Learning and Teaching in Higher Education (LATHE)
Qualifying Course in University Teaching, 4 Weeks

1 INTRODUCTION

Learning and Teaching in Higher Education (LATHE) 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 course is offered as competence development for faculty members.

1.1 Approval

This course specification was approved by the head of the Center for Academic Development on 20 March, 2020

1.2 Purpose of the course

Learning and Teaching in Higher Education concentrates on universities’ mission in society and learning and teaching in higher education. The purpose of these qualifying courses is to ensure that participants develop knowledge, skills and approaches in order to work as able teachers within higher education. Teachers within higher education are expected to focus on students’ learning, contribute to collegial cooperation, show a distinct development over time and have a scholarly approach to their teaching practice.

2 COURSE INFORMATION

2.1 Course content

In the course Learning and Teaching in Higher Education (LATHE),
participants work with course development focused on student learning. During the course, each participant either develops their own course or builds on a pre-existing course. The final assignment is to revise or develop a course specification and to write a pedagogical reflection on that developmental work. Since course plan development work has educational, pedagogical and legal implications, seminar discussion covers issues such as definitions of the concept of knowledge, teaching methods, and forms of examination as well as national regulations and local guidelines.

2.2 Learning outcomes

At the conclusion of the course, participants should be able to
- Develop a course specification on the basis of selected principles for course design and subject-specific pedagogical considerations, taking into account relevant laws and regulations as well as local policies,
- Describe, analyze and evaluate various forms of study, learning activities, and assessment practices in relation to established course goals,
- Identify educational problems and challenges and reflect on possible solutions, drawing on educational theory for university teaching and subject-specific pedagogical considerations,
- Critically discuss their own educational and pedagogical positions and choices as well as those of others, and
- Reflect on the complexity of the university teacher’s mission.

2.3 Teaching methods

The course is taught through lectures, presentations, seminars, workshops and online discussion forums. Teaching is conducted in both large and small groups with teacher support. Course material and information is published on Blackboard.

NB! Since an important part of learning takes place through collegial discussion participation is obligatory. You cannot miss the first and last session. Should you be prevented to participate in other learning activities (including written assignments) you must contact the course convener in good time to discuss possible substitute assignments.
2.4 Assessment

The course is examined through an independent project that consists of a new or revised course plan in the participant’s own field together with a reflection on educational choices and subject-specific pedagogical considerations. The reflection should be grounded in relevant university educational and subject-specific pedagogical theory and research and take relevant laws, regulations, and local policies into consideration.

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.

2.5 Set texts


Approximately 250 pages of required reading may be assigned at the beginning of the course.

2.6 Additional reading

Participants are required to select additional reading for the course. A list of suggested reading, relevant journals, and databases is available on Blackboard for reference.
2.6 Certificate

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

3 PRIOR ACADEMIC REQUIREMENTS

An undergraduate degree or the equivalent.

4 ADMISSIONS POLICY

No priority is given. Applicants are offered a place in the course as long as there are places left and a complete application reaches the university together with a confirmation from the applicants’ head or director.