



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PE33U Behörighetsgivande högskolepedagogisk utbildning -
Didaktiskt utvecklingsarbete, 5 credits

Compulsory Higher Education Teacher Training - Didactical
development

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1F

Date of Ratification

Approved 2018-11-28

Revised 2022-04-08 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from autumn semester 2022

Prerequisites

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

Objectives

The course aims at developing teachers' skills in applying educational theories by the use of informed course design in order to better support areas of development in their own teaching. Participants should enhance their competence in how students' expectations affect their actions in a teaching environment, multimodal communication and representation forms as well as interactions in the educational practice, on the basis of their own teaching.

After completing the course, students shall be able to:

- plan for student activities and informed use of teaching and learning resources
- apply theoretical perspectives and identify conditions for learning by analysing higher education teaching practices

- independently identify, plan and conduct development work in their own teaching, on the basis of higher educational didactic knowledge and issues.

Content

The emphasis is placed on a few identified thematic areas within research into higher education, with relevance to student activities, goal attainment and student completion, which are also based on theories. Consequences of different types of course design, distribution forms and assisting technologies are discussed. Important content areas are learning as a meaning-making, social and exploratory activity in different forms of teaching practices.

Type of Instruction

The course is given in a series of seminars to support the participants' own development projects. For these projects, supervision is also offered, didactic as well as in terms of ICT support.

Examination

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

Examination of the course takes place in the form of the development of a portfolio, in writing as well as orally. A portfolio is a specific framework for documentation of educational qualifications and development areas.

In order to receive a grade of Pass in the course, the course objectives shall be attained.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Other

Continuing professional development for university staff. University teachers who lack these courses are given priority, in order for them to have a complete qualifying education comprising 15 credits. Students admitted to third-cycle studies and/or permanently employed by Linnaeus University are given priority.

Required Reading and Additional Study Material

English literature used at instruction in English

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 didactic advanced study project, approx. 300 pages.

Swedish literature used at instruction in Swedish

Elmgren, Maja & Henriksson, Ann-Sofie. (2016). *Universitetspedagogik 3.*, Lund: Studentlitteratur. (334 p.).

Laurillard, Diana (2012). *Teaching as a design science. Building Pedagogical Patterns for Learning and Technology*. 3. ed., London: Routledge, (255 p.). ISBN: 9780415803878.

Selander, Staffan & Kress, Gunther (2017). *Design för lärande. Ett multimodalt perspektiv*. 2nd ed., Stockholm: Studentlitteratur, (173 p.). ISBN: 9789144119762.

Additional research articles, approx. 150 pages.

Literature to be chosen for an independent didactic advanced study project, approx. 300 pages.