

Professional development course 2, UL2HS Teaching and Learning in the Human Science Academic Area

Term: Autumn 2021

Professional training course in higher education teaching. The course is aimed at university teachers in the Humanities and Social Science who have previously completed training in higher education teaching, UL1 or equivalent.

Effort involved

The course is equivalent to five weeks full time studies (7,5 ECTS) in higher education teaching.

Aim and intended learning outcomes

The aim of the course is to further strengthen the basic teaching proficiency required for employment as a teacher in higher education. The course will give the participants an in-depth understanding of how higher education pedagogical research and theories can be used and translated into teaching and course development practice within the framework of their own discipline. After the course, participants are able to:

- Identify educational problems of teaching and learning in their own discipline and suggest how problems may be solved based on higher education research.
- Plan, evaluate and analyse teaching and assessment on a scientific basis within their own disciplinary area.
- Make use of, and assist in the development of, physical and digital learning environments to promote learning for groups and for individuals.
- Reflect on their professional role as researcher and teacher within their subject area in relation to academic teaching, to the students, and to the fundamental values of higher education.
- Search, 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 academic teaching.

Disposition of the course

The course is offered as a 5-day course, with additional activities done via the Athena learning platform. Each participant is also required to meet a colleague for discussions on a possible development work.

Centre for the Advancement of University Teaching

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Assessment

Each course participant will author a course paper of 6-10 pages on one of the three themes of the course, formative feedback, supervision or critical thinking. Participants are allowed to choose a topic of their own too, after consultation with course director.

Participants who gain a pass will be entitled to a certificate.

Course Literature (additional literature may be added)

Feedback and formative assessment

Brookhart, S.M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association for Supervision and Curriculum Development. [Http://perino.pbworks.com/f/Effective+Feedback.pdf](http://perino.pbworks.com/f/Effective+Feedback.pdf)

D. & Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in higher education*, 31(2), 199-218.

Ekecrantz, S. (2015). Feedback and student learning? – A critical review of research. *Utbildning & Lärande / Education & Learning*. 2(9), 14-33,

Critical Thinking

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2015). Strategies for teaching students to think critically: A meta-analysis. *Review of Educational Research*, 85(2), 275-314.

Davies, M. (2013). Critical thinking and the disciplines reconsidered. *Higher Education Research & Development*, 32(4), 529-544.

Davis, M. (2015). A Model of Critical Thinking in Higher Education. *Higher Education: Handbook of Theory and Research* (M.B. Paulsen, ed.). Springer: Cham, Switzerland.

Mcgrath, C., Liljedahl, M., Palmgren, P (DRAFT ARTICLE) You say, I say, but what do we mean? Communities of Practice, a critical review

Moore, T. J. (2011). Critical thinking and disciplinary thinking: A continuing debate. *Higher Education Research & Development*, 30(3), 261-274.

Salwén, H. (2019). Threshold concepts, obstacles or scientific dead ends?. *Teaching in Higher Education*, 1-14.

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Supervision

Agné, H., & Mörkenstam, U. (2018). Should first-year doctoral students be supervised collectively or individually? Effects on thesis completion and time to completion. *Higher Education Research & Development*, 37(4), 669-682.

Svärd, O. (2013). *Examensarbetet i högre utbildning: En litteraturöversikt*. Institutionen för pedagogik, didaktik och utbildningsstudier. [Read pp. 129-145. There are articles in English that you might want to explore if you are interested in writing your paper on supervision.]

Course leader:

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