

Professional development course 1, Teaching and Learning

Autumn 2022

Professional development course in higher education teaching and learning. The course aims to support the professional development of university teachers from all disciplinary areas at Stockholm University and requires no previous teaching experience or training in higher education teaching.

Workload

The course corresponds to five weeks full time study, equivalent to 7,5 ECTS.

Aim and intended learning outcomes

The main aim of the course is to contribute to the basic teaching proficiency required for employment as a higher education teacher. Based on higher educational research and the exchange of experiences with other university teachers at Stockholm University the course gives participants the tools and knowledge needed to:

- discuss and problematize one's own conceptions of learning
- plan and evaluate teaching based on higher education research on the learning of individuals and groups
- communicate and collaborate via digital tools and discuss how these may support learning in higher education
- meet students in an inclusive manner and have knowledge of regulations and available support for students with disabilities
- discuss the conditions for teaching in higher education based on knowledge of relevant national and local regulations as well as societal goals of higher education
- demonstrate a reflective approach to one's own academic teaching capacity, the relationship with students and the values of higher education

Disposition of the course

The course consists of six obligatory three-hour online seminars plus a choice of three workshops offered by the Centre for Advancement of University Teaching. Between meetings participants read course texts and complete individual and group tasks. Since the main thinking behind the course is the active exchange of experiences between teachers across a range of disciplines, participation in all seminars is compulsory.

The following themes are addressed in the course:

- Research on student learning and the teachers' role in higher education.
- Educational design.
- Assessment, examination and evaluation.

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- Pedagogical reflection and the development of teaching

Examination

The final examination task takes the form of a written reflection on one's own pedagogy along with providing formative feedback on two other participants' reflections.

On completion of the course participants receive a certificate.

Literature

Hunt, Lynne & Chalmers, Denise (2021). University teaching in focus. A learning-centred approach. 2nd Edition. Routledge.

Online support: *Creating a teaching portfolio*

<https://www.su.se/ceul/english/education/teaching-portfolio>

Further resources in the form of videos, articles and book chapters are linked to each seminar and will be presented at the start of the course.

Course Teachers:

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