



LH217V Leading Educational Development 3.0 credits

Att leda utbildningsutveckling

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

Establishment

Course syllabus for LH217V valid from Autumn 2013

Grading scale

P, F

Education cycle

Second cycle

Main field of study

Technology, Technology and Learning

Specific prerequisites

LH201V or equivalent knowledge acquired elsewhere.

Language of instruction

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

Intended learning outcomes

The overall aim of the course is to provide educational leaders at KTH with possibilities to develop knowledge and skills in order for them to acquire educational management skills. In addition, they should become an active participant of innovation and educational development in their department/program/school.

After the course, participants are expected to be able to

- describe a vision of their own education and design specialisation, seen from a broader perspective, based on evaluations, assessments, control documents as well as KTH's general vision and specialisation. Moreover, participants should acquire knowledge of current research, societies' needs, frames and preconditions within their program/department/school in comparison with other educational institutions around the world.
- account for appropriate strategies for the pedagogical development work in their program/department/school, including an analysis of the following central aspects:
 - * communication, cooperation and possible conflict management with teacher, staff and students;
 - * aspects for learning and teaching in higher education pedagogy;
 - * the nature of specific subject fields;
 - * implementation of central and local rules and guidelines existing at the moment;
- the design processes and systems that may lead to systematic reflection, as well as the evaluation of results in collaboration with students and the educational development staff;

Course contents

The themes of the course are:

Finding the participant's role and defining his/her assignment

Communication and leadership

Leading development and change

Assessment and evaluation

What can and should a Head of Studies/Program Director/Director of Undergraduate Studies do?

My educational leadership

Course literature

Elmgren, Maja, Hedin, Anna & Thelander, Kerstin (2000). Och plötsligt var jag studierektor: en belysning av studierektorsrollen och dess möjligheter. Uppsala universitet: Enheten för utveckling och utvärdering, (pdf)

Elmgren, M & Henriksson, A-S (2010). Universitetspedagogik. Stockholm: Norstedt.

Ramsden, Paul (1998). Learning to lead in higher education. London: Routledge

Ryegård, Å, Apelgren, K & Olsson, T (red.) (2010). Att belägga, bedöma och belöna pedagogisk skicklighet. Uppsala: Uppsala universitet

samt artiklar, KTH:s måldokument och handlingsplaner m.m.

Examination

- INL1 - Assignment, 3.0 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.

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

The course examinations are done based on preparation, active attendance of course meetings and through written assignments.

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.