

Introduction to teaching

(for university teachers in the Humanities and Social Sciences)

Semester: Autumn 2020

Professional development course in higher education teaching and learning. The course offers an introductory, practice-oriented education aimed at postgraduate students and researchers with little or no experience of teaching.

Target group: Assistant teachers in the Humanities and Social Sciences.

Effort involved

The course corresponds to two weeks full-time studies, equivalent to 3 ECTS credits in Higher Education Teaching and Learning.

Aim and intended learning outcomes

The main aim of the course is to provide participants with an introduction to teaching in higher education as well as guidelines and policies for university teaching. The participant gets an opportunity to develop basic skills and confidence in higher education teaching within the participant's academic subject area. After the course participants will be able to

- reflect on his/her teaching style and areas of development in the role as an assistant teacher
- explain and apply core concepts of teaching and learning in higher education
- adhere to the relevant rules and regulations for teaching in Swedish higher education, in particular at Stockholm University
- discuss and plan a teaching session to be carried out at their own department and based on higher education research literature

Centre for the Advancement of University Teaching

Disposition of the course

The course is divided into four seminars, each of them focuses on a central point of teaching:

- the first seminar gives an orientation about the general, institutional context in which teaching in higher education is offered;
- the second seminar deals with more practical issues which arise in the specific courses that are taught by the participant;
- the third seminar combines a focus on lecturing and student centred teaching;
- the fourth seminar presents classroom teaching and student activation.

The course largely adapts the flipped classroom methodology and strives to integrate the participants' own challenges into the subject matters discussed.

Assessment

All seminars are mandatory. In addition, preparatory written and/or oral assignments are linked to each seminar.

Participants receive a certificate when they have completed the course.

Course Literature

Arthurs, L. & Kreager, B. (2017) "An integrative review of in-classactivities that enable active learning in college science classroom settings", *International Journal of Science Education*, vol. 39, no 15, 2073-2091.

Bolander, K. (2001) "Good Practice in Lecturing", *Critical Review Series*, No. 2.

Kreber, C. (2002), "Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching", *Innovative Higher Education*, Vol. 27, No. 1, Fall 2002.

O'Neill, G. & McMahon, T. (2005) "Student-centred learning: What does it mean for students and lecturers?", University College Dublin.

Pedagogeeks, filmklipp från CeUL, Stockholms universitet. Avsnitten : "Akademiskt lärarskap", "Lärandets utmaningar", "Normkritisk pedagogik".

Rules and Regulations in Higher Education; self-study course on Athena]

Articles, modules, and quiz on various websites.

Course Leader:

Hans Färnlöf, Universitetslektor, Romanska och klassiska institutionen Stockholms universitet