

## Professional development course 1, Teaching and Learning

### Spring 2022

Professional development course in higher education teaching and learning. The course aims at supporting the professional development of university teachers from all disciplinary areas at Stockholm University and requires no previous teaching experience or training in higher education teaching.

### Effort involved

The course corresponds to five weeks full time study, equivalent to 7,5 ECTS.

### Aim and intended learning outcomes

The main aim of the course is to contribute to the basic teaching proficiency required for employment as a higher education teacher. Based on higher educational research and on exchange of experiences with other university teachers at Stockholm University the course gives participants the tools and knowledge needed to:

- discuss and problematize own conceptions of learning
- plan and evaluate teaching based on higher educational research on the learning of individuals and groups
- communicate and collaborate via digital tools and discuss how these may support learning in higher education
- meet students in an inclusive manner and have knowledge of regulations and available support for students with disabilities
- discuss the conditions for teaching in higher education based on knowledge of relevant national and local regulations as well as societal goals of higher education
- demonstrate a reflective approach to one's own academic teaching capacity, the relationship with the students and the values of higher education

### Disposition of the course

This course offers an introduction to concepts addressing teaching and learning in the context of higher education. The course will offer participants an opportunity to reflect on student learning strategies, teacher teaching strategies and will also offer an opportunity for participants to reflect on their practice.

Please note that you are required to attend three workshops (organized by CeUL) as part of the course. The course requires reciprocal exchange of professional experiences among university teachers. The course makes use of interactive seminar sessions and workshops, introducing specific themes which will invite discussion and reflection on issues of relevance for teaching and learning in higher education, such as:

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## Centre for the Advancement of University Teaching



- Research on student learning in higher education
- Teaching methods
- Assessment and evaluation

As part of the course you will also:

- Take part of a self-paced module about rules and regulation in higher education.
- Conduct peer reviews.
- Register and take part in three CeUL workshops.

### **Assessment**

In order to facilitate engagement with the course curriculum, all sessions require compulsory attendance. We will provide participants with preparation tasks which will help in approaching the central issues on the literature and discussions.

Compensating for absence:

It is possible to compensate for unforeseen absence from course sessions.

The course examination consists of 2 parts.

1. Design and analyze a specific teaching occasion in higher education with reference to the course literature including providing feedback to other course participants' designs.
2. Carry out and write a reflective text on a critical friend activity with a visit a colleagues' teaching occasion.

Participants receive a certificate when they have completed the course.

### **Literature**

Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher education research & development*, 18(1), 57-75.

Crosby, R. H. J. (2000). AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher. *Medical teacher*, 22(4), 334-347.

Dahlgren, L. O., Eriksson, B. E., Gyllenhammar, H., Korkeila, M., Sääf-Rothoff, A., Wernerson, A., & Seeberger, A. (2006). To be and to have a critical friend in medical teaching. *Medical education*, 40(1), 72-78.

Dochy, F. J. R. C., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher education*, 24(3), 331-350.

Entwistle, N. (1997). Contrasting perspectives on learning. *The experience of learning*, 2, 3-22.



Illeris, K. (2008). Contemporary theories of learning. London: Routledge.(chapt 1)  
 Kugel, P. (1993). How professors develop as teachers. *Studies in higher education*, 18(3), 315-328.

Marton, F., & Säljö, R. (1976). On qualitative differences in learning: I—Outcome and process. *British journal of educational psychology*, 46(1), 4-11.

Marton, F. (1997). Approaches to learning. *The experience of learning*, 39-58.

Stewart, M. (2012). Understanding learning: theories and critique. *University teaching in focus: A learning-centred approach*, 3-20.

Struyven, K., Dochy, F., & Janssens, S. (2003). Students' perceptions about new modes of assessment in higher education: A review. In *Optimising new modes of assessment: In search of qualities and standards* (pp. 171-223). Springer Netherlands.

Thunborg, C., Bron, A., & Edström, E. (2013). Motives, commitment and student identity in higher education—experiences of non-traditional students in Sweden. *Studies in the Education of Adults*, 45(2), 177-193.

Öhrstedt, M., & Scheja, M. (2018). Targeting efficient studying—first-semester psychology students' experiences. *Educational Research*, 60(1), 80-96.

Additional literature will be used in relation to specific interest areas.

**Course Leader:**

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