



Syllabus

Course in higher education pedagogy:

Teaching in Higher Education 1, AUPU1 (5 weeks)

Target group

The course is designed for teaching staff at Karlstad University who wish to further their knowledge of the university teacher's role and mandate. AUPU1 is the first of two required courses (total of 10 weeks) for qualifications to teach in higher education.

Level

Second-cycle

Aim

The aim of the course is that participants acquire and develop knowledge, skills and approaches to teaching in higher education.

Learning outcomes

Upon completion of the course, participants should be able to:

1. Give arguments for and discuss, with reference to higher education research, how the relation between learning outcomes, grading criteria, assessment and teaching can stimulate student learning in their own subject areas
2. Discuss how teaching environments affect the organisation of teaching
3. Reflect on the support provided to disabled students at Karlstad University, the laws and regulations applying, and how university teaching staff should comply with them.
4. Use relevant national and local regulations on teaching in higher education, and relate these to their own teaching practice.
5. Reflect on the national goals of higher education and the roles of students and teaching staff in higher education.
6. Decide when a suspicion of cheating and plagiarism shall be reported to the disciplinary board and discuss how cheating and plagiarism can be prevented.
7. Develop a course or module in their own subject area aiming towards student-centred teaching and assessment based on the principle of constructive alignment.

Content

- Initial reflection on conceptions of teaching in higher education
- Constructive alignment, PCK (Pedagogical Content Knowledge), and feedback
- Legal framework for higher education: foundational legislation, regulations and internal directives and rules
- Disciplinary action
- Assessment criteria and forms of examination
- Forms of instruction and teaching environments
- Copyrights, etc that university staff should be familiar with
- Quality assurance, from ESG (European Standards and Guidelines) to course evaluation
- Perceived student difficulties in the participant's own subject
- Student perspective in higher education
- Students with disabilities
- Preventing discrimination
- Interview and observation in the participant's own subject
- Using a learning platform
- Pedagogical qualifications: concluding text for a pedagogical portfolio.

Scope of course

The course comprises five weeks of full-time study, with a maximum of ten scheduled days. For the rest of the time, participants engage in literature study and complete various forms of assignments. The course runs for a whole semester. Note that time for studying is required beyond the scheduled days.

Admission

Number of participants is limited to 24.

Course structure

A number of basic areas relevant to teaching staff in higher education are treated. Theoretical components alternate with discussions and presentations. Instruction is normally offered on campus with occasional net-based instruction. Assessment is individual and participants must meet all course requirements for a certificate.

Certificate

A certificate in Swedish and English is issued to participants who have successfully attended the whole course and completed all assignments.

Literature

Biggs, J and Tang, C (2011, Fourth edition) *Teaching for Qualitative Learning at University*, Open University Press

In addition, there are readings in the form of articles, laws, ordinances, regulations and other documents.