



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 2016

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

After completion of the course you should be able to:

- explain the concepts of learning and learning environment, and reflect upon how you can create an open and inclusive environment that promotes learning for all students,
- reflect upon how you may develop your teaching skills and your role as a teacher, based on research on teaching and learning and on the evaluation of your students' experiences, learning strategies and learning outcomes,
- discuss and utilise the policies for higher education in Sweden as well as the local requirements, and reflect upon in what ways these policies set the boundaries for the development of teaching and learning,
- design, discuss and justify an outcome based course design such as learning outcomes; teaching and learning activities; and assessments, based on course evaluations and research on teaching and learning,
- discuss and utilise theoretical and empirical research on teaching and learning in higher education, in relation to your own and others' experience and context.

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, 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 collaborative approach where you and other participants may work on the content and different forms of educational development. Various aspects of the subject area are explored and discussed at follow-up meetings. In addition, the course offers a number of workshops where you can develop your own teaching in a concrete way.

Course literature

Elmgren, M. & Henriksson, A-S., Academic Teaching (Studentlitteratur, 2015). There is also a Swedish edition (Studentlitteratur, 2015).

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.