



## KURSPLAN

# Studentaktivt lärande - Högskolepedagogik 2, 1,5 högskolepoäng

*Student Active Learning - Academic Teaching and Learning 2, 1.5 credits*

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<b>Kurskod:</b>	LATR23	<b>Utbildningsnivå:</b>	Avancerad nivå
<b>Fastställd av:</b>	Utbildningschef 2022-12-05	<b>Utbildningsområde:</b>	Undervisningsområdet
<b>Reviderad av:</b>	2024-09-02	<b>Ämnesgrupp:</b>	PE1
<b>Gäller fr.o.m.:</b>	Våren 2025	<b>Fördjupning:</b>	A1N
<b>Version:</b>	3	<b>Huvudområde:</b>	Pedagogik

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### Lärandemål

On completion of the course, the student should be able to:

#### Kunskap och förståelse

- explain theoretical ideas as well as methods for teaching and learning that create active involvement or experiential learning in a designed process
- recognise learning tasks and processes associated with higher-order thinking skills
- recognise effects of student-centred learning methods

#### Färdighet och förmåga

- recognise, describe, and compare different degrees of active learning, depending on student involvement
- conceptualise and construct active learning processes in their own teaching
- apply and evaluate strategies, methods, and techniques that promote active learning
- create alignment between the planned learning activities and the intended learning outcomes

#### Värderingsförmåga och förhållningssätt

- identify their need for deepened knowledge and improvement of their competences in teaching and learning in higher education
- reflect on their own ability to solve problems with active involvement or the promotion of higher-order thinking skills in pedagogical environments
- reflect on the impact of their use of specific methods, expanding their pedagogical repertoire to facilitate life-long learning

### Innehåll

#### COURSE DESCRIPTION

Active learning implies engagement per design, promoting cognitive processes that makes learning more effective and engaging for all participants. It also has an impact on the joy of learning, student agency and the development of transferable skills. In essence, active learning engages your students in deep thought about the subject of the course, rather focusing on being

consumers or recipients of information. This course takes a very hands-on approach to investigating and exploring active learning strategies together.

#### COURSE CONTENT

- Theoretical perspectives and general ideas
- AAC-cycle: Anticipation, Action, Reflection
- Bloom's taxonomy and other ways of describing actions clearly
- Consolidating and internalising knowledge
- Creating opportunities for students to act, interact and react, contributing to the development of student agency and co-agency
- Encouraging collaboration, co-creation and participatory culture
- Formative assessment, rich feedback and positive reinforcement
- Making predictions, designing outcomes, modelling tasks
- Scaffolding and Zone of Proximal Development
- Specific strategies, methods and techniques
- Experiments and experiences with active learning
- Formative assessment functions in LMS systems
- Peer based learning strategies and successful group work
- Active learning in online teaching and blended learning

#### Undervisningsformer

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Undervisningen bedrivs på engelska.

Swedish may be used.

#### Förkunskapskrav

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

#### Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

The examination is based on the intended learning outcomes.

The course is examined through two connected assignments. The first is an individual writing assignment wherein the student creates an active learning process, either in reality or theoretically. The second assignment is a think-pair-share exercise where the student's individual

work is evaluated in a peer-learning session, where the outcome is a written group reflection.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Individuell skriftlig inlämningsuppgift och skriftlig inlämningsuppgift i grupp	1,5 hp	U/G

### Kursvärdering

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Kurslitteratur

Cambridge Assessment International Education. (2020). *Active Learning*. [www.cambridgeinternational.org/Images/271174-active-learning.pdf](http://www.cambridgeinternational.org/Images/271174-active-learning.pdf). 5 p.

Lu, Kaili, Pang, Feng & Shadiey, Rustam (2021). Understanding the mediating effect of learning approach between learning factors and higher order thinking skills in collaborative inquiry-based learning. *Educational Technology Research and Development* 69, 2475–2492. <http://www.doi.org/10.1007/s11423-021-10025-4> . 18 p.

Papageorgiou, K., & Kokshagina, O. (2022). *Envisioning the Future of Learning for Creativity, Innovation and Entrepreneurship*. De Gruyter. <http://www.doi.org/10.1515/9783110752205>. Part 1, Shifts in the Learning Landscape, extensive reading (80 p.)  
Pages selected by the student, intensive reading. 15 p.

Stetson-Tiligadas, Susan (2018). Designing for Active Learning: A Problem-Centered Approach. In Anastasia Misseyanni, Miltiadis D. Lytras, Paraskevi Papadopoulou & Christina Marouli

(Eds.), *Active Learning Strategies in Higher Education: Teaching for Leadership, Innovation, and Creativity*. Emerald Publishing Limited.

Section 1: Active Learning in Higher Education: a Theoretical Background. 18 p.

Wallace, C., Prather, E., Milsom, J., Johns, K., & Manne, S. (2021). Students Taught by a First-Time Instructor Using Active-Learning Teaching Strategies Outperform Students Taught by a Highly Regarded Traditional Instructor. *Journal of College Science Teaching*, 50(4).

<http://www.nsta.org/journal-college-science-teaching/journal-college-science-teaching-marchapril-2021/students-taught>. 10 p.

Approximately 40 pages of scientific text, or equivalent materials and media, will be added.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

### **Citing Sources – How to Create Literature References**

[www.ju.se/library/search--write/citing-sources---how-to-create-literature-references.html](http://www.ju.se/library/search--write/citing-sources---how-to-create-literature-references.html)

### **The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions Available in the learning management system.