



# LH235V Global competence for teachers in higher education

## 3.0 credits

Global kompetens för lärare 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 LH235V valid from Autumn 2018

### Grading scale

P, F

### Education cycle

Second cycle

### Main field of study

Technology and Learning

### Specific prerequisites

LH231V or an equivalent course from KTH, another university or college.

The course is primarily aimed at teaching staff at KTH. Participants from other universities are welcome subject to vacancies.

## Language of instruction

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

## Intended learning outcomes

The purpose of the course is to provide teachers with tools to work effectively with cultural and social diversity in teaching contexts, to strengthen their global competence and support comprehensive internationalisation.

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

- Discuss and give concrete examples of knowledge, skills and attitudes that support and develop global competence.
- Problematising their own and others' descriptions of culture and identifications based on, for example, gender, nationality, ethnicity, class, age, language and profession.
- Reflect on critical intercultural incidents in a constructive and solution-oriented way.
- Suggest and argue for strategies to better understand and constructively take account of the multitude of experiences the participant meets in teaching contexts.
- Present a personal action plan, grounded in self-awareness, for continued development towards increased global competence and comprehensive internationalisation in teaching contexts.

## Course contents

We work with concepts like the international classroom and the globally competent teacher, comprehensive internationalisation, global citizenship, and internationalisation at home.

Documentation, reflection and accounting of intercultural experiences and learning are taken as a step in the process of individual further development and as a basis for the development of education and of the participants' own profession.

## Course literature

Course literature will be announced before the start of the course.

Recommended reference literature and electronic resources will be listed in the course information or in a similar way.

## Examination

- INL1 - Written assignment, 2.0 credits, grading scale: P, F
- SEM1 - Seminar, 1.0 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.

The examiner, in consultation with KTH's coordinator for disabled students (Funka), decides whether an alternative examination suitable for course participants with a documented permanent impairment is possible. The examiner may allow an alternative examination form for re-examination of single course participants.

## Other requirements for final grade

A two-grade scale P/F is used, where P corresponds to Pass and F to Fail. To pass the course, active participation in all course meetings and passed assignments are required. If the participant misses one (1) meeting, this may in special cases be replaced by a written in-depth assignment; this is determined by the examiner. Missed attendance is normally made up at the corresponding meeting the next time the course is offered. To be able to participate in the presentation of examination assignments, the participant must not have missed more than two meetings. Examination assignments must be submitted by deadline.

## 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.