

COURSE SYLLABUS

Widening Participation - Academic Teaching and Learning 3, 1.5 credits

Breddat deltagande - Högskolepedagogik 3, 1.5 högskolepoäng

Course Code:	L2BDZH	Education Cycle:	Second-cycle level
Confirmed:	Mar 06, 2026	Disciplinary domain:	Education
Valid From:	Aug 31, 2026	Subject group:	Education
		Specialised in:	A1N Second cycle, has only first-cycle course/s as entry requirements
		Main field of study:	Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- give an account of the mission of higher education related to widening participation
- give an account of central aspects of theories on and practices for widening participation

Skills and abilities

- apply legal and ethical guidelines in teaching and examination with a focus on widening participation
- apply theories on widening participation in teaching and examination

Judgement and approach

- critically reflect on and discuss opportunities and limitations of different learning activities and examination forms in order to create conditions for widening participation
- critically examine their own approach in relation to widening participation with a focus on teaching and examination situations

Content

- The mission of higher education related to widening participation
- Theories on and practices for widening participation
- Ethics and law focusing widening participation
- Teaching and examination design for widening participation
- The consequences of the teacher's approach to widening participation for teaching and examination
- Perspectives on groups and individuals related to conditions for widening participation

Type of instruction

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.

Swedish may be used to some extent in seminars and in examination.

Language of instruction is English.

Entry requirements

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

Examination and grades

The course is graded Pass (G) or Fail (U).

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment and a seminar.

The examination must allow for students to be assessed on an individual basis. 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 completed.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment and seminar	1.5 credits	G/U

Course evaluation

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.

Other information

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.

Course literature

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

Course Literature

AHEAD (2017, 2 November). *Universal Design for Learning*. www.ahead.ie/udl

Dalton, Elizabeth M., Lyner-Cleophas, Marica, Ferguson, Britt, T., & McKenzie, Judith (2019). Inclusion, universal design and universal design for learning in higher education: South Africa and the United States. *African Journal of Disability*, 8(0) a519. DOI: [www.doi.org/10.4102/ajod.v8i0.519](https://doi.org/10.4102/ajod.v8i0.519). 7 pp.

Fovet, Frederic (2021), Developing an Ecological Approach to the Strategic Implementation of UDL in Higher Education. *Journal of Education and Learning*, 10(4), 27-39. DOI: [10.5539/jel.v10n4p27](https://doi.org/10.5539/jel.v10n4p27). 12 pp.

Hills, Melissa, Overed, Alissia, & Hildebrandt, Shawn (2022). Faculty Perspectives on UDL: Exploring Bridges and Barriers for Broader Adoption in Higher Education. *Canadian Journal for the Scholarship of Teaching and Learning*, 13(1), 1-21. DOI: [www.doi.org/10.5206/cjsotlrcacea.2022.1.13588](https://doi.org/10.5206/cjsotlrcacea.2022.1.13588). 21 pp.

Lin, Phoebe, S., & Kennette, Lynne, N. (2021). Creating an Inclusive Learning Community to Better Serve Minority Students. *Journal of Effective Teaching in Higher Education*, 4(3), 1-18. DOI: [www.doi.org/10.36021/jetthe.v4i3.250](https://doi.org/10.36021/jetthe.v4i3.250). 18 pp.

Rydeman Bitte, Eftring, Håkan, & Hedvall Per-Olof (2018, 6 december). How can we make teaching more inclusive? [paper presentation]. *LTHs 10:e Pedagogiska Inspirationskonferens*, Lund, Sverige.

www.journals.lub.lu.se/pige/article/view/21243/19150. 3 pp.

Sethy, Sataya, Sundar (2018) Academic Ethics: Teaching Profession and Teacher Professionalism in Higher Education Settings. *Journal Academic Ethics* 16, 287–299. DOI: [www.doi.org/10.1007/s10805-018-9313-6](https://doi.org/10.1007/s10805-018-9313-6). 12 pp.

SFS 1993:100. *Högskoleförordning*. www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/hogskoleforordning-1993100_sfs-1993-100

SFS 2008:567. *Diskrimineringslag*. www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567_sfs-2008-567

Approximately 50 pages of scientific text, or equivalent materials and media, will be added.

Reference literature

Bell, Sheena, Devecchi, Cristina, Guckin, Conor, & Shevlin, Michael (2017). "Making the Transition to Post-secondary Education: Opportunities and Challenges Experienced by Students with ASD in the Republic of Ireland." *European Journal of Special Needs Education* 32(1), 54–70.

[www.doi.org/10.1080/08856257.2016.1254972](https://doi.org/10.1080/08856257.2016.1254972)

Carballo, Rafael, Morgado, Beatriz, & Cortés-Vega, M. Dolores (2021). Transforming Faculty Conceptions of Disability and Inclusive Education through a Training Programme." *International Journal of Inclusive Education* 25(7), 843–859. [www.doi.org/10.1080/13603116.2019.1579874](https://doi.org/10.1080/13603116.2019.1579874)

Moriña, Anabel, & Biagiotti, Gilda (2022). Academic success factors in university students with disabilities: a systematic review. *European journal of special needs education* 37(5), 729–746.

[www.doi.org/10.1080/08856257.2021.1940007](https://doi.org/10.1080/08856257.2021.1940007)

Russak, Susie, & Ariela Daniel Hellwing (2019). University Graduates with Learning Disabilities Define Success and the Factors that Promote It. *International Journal of Disability, Development and Education* 66(4), 409–423. [www.doi.org/10.1080/1034912X.2019.1585524](https://doi.org/10.1080/1034912X.2019.1585524)

MacCullagh, Lois, Bosanquet, Agnes, & Babcock, Nicholas A. (2017). University students with dyslexia. A qualitative exploratory study of learning practices, challenges and strategies. *Dyslexia* 23(1), 3–23.

[www.doi.org/10.1002/dys.1544](https://doi.org/10.1002/dys.1544)

Citing Sources – How to Create Literature References

<https://ju.se/library/academic-language/reference-management.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions

Available in the learning management system