



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PE33U Behörighetsgivande högskolepedagogisk utbildning -  
Didaktiskt utvecklingsarbete, 5 högskolepoäng

Compulsory Higher Education Teacher Training - Didactical  
development, 5 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

Second Level

### **Progression**

A1F

### **Date of Ratification**

Approved by Faculty of Social Sciences 2018-11-28

The course syllabus is valid from spring semester 2019

### **Prerequisites**

General entry requirements for second cycle. Passed courses 2PE30U Juridical, norm critical and ethical aspects of teaching, 3 credits, and 4PE32U Teaching and learning processes, 7 credits, or equivalent.

## Objectives

The course aims at developing teachers' skills to use pedagogical theories to better support areas of development in their own teaching. Participants should enhance their competence on how students' expectations affect their actions in a learning environment, how multimodal communication and representation forms can be used as affordances and how collaboration can support student learning.

After completed course the students shall be able to:

- plan for student activity and an informed use of teaching and learning resources
- apply theoretical perspectives and identify conditions for learning in analyzing higher education teaching practices
- independently identify, plan and conduct development work in their own teaching, founded in higher educational didactic knowledge

## Content

This course is framed by some identified aspects of higher educational pedagogical research with significance for goal fulfilment, student activity and retention rates. Consequences for different types of course design, distribution forms and assisting technologies are discussed. Important content areas are learning as a meaning-making activity, as a social activity and as an explorative activity in different learning practices.

## Type of Instruction

The course is staged as a series of seminars to support the participants' own development projects. For these projects, supervision and support is offered, didactical as well as ICT-support.

## Examination

The course is assessed with the grades Fail (U) or Pass (G).

The course is examined in the form of a portfolio for documenting pedagogical merits and strenghs.

## Course Evaluation

Course evaluation occurs continually in oral and/or written form during the course. After the completed course, a written course evaluation is carried out anonymously and compiled in a report, which is on archive at Higher Education Development, the University library. The results and any action taken is communicated to the course supervisor and presented to both prior and new participants.

## Other

Compulsory Higher Education teacher training. University staff who lack this course package of 15 credits are prioritized. Students admitted to doctoral studies and/or permanently employed by Linnaeus University are given priority.

## Required Reading and Additional Study Material

Elmgren, Maja & Henriksson, Ann-Sofie (2018). *Academic teaching*. Second edition. Lund: Studentlitteratur, (368 p.). ISBN: 9789144124025.

Entwistle, Noel (2009). *Teaching for understanding at university. Deep approaches and distinctive ways of thinking*. Houndmills, Basingstoke: Palgrave Macmillan, (200 p.). ISBN: 9780230593855.

Laurillard, Diana (2012). *Teaching as a design science. Building Pedagogical Patterns for Learning and Technology*. New York & London: Routledge, (245 p.). ISBN: 9780415803878.

Additional research articles, approx. 150 pages.

Literature to be chosen for an independent didactical development project, approx. 300 pages.