Syllabus for the course Learning and teaching in higher education - theory and practice, NAMN005

Swedish title: Högskolepedagogik i teori och praktik

The course syllabus was confirmed by the Faculty board for graduate studies on 22 February 2017. Third cycle course, 4.5 credits (corresponding to three weeks of full-time work).

This is a translation of the course syllabus approved in Swedish.

Learning outcomes
The aim of the course is to introduce participants to basic approaches in higher education teaching and learning, and thus provide a pedagogical foundation on which to build. The overall goal is to increase participants’ pedagogical awareness so that in their teaching they can make well-founded decisions that benefit student learning. On completion of the course, the participants should be able to:

Knowledge and understanding
- describe and explain fundamental concepts of teaching and learning in higher education
- describe and explain core values, regulations and basic research within Swedish higher education
- demonstrate knowledge of alternative forms of teaching and assessment

Competence and skills
- develop teaching elements that offer good prospects for student learning
- reflect on the connection between theory and practice in their own teaching

Judgement and approach
- argue for their choice of teaching forms based on curriculum and research within Swedish higher education
- demonstrate willingness to engage in collegial discussions on teaching and learning
- review and critically discuss their own development as teachers

Course content
The course has a practical focus and the participants work on a project concerning teaching in their own subject. To support this assignment, course participants are introduced to research and literature in higher education teaching and learning. A lot of space is provided for reflection on own experiences of teaching and being taught. Participants also have the opportunity to begin compiling a ‘teaching portfolio’.

The following topics are interwoven on the course:
- Learning perspective and the role of the teacher and the student
- e-learning
- Equal opportunities
- Knowledge and learning
- Constructive alignment
- Common teaching methods, advantages and drawbacks
- Analysis and development of teaching
- Reflective practice
- Communication and feedback
- Assessment, evaluation and quality assurance
- Exam nerves and student health

Emphasis is on the practical aspects of these topics, and there is a continual focus on student learning.

**Teaching**
Teaching consists of lectures, seminars, workshops, discussions, exercises, group work, project work and meta-reflection.

**Assessment**
Examination at the end of the course consists of a written project report with analysis and plan of own teaching based on the course content and project instructions. The examination also consists of giving feedback on other participants’ project reports, and meta-reflection on the individual pedagogical development.

**Grading scale**
Possible grades are Pass and Fail.

**Language**
The course is given in English.

**Entry requirements**
The course is aimed at teaching staff with no previous training in teaching and learning.

**Additional information**
The course is part of the Faculty of Science’s qualifying teacher training.