



Foundations of teaching and learning

Qualifying course on teaching and learning in higher education, 4 weeks

(Högskolepedagogikens grunder)

1 GENERAL INFORMATION

Örebro University's courses in academic development have 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 toward 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 higher education,
- independently and together 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,
- apply relevant national and local rules and regulations, and to discuss society's objectives for higher education and the academic teaching role in terms of the participant's own practice and students' active participation in higher education,

- 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

The **Foundations of teaching and learning** course equals 160 working hours or four weeks of full-time study, as decided by the director of the Centre for Academic Development 2022-06-23.

2.1 Intended course learning outcomes

After completing the course, participants should be able to

- develop a teaching element on the basis of selected pedagogical principles and subject-specific pedagogical considerations, taking into account relevant laws and regulations as well as local policies,
- describe, analyse and evaluate various forms of learning activities and assessment practices in relation to course goals and learning environments,
- identify educational problems and challenges and reflect on possible and sustainable solutions, drawing on academic development theory and research and subject-specific pedagogical considerations,
- independently and together with others plan and carry out a learning activity that promotes sustainable learning, and
- critically and constructively discuss their own educational and pedagogical positions and choices as well as those of others.

2.2 Course content

In the **Foundations of teaching and learning** course, participants work with academic development focused on student learning. During the course, each participant develops a teaching element, and the final assignment is to write a pedagogical reflection on that academic development work. The development of the teaching element should take into account educational, pedagogical and legal implications, and therefore issues such as national regulations and local governing documents. Different perspectives on learning, different types of

learning activities and different forms of examination will be covered during the course sessions.

2.3 Learning format

The teaching methods used are presentations, seminars, workshops and participants' own academic development work. Learning activities are done individually, in full class and in smaller groups. Course materials and course information are published on Örebro University's learning platform.

2.4 Attendance requirements

As the collegial exchange of experiences and knowledge is an important element of the course, a high level of attendance is required. In the case of absence, participants are asked to contact the course convenor for a discussion about how the learning activity can be carried out or the course content obtained in another way. If the attendance rate is lower than 75%, the participant must retake the course.

2.5 Examination

The course is examined with a peer-reviewed reading log, a pedagogical reflection assignment and an examination seminar.

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 during a period of two years after the end of the course. In case of absence from the examination seminar, the participant will have the opportunity to prepare and participate in an examination seminar during a subsequent semester, unless an equivalent examination group can be assembled.

2.6 Reading list

Elmgren, Maja & Ann-Sofie Henriksson (2018). *Academic teaching*. Second edition. Lund: Studentlitteratur. 368 pages.

The Higher Education Ordinance.

The Swedish Higher Education Act.

In addition, there are about 350 pages of compulsory and optional literature

that will be available at the start of the course.

2.7 Course certificate

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

3 PRIOR ACADEMIC REQUIREMENTS

To be eligible for this course, participants need a university degree of at least three years of full-time study.