

COURSE SYLLABUS

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

Studentaktivt lärande - Högskolepedagogik 2, 1.5 högskolepoäng

Course Code: U2SLWH	Education Cycle: Second-cycle level
Confirmed: Mar 02, 2026	Disciplinary domain: Education
Valid From: Jan 19, 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

- 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

Skills and abilities

- 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

Judgement and approach

- 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

Content

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

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.

Teaching is conducted in English. Swedish may be included.

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 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.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment and group written assignment	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

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Course literature

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

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

Lu, Kaili, Pang, Feng & Shadiev, 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. 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. 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 Misseyni, 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). 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.

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Citing Sources – How to Create Literature References

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.