# Are we seeing any results? A follow-up on the outcome of higher education pedagogy.

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**Abstract (300 words)**

A little over a decade ago, Stigmar and Edgren investigated the assignments and organizations of academic development units at Swedish higher education institutes. They found that whereas these units did carry out some common tasks, they also had varying responsibilities and organizational structures and often rested on uncertain ground (Stigmar & Edgren, 2014). Last year, we conducted a follow-up study, which revisits the original findings by Stigmar and Edgren (2014). *The aim* was to explore whether we could identify new currents and tendencies in relation to the previous result in Stigmar and Edgren (2014) as well as the development that has subsequently taken place within the field of higher education. *Methodologically*, we conducted interviews with academic development unit managers from twenty-five independent higher education institutions, as well as observed the webpages of these universities. The study provides a comparative analysis that identifies changes and new trends in academic development at Swedish higher education institutions. In addition, the authors have broadened the follow-up study to also include more characteristics of educational development units, offering a more comprehensive view of the current landscape of educational development units in higher education today. In this presentation we will present some of the *results* from the follow-up study. We will particularly focus on how the academic development units work with the results of their activities, for example how they follow up the results of qualifying university pedagogical courses, to be able to see what effects educational development has in higher education educational activities.