



LH203V Learning and Teaching in Subject Perspective 5.0 credits

Lärande och undervisning i ämnesperspektiv

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

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

Establishment

Course syllabus for LH203V valid from Autumn 2009

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Specific prerequisites

Prerequisite LH201V - Teaching and Learning

Language of instruction

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

Intended learning outcomes

The overarching objective of the course is that the participant should acquire a scientific approach to teaching methods as well as to the content of the course.

After the course the participant should be able to:

- Describe in general terms the nature of problems related to didactical issues.
- Mention strengths and weaknesses of different theoretical and methodological approaches related to learning and teaching.
- Independently formulate didactical problems that may be investigated.
- Critically assess scientific didactical texts and assess their quality as well as motivate her/his standpoints.
- Design, carry out, analyze and assess empirical studies in teaching and learning in one's own teaching subjects in a publishable report.

Course contents

Teaching and Learning in Subject perspective is designed as a series of seminars that require the participants' active collaboration. Together we intend to investigate the conditions necessary for teaching specific subjects. The seminars are intended to support you, thereby sharpening your earlier knowledge from the course Learning and Teaching 1 and making them more useful for future encounters in teaching and learning your subject(s). The idea is that you, after the seminars, independently elaborate and reflect on your teaching in order to improve your strengths and eliminate possible barriers to learning. This first course ends with a written reflection about general didactical problems with concrete examples.

Disposition

The course is established as a specialisation course. The ECTS Credits are only reported to the students' Ladok. To be able to accredit the course toward doctoral studies, you must have the permission of your supervisor – the course is not reported to Ladok for doctoral studies.

You have the right to finish the course during two years from the course start. After this period you have to register to the course anew. If you have not completed the course, it may be difficult to complete those elements which you need to pass due to the continuous development of the course.

Course literature

Baillie, C. & Moore, I. **Effective Learning & Teaching in Engineering**. Routledge-Falmer. London (2004)

Cohen, L. Manion, L & Morrison, K. **Research Methods in Education (Sixth edition)**. Routledge, London (2007)

Kreber, C. **Teaching excellence, teaching expertise, and the scholarship of teaching**. Innovation In higher education. Vol 27. No 1. fall 2002

Examination

- INL1 - Assignments, 5.0 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.

Requirements for passing the course:

- At least 80 percent attendance.
- Written reflections, 1/2-1 page, on the readings for each meeting.
- Active participation in the seminars.
- Formulate three didactical problems possible to investigate empirically.
- Write a reflection about didactical problems with concrete examples (3-6 pages)

Should the assignments not meet the quality expected, additional assignments will be required. Examination is always conducted in groups of at least two participants.

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.