



# LH231V Teaching and Learning in Higher Education 7.5 credits

Lärande och undervisning i högre utbildning

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 LH231V valid from Autumn 2015

## Grading scale

P, F

## Education cycle

Second cycle

## Main field of study

Technology and Learning

## Specific prerequisites

## Language of instruction

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

# Intended learning outcomes

On completion of the course, you should:

- be able to choose, design and analyse learning outcomes, teaching activities, forms of assessment and examination that support and test your students' learning
- be able to evaluate your students' experiences, learning strategies and learning and, from this, develop your teaching and teaching skills,
- be able to discuss, analyse and utilise your own and others' experiences and relevant research results, and thereby contribute to the knowledge development in the subject area,
- be able to observe the balance between ambition and results in your teaching, considering both the requirements and expectations of the environment and the aims of the higher education institution's and society's regulatory frameworks,
- together with colleagues be able to identify obstacles to a desirable development of the education and develop strategies to meet these in a constructive way,
- be able to describe and analyse how you and your colleagues contribute to a working group's function and development, especially considering the effect of normality and diversity.

## Course contents

Learning and knowledge: e.g. definitions of learning, deep and surface learning strategies, memory.

Factors that promote learning: e.g. constructive alignment, including the course's role within a programme.

The students: e.g. their prior understanding, expectations, learning techniques, formative and summative evaluation, normality and diversity, student influence, the learning environment, meeting the students.

The role of the teacher: e.g. teachers' development, the didactic triangle, the teacher-student relationship, a testing approach, educational expertise, frame factors.

To choose and formulate the expected learning outcomes: e.g. taxonomies to choose the appropriate depth of teaching and learning and the expected learning outcomes at the course and programme level.

Teaching and other teaching activities: e.g. types of instruction including e-learning, student-active teaching, variation, research basis, labour market links, supervision of groups, projects and feedback.

Examination: e.g. the controlling effect of examination, validity and reliability, assessment, grading criteria, feedback, formalities incl. cheating and plagiarism.

Development of teaching and learning: e.g. the teacher's own professional development as an instructor; to choose and carry out an educational development project, balance between ambition and results.

## Disposition

The course has a project-based set-up where you, together with other course participants, will work with some form of educational development. During the meetings, explorations and discussions of each topic will be based to some extent on the project groups' interests and needs. You can also participate in a number of workshops to develop different aspects of your own teaching in a more concrete way.

## Course literature

Elmgren, M. & Henriksson, A-S., *Academic Teaching* (Studentlitteratur, 2014). There is also a Swedish edition (Studentlitteratur, 2013).

The prescribed book is normally handed out at the first meeting. Articles and other material are provided via the course platform.

## Examination

- INL1 - Assignment, 4.5 credits, grading scale: P, F
- PRO1 - Project 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.

## Other requirements for final grade

Attendance at compulsory meetings, approved written assignment (INL1) and approved presentation of project assignment (PRO1).

## 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.