



COURSE SYLLABUS

Conditions and Pedagogical Perspectives - Academic Teaching and Learning 1, 1.5 credits

Förutsättningar och pedagogiska perspektiv - Högskolepedagogik 1, 1,5 högskolepoäng

Course Code: LCPR25	Education Cycle: Second-cycle level
Confirmed by: Director of Education Sep 2, 2024	Disciplinary domain: Education
Valid From: Spring 2025	Subject group: PE1
Version: 1	Specialised in: A1N
	Main field of study: Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- describe basic structural aspects of Swedish higher education
- identify relevant policies and steering documents for teaching in Swedish higher education

Skills and abilities

- on a basic level apply their knowledge on epistemic beliefs, learning, the context of teaching and learning and constructive alignment to outline a course design in their own subject area with a setup of learning and examination activities to enable student active learning
- apply their knowledge on scholarship for teaching and learning in higher education to reflect on their own teaching practices

Judgement and approach

- identify their need for deepened knowledge and improvement of their competences in teaching and learning in higher education
- critically reflect on course alignment in courses in their own subject area

Contents

- Structural aspects of Swedish higher education
- Policies and steering documents relevant for teaching in Swedish higher education
- Epistemic beliefs
- Theories on learning
- The context of teaching and learning
- Constructive alignment

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.

The teaching is conducted in English.
Swedish may be used.

Prerequisites

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 Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment. The assignment is based on a case involving collegial learning and 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.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment, Case and reflection	1.5 credits	U/G

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.

Course literature

Andersson, Lorin W., Krathwohl, David R., Airasian, Peter W. & Bloom, Benjamin Samuel (2001). *A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives. Introduction* (pp. 3-11). Longman. 13 p.

Biggs, John (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 2014(1), 5-22. <http://www.herdsa.org.au/herdsa-review-higher-education-vol-1/5-22>. 18 p.

Bolander Laksov, Klara & Scheja, Max (2020). *Academic Teachership*. (SULF Publications XLII). The Swedish Association of University Teachers and Researchers. <http://www.s3.eu-west-1.amazonaws.com/sulf.se/app/uploads/2020/09/sulf-academic-teachership-web-english-updated-sept03-2020.pdf>. 31 p.

BRJU (2021). *Regulations and guidelines for first, second and third cycle education at Jönköping University*. Jönköping, Jönköping University.

Pavlov, Emma & Svanängen, Emma (2022). *Breddat deltagande / Broadened Participation*. (Educate Guide). Educate. 6 p.

SFS 1992:1434. *The Swedish Higher Education Act*. <http://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/>

SFS 1993:100. *The Higher Education Ordinance. Annex 2*. <http://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/>
UKÄ (2016, revised 2018).

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* (pp. 45-71). Emerald Publishing Limited. 27 p.

Swedish Higher Education Authority (2016/2018). *Guidelines for the evaluation of first- and second-cycle programmes*. http://www.uka.se/swedish-higher-education-authority/for-higher-education-institutions/guidelines-and-templates?plusbox=12_3275c80e18529ebcf50b8b4

Three scientific articles on academic teaching and learning chosen by the participant will be added.

Approximately 3 hours of pre-recorded mini-lectures 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

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Sourcewise

An introduction to academic writing and academic integrity.

Available in the learning management system.