



COURSE SYLLABUS

Broadened Participation - Academic Teaching and Learning 3, 1.5 credits

Breddat deltagande - Högskolepedagogik 3, 1,5 högskolepoäng

Course Code: LBPR23	Education Cycle: Second-cycle level
Confirmed by: Director of Education May 22, 2023	Disciplinary domain: Education
Valid From: Autumn 2024	Subject group: PE1
Version: 2	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

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

Skills and abilities

- apply legal and ethical guidelines in teaching and examination with a focus on broadened participation
- apply theories on broadened 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 broadened participation
- critically examine their own approach in relation to broadened participation with a focus on teaching and examination situations

Contents

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

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 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.

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 seminar	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

AHEAD (2017, 2 November). *Universal Design for Learning*. <http://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) 2519.

DOI: <http://www.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. 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: <http://www.doi.org/10.5206/cjsotlracea.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: <http://www.doi.org/10.36021/jethe.v4i3.250>. 18 pp.

Rydeman Bitte, Efring, Håkan, & Hedvall Per-Olof (2018, 6 december). How can we make teaching more inclusive? [paper presentation]. *LTHs 10:e Pedagogiska Inspirationskonferens*, Lund, Sverige. <http://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: <http://www.doi.org/10.1007/s10805-018-9313-6>. 12 pp.

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

SFS 2008:567. *Diskrimineringslag*. http://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. <http://www.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. <http://www.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. <http://www.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. <http://www.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. <http://www.doi.org/10.1002/dys.1544>

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

The Interactive Anti-Plagiarism Guide – Jönköping University

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