

Introduction to teaching

(for university teachers in the Humanities and Social Sciences)

Autumn 2022

Professional development course in higher education teaching and learning. The course offers an introductory, practice-oriented education aimed at postgraduate students and researchers with little or no experience of teaching.

Target group: Assistant teachers in the Humanities and Social Sciences.

Effort involved

The course corresponds to two weeks full-time studies, equivalent to 3 ECTS credits.

Aim and intended learning outcomes

The main aim of the course is to provide participants with an introduction to teaching in higher education as well as guidelines and policies for university teaching. The participants get an opportunity to develop basic skills and confidence in higher education teaching within their academic subject area. After the course participants will be able to

- reflect on their teaching style and areas of development in the role of assistant teacher
- explain and apply core concepts of teaching and learning in higher education
- adhere to the relevant rules and regulations for teaching in Swedish higher education, in particular at Stockholm University
- discuss and plan a teaching session to be carried out at their own department and based on higher education research literature

Outline of the course

The course has five obligatory synchronous meetings and additional asynchronous activities on the learning platform Athena. Each participant is also required to make one observation of a seminar taught by a colleague. The course partly adopts a flipped classroom approach and strives to integrate the participants' own experiences as departure points and concretizations of the theories introduced in the course.

Assessment

All seminars are mandatory. In addition, preparatory written and/or oral assignments are linked to each seminar. After the final seminar, participants will submit a final course paper.

Centre for the Advancement of University Teaching

Participants receive a certificate when they have completed the course.

Course Literature

Arthurs, L.A. (2017). An integrative view of in-class activities that enable active learning in college science classroom settings. *International Journal of Science Education* 39(15), 2073–2091.

Bolander, K. (2001). Good practice in lecturing. Research Review Paper 2. Part of Effective lecturing project, University of Glasgow, UK.

Kreber, C. (2002). Teaching excellence, teaching expertise, and the scholarship of teaching. *Innovative Higher Education* 27(1), 5–23.

Lumpkin, A., Achen, R.M., & Dodd, R.K. (2015). Student perceptions of active learning. *College Student Journal* 49(1), 121–133.

Mimirinis & Ahlberg (2020). Variation in education doctoral students' conceptions of university teaching. *British Educational Research Journal*, 47(3), 557–578.

O'Neill, G. & McMahon, T. (2005). Student-centred learning: What does it mean for students and lecturers?, In G. O'Neill, S. Moore, & B. McMullin (Eds). *Emerging issues in the practice of university learning and teaching*. University College Dublin, pp. 27–36.

Additional online material (resource pages and recordings)

Course Teachers:

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