on TAs in the six that have set up one of their own. We seek to understand how these TAs may underpin the development of learning cultures through SoTL. Our project is part of a larger endeavour in a global network of research-intensive universities to understand how teaching and learning are strengthened at these institutions.

To obtain an overview of existing TAs, a questionnaire was issued via email to the centres for academic development at thirteen research-intensive universities. The questionnaire consisted of open-ended questions relating to the motivations for establishing / not establishing a TA, their funding source, selection criteria, and expectations. A deeper analysis from a social-cultural perspective (Wenger 1998) of two of the academies presented earlier (Authors 2017) showed that neither of them could be described as a community of practice. However, both supported the teaching aspect of the academic identity at each university, though in very different ways.

The aim of this presentation is to describe the variation covered under the umbrella of “teaching academy”, and to specify different approaches to strengthen learning cultures through SOTL. Our results show that most of the research universities took such initiatives, but not all of them labelled their approaches as a TA. The initiatives covered by the label displayed different meanings of “academy”, and moreover constituted a broad array of activities. At a policy level, the choice of the label “teaching academy” for very different activities, shows the intention both to prioritize and increase the visibility of the complex efforts needed to support the further development of teaching in research-intensive environments, where learning cultures include both teaching and research.

Authors (2017). *Details withheld for anonymous review.*

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity.* Cambridge: Cambridge University Press.