LH201V Learning and Teaching 7.5 credits

Lärande och undervisning

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for LH201V valid from Autumn 2013

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Specific prerequisites

LH201V Learning and teaching in higher education is primarily intended for teaching staff from KTH. The course is tailored to be relevant in the KTH environment and to support and run the development of the educations of KTH. Participants from other universities and higher education institutions are welcome in case of a vacancy. It is a large advantage to have own teaching experience.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

Teaching and learning in higher education is about how you in the best way can support and facilitate your students' learning in higher education. The main aim of this course is that you based on your needs and your educational context should develop the approaches, knowledge and skills that are needed for this purpose. Another aim is that you should become well familiar with concepts in teaching and learning in higher education, partly to facilitate the interplay with other teachers, partly because you should be well prepared for advanced courses in the subject. We also hope that the course should contribute to making you secure in the role as lecturer, and that you feel that it is worthwhile and fun to teach.

On completion of the course, you should be able to:

- formulate expected learning outcomes that are well adjusted to your educational context and can underlie design of activities, grading criteria and assessments,
- choose, design and analyse both on-campus and mobile learning activities, forms of assessments and examinations that support and test the students' learning,
- use questionnaires and interviews to evaluate students' conceptions, learning strategies and learning,
- utilise, analyse and communicate your own and others' experiences as well as the aims and regulatory framework for the activities within higher education of the society and the higher education institution, for development of the education and your own profession,
- discuss how the above aspects interact in an uniform learning environment and what importance different factors favouring learning has in this environment.

Course contents

Constructive alignment, formulation of course objectives as expected learning outcomes, systematic integration of programme objectives in courses, surface and deep approaches to learning (relation to the quality on the learning and factors that influence the occurrence), principles of design of learning activities (particularly problem solving/exercise, lecturing and projects), principles of the analysis of learning activities from a learning perspective, examination (effects on learning, validity, reliability, criteria and grading), the course analysis as a tool for course development, how plagiarism can be prevented, aspects on normality and diversity, and interpretation of interviews with own students, the teaching climate at your own department and your higher education institution, educational qualifications in the academic tenure track, educational qualification record.

Disposition

LH201V Learning and teaching is carried out in a Swedish-speaking and an English-speaking version. Information about the language of instruction is announced for each course offering.

Swedish-speaking version

The requirement on the knowledge of Swedish is to be able to participate in discussions in Swedish. All assignments can be written in Swedish or English, and both Swedish and English speaking groups can normally be organised at group discussions etc.

English-speaking version

The reading list is completely in English. The requirement on the knowledge of English linguistics is to be able to participate in discussions in English and normally to write written assignments in English.

Course literature

Följande kursböcker delas normalt ut vid första träffen:

Elmgren, M. & Henriksson, A-S., Universitetspedagogik eller

Elmgren, M. & Henriksson, A-S., Academic Teaching

Artiklar och annat material tillhandahålls via kursplattformen.

Examination

- INL1 - Assignment, 7.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

- The most appropriate way to make break is to take a pause after the course design item and return to Reflecting practice next time the course is given. It can even be advantageous with such a break, to reflect over and test some of the ideas in the teaching and to in reflecting practice interview students who have participated in precisely the course that has been developed during the course design item. Report break to the course co-ordinator via email.
- The course is developed continuously and the possibility to be given credit for course components that were completed more than two years ago cannot be guaranteed.
- If you passed HP1 (corresponding 2 old credit points) you may do a supplementary task to be given credit for LH201V Learning and teaching (7.5 credits) by participating in the entire course design component as well as in the meeting that treats course analysis. Report to the course co-ordinator and state preferably when you passed HP1. We do not give credit for parts of the old HP1, so the offer applies only to you who have completed the entire HP1.
- The course is established as continuing professional education. The credit point is reported in student Ladok. To be given credit for the course within the third-cycle programmes, your supervisor must make a transfer – the course can not be reported in third-cycle Ladok.

Other requirements for final grade

To pass the course, attendance at all course dates and approved written assignments are required.

The written assignments are described in the detailed course syllabus that is distributed at the beginning of the course.

Supplementary qualification in case of absence: instructions are stated in detailed course syllabus that is distributed at the beginning of the course.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.