



## Perspectives on higher education

Eligibility course in higher education pedagogy, 2 weeks  
(Högskolepedagogiska perspektiv)

### 1 GENERAL INFORMATION

The course, Perspectives on higher education, has been developed in accordance with recommendations adopted on April 14, 2016 by the Association of Swedish Higher Education (SUHF) regarding the scope, objectives and eligibility for professional university teacher training in order to facilitate the mutual recognition of courses between institutions. The courses are offered as competence development for faculty members.

During the course, participants work towards the following goals from SUHF for eligibility for teaching higher education:

The participant shall demonstrate the ability to

- discuss and problematise student learning in the participant's own subject area, on the basis of research in educational sciences and/or subject didactics of relevance for teaching in HE
- independently and jointly with others, plan, implement and evaluate teaching and assessment in higher education with a scientific, scholarly or artistic basis and within their own area of knowledge
- make use of, and assist in the development of, physical and digital learning environments to promote learning for groups and for individuals
- interact with students in an inclusive manner and demonstrate knowledge of rules and regulations regarding students with disabilities and of available student support
- apply relevant national and local rules and regulations, and to discuss society's objectives for HE and the academic teaching role in terms of the participant's own practice and students' active participation in HE
- reflect on their professional approach to academic teaching and their relationship with the students, and also towards the fundamental values of higher education, such as democracy, internationalisation, gender equality, equal opportunities and sustainability
- collect, analyse and communicate their own and others' experiences of teaching and learning practices, and relevant outcomes of research, as a basis for the development of educational practice and of the academic profession.

## **2 ABOUT THE COURSE**

Perspectives on higher education equals 80 working hours or two weeks full time studies, as decided by the director of Centre for Academic Development 2021-02-09.

### **2.1 Course goals**

After completing the course participants shall show the ability to

- assess teaching and examination from perspectives in higher education such as broadened participation, sustainable development, gender mainstreaming, equal treatment, availability, and digitalisation,
- problematise different perspectives in higher education and reflect on how they relate to one another,
- discuss different perspectives in higher education in relation to various subject cultures and traditions of knowledge,
- reflect on societal aims and purposes of higher education, the integration of different perspectives, progression, learning and student diversity,
- critically discuss their own and others' pedagogical and didactic positions from different perspectives in higher education.

### **2.2 Course content**

In Perspectives on Higher Education participants work theoretically with perspectives in higher education such as broadened participation, sustainable development, gender mainstreaming, equal treatment, availability, and digitalisation, and practically, in the ways that the various perspectives are positioned to different subject cultures, knowledge traditions, teaching goals, integration and progression. Between and during the teaching activities each participant will work on written reflections, focusing on perspectives in higher education.

The final course assignment is a co-authored text that problematises student learning within the participant's field based on pedagogical and subject-didactic research relevant to higher education and based on the recommendations of the SUHF. The text will focus primarily on societal aims and purposes of higher education through different perspectives such as; democracy, internationalisation, digitalisation, gender equality, equal treatment, and sustainable development.

### **2.3 Teaching methods**

The teaching method is continuous development work through presentations, seminars for reflections and discussions. Teaching activities are done individually (preparatory), in the whole group and in smaller work groups. Course materials and course information is published on Örebro university's teaching management system.

### **2.4 Mandatory participation**

Since an important part of learning takes place through collegial discussion participation is obligatory. If the participant does not attend the first session on the course, the participant cannot avail from the rest of the course. Should you be prevented to participate in other learning activities you must contact the course convener in good time to discuss possible substitute assignments. Should attendance be lower than 75% the participant must re-take the course.

## **2.5 Examination**

The course is examined through independent reflections and a co-authored text that problematises student learning within the participant's field based on pedagogical and subject-didactic research relevant to higher education according to the recommendations of the SUHF. The text will focus primarily on societal aims and purposes of higher education through different perspectives such as; democracy, internationalisation, digitalisation, gender equality, equal treatment, and sustainable development.

The course is examined with the grading scale U (failed) or G (pass). In case of a failed result the participant has the right to re-examination for a period of two years after the end of the course. Re-examination is carried out by participation in the final learning activity during a later semester if an alternative re-examination session cannot be arranged.

## **2.6 Literature**

The course literature will be published separately.

## **2.7 Certificate**

A certificate will be presented after satisfactory completion of the course.

## **3 Prior academic requirements**

University Pedagogy 1, Foundations of Teaching and Learning or equivalent.