



## Introduction to Teaching and Learning in Higher Education Högskolepedagogisk introduktionskurs

3 credits

3 högskolepoäng

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**Ladok Code:** C2HI00

**Version:** 8.0

**Established by:** Research and Education Board 2021-03-10

**Valid from:** Spring 2021

**Education Cycle:** Second cycle

**Main Field of Study (Progressive Specialisation):** Educational Work (A1N)

**Disciplinary Domain:** Education

**Prerequisites:** Admitted to doctoral studies at the University of Borås and teaching or about to assume teaching duties. According to prior arrangement and contract, doctoral students from other universities will be admitted to the course.

**Subject Area:** Education

**Grading Scale:** Fail (U) or Pass (G)

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### Content

Based on current pedagogical and didactic research within higher education, the course provides an overview of student learning and teaching in order to develop participants' ability to teach, and to provide a foundation for professional development as a teacher. Points of departure are major concepts and models of teaching and learning in higher education, as well as participants' experience of teaching duties. These will be analysed and reflected upon in relation to individual approaches to knowledge and subject field as well as future professional engagement of students. Additionally, the course will provide an overview of internationalisation, issues of equality, sustainability, and students' rights within higher education, as well as laws, policies and regulations governing Swedish universities and higher professional education (the University of Borås). The teaching will be interactive, and course participants' active participation, in the form of written/oral and practical contributions, will constitute an essential component of the course.

### Learning Outcomes

For a Pass on the course, participants will be able to

#### *1. Knowledge and Understanding*

1.1 explain fundamental concepts of teaching and learning

1.2 provide an educational rationale for ways of organizing, implementing, and assessing higher education learning within their own discipline

1.3 demonstrate knowledge of some current topics within the didactic field of their discipline

#### *2. Competence and Skills*

2.1 reflect on different aspects of supporting student-centred learning, thereby considering inclusiveness and sustainable development

2.2 reflect on how didactic tools such as ICT will support learning in higher education

2.3 critically reflect on their own subject-specific didactic approach with the support of appropriate pedagogic literature and praxis experience

#### *3. Judgement and Approach*

3.1 reflect on the choice of different pedagogical and didactic approaches within their discipline and their impact on the future professional engagement of students

3.2 reflect on the choice of pedagogical and didactic approaches in order to develop and enhance their own praxis

3.3 demonstrate willingness to engage in peer learning by contributing to collegial discussions on teaching and learning

## Forms of Teaching

Teaching in the course occurs through

- lectures
- workshops
- group work
- seminars
- peer colleague observation/interview

The language of instruction is English.

## Forms of Examination

Examination of the course occurs through:

### **(RE05) Oral Presentation 1: Individual Choice of Literature**

Learning Outcomes: 1.1, 1.3, 2.1, 2.2, 2.3 and 3.3

Credits: 1.0

Grading Scale: Fail or Pass

### **(RE06) Oral Presentation 2: Peer Colleague Observation and Interview**

Learning Outcomes: 1.2, 2.1, 2.2, 3.1, 3.2 and 3.3

Credits: 1.0

Grading Scale: Fail or Pass

### **(RE07) Written Report: Pedagogical Case Study**

Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3 and 3.1

Credits: 1.0

Grading Scale: Fail or Pass

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

## Literature and Other Teaching Methods

*The literature is in English.*

Biggs, John (1999). What the student does: Teaching for enhanced learning. *Higher Education Research and Development*, Vol. 18, No 1, pp. 57-75 (19 pp.)

Croese, Brian (2011). Internationalization of the Higher Education Classroom: Strategies to Facilitate Learning and Academic Success. *International Journal of Teaching and Learning in Higher Education*, Vol. 23, No 3, pp. 388-395 (8 pp.)

*Ethical Guidelines for University Teachers* (2004). Swedish Association of University Teachers (4 pp.)

*Higher Education in Sweden – 2015 status report* (2015). UKÄ/Swedish Higher Education Authority. Available at: <http://www.hsv.se/statistics> (72 pp.)

Nicol, David J. & Macfarlane, Dick (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, vol. 31, no 2, pp. 199-218 (20 pp.)

Race, Phil (2015). *The Lecturer's Toolkit*. 4th ed. London och N.Y.: Routledge (286 pp.)

Säljö, Roger (2010). Digital tools and challenges to institutional traditions of learning: technologies, social memory and the performative nature of learning. *Journal of Computer Assisted Learning*, Vol. 26, No 1, pp. 53-64 (12 pp.)

*The Higher Education Ordinance - Högskoleförordningen in translation (1993/2014)*. Swedish Agency for Higher Education. Available at: [www.uhr.se/sv/Information-in-English/Laws-and-regulations/](http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/) (72 pp.)

*The Swedish Higher Education Act (1992/2013)*. Swedish Agency for Higher Education. Available at:

[www.uhr.se/sv/Information-in-English/Laws-and-regulations/](http://www.uhr.se/sv/Information-in-English/Laws-and-regulations/) (15 pp.)

Two individually chosen articles from didactic journals within participant's own discipline (approx. 50 pp.)

Web material including short films (approx. 40 pp.)

### **Student Influence and Evaluation**

The course will be evaluated in accordance with current guidelines for course evaluations at The University of Borås, where student feedback will be obtained. The course evaluation report will be published and fed back to the course participants and prospective students in accordance with above mentioned guidelines and will provide a foundation for future course development and training programmes.

The course director is responsible for carrying out the above mentioned course evaluation procedures.

### **Miscellaneous**

The course is a freestanding introductory course.