



## Course syllabus

Faculty of Social Sciences  
Department of Pedagogy

4PE40U Att designa lärmiljöer i en högskolepedagogisk praktik, 7,5  
högskolepoäng

Designing for Teaching in Higher Education, 7.5 credits

### **Main field of study**

Education

### **Subject**

Education

### **Level**

Second cycle

### **Progression**

A1N

### **Date of Ratification**

Approved 2014-12-17.

Revised 2024-10-07. Change of organisational affiliation to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

### **Objectives**

The aim of the course is to enhance the university lecturer's ability to design learning environments that support the students' learning through student active modes of working, and to develop the lecturer's awareness of factors and conditions of communication and learning that characterise web-based environments. The participants shall also deepen their competence concerning interaction and interplay in an educational practice based on their own teaching.

Upon completion of the course, students should be able to:

- account and argue for interactive and collaborative working methods in higher education,

- independently identify the conditions of student activities, co-creation and a well thought-out utilisation of teacher resources in digital learning environments,
- apply theoretical perspectives and handle identified conditions in the evaluation of higher education pedagogical practices,
- independently plan and implement development work in their own higher educational pedagogical teaching practice based on didactic issues particularly focusing on digital learning environments and interaction.

## Content

The course focuses on the conditions of interaction and interplay in an educational practice related to student activity, flow and use of competence. The concept of "flipped classroom" is of relevance to increased student activity, which in this course is presented in a theoretical framework and consequences of different types of courses are discussed. In the conditions of interaction and interplay are emphasised and related consequences of the importance of social interaction to knowledge forming processes and how this may be handled in a web-based environment. One important fundamental aspect of the content is learning as a meaning-making, social and exploratory activity both face to face as well as online, where the conditions of the educational practice are peeled away in contrast to the conditions of the form of distribution.

## Type of Instruction

The course is organised in a series of seminars where the starting point is the participants' exploration and application of presented theoretical perspectives in their own teaching practice.

## Examination

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

Examination of the course takes place by means of writing a manuscript as a contribution for a conference, alternatively a draft for a paper relevant to the knowledge field of higher education pedagogy.

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

## Course Evaluation

A written course evaluation is carried out at the end of the course, which is compiled and filed by the department. The results of the evaluation are presented to the students who have completed the course as well as to new students at the following course date, together with any improvements made.

## Other Information

Continuing professional development.

## Required Reading and Additional Study Material

### Required reading

Creelman, Alastair & Reneland-Forsman, Linda (2013). Completion Rates – A False Trail to Measuring Course Quality? Let's Call in the HEROES Instead. *European Journal of Open, Distance and E-Learning*. 16 (2) pp. 40-49

Hrastinski, Stefan (ed.) (2011). *Mer om nätbaserad utbildning- fördjupning och exempel*. Lund: Studentlitteratur, (216 p.). ISBN: 9789144068060.

Laurillard, Diana (2009). The pedagogical challenges to collaborative technologies. *Computer-Supported Collaborative Learning*, 4, (pp. 5-20).

Petrucco, Corrado (2014). Digital Storytelling as a reflective Practice Tool in an Community of Professionals. Proceedings of the European Distance and E-Learning Network 2014 Annual Conference Zagreb, 10-13 June, 2014. (9 p.).

Selander, Staffan & Kress, Gunther (2010). *Design för lärande - ett multimodalt perspektiv*. Stockholm: Nordstedts, (173 p.). ISBN: 9789113022956.

Öhman, John. (2008). Erfarenhet och meningsskapande. *Utbildning & Demokrati*, 17 (3), (pp. 25-46).

Elective literature for the independent didactic advanced study project, approximately 300 pages.