



## PEDAGOGICAL DEVELOPMENT AND INTERACTIVE LEARNING

### **HPE102 Teaching and learning in Higher Education 2: Discipline Specific Pedagogic, 5 higher education credits**

Behörighetsgivande högskolepedagogik 2: Områdesspecifik pedagogik, 5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Pedagogical development and interactive learning on 2010-06-16 and was last revised on 2016-10-12 to be valid from 2016-11-01, spring semester of 2017.

*Field of education:* Social Sciences 100%

*Department:* Pedagogical Development and Interactive Learning

#### **Position in the educational system**

This course on teaching and learning in higher education qualifies staff to teach at the University of Gothenburg. The course can be given as a freestanding course and as contract education.

#### *Main field of studies*

Teaching and Learning in Higher Education

#### *Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

Bachelor's degree, 180 higher education credits or equivalent.

#### **Learning outcomes**

On successful completion of the course the student will be able to:

#### *Skills and abilities*

- plan and/or develop a course or part of a course considering learning theories, specific contextual factors, societal goals, rules and regulations and research into teaching and learning in higher education
- in relation to science and proven experience, identify pedagogical problems and analyse teaching and education with relevance for the specific discipline
- examine and debate different evaluation and assessment methods
- describe the rationale for pedagogical choices in course and syllabus design and explain them to others

#### *Judgement and approach*

- critique teaching and education in his or her own discipline supported by research and proven experience

#### **Course content**

The overarching aim of the course is to develop the course participants' ability to analyse, plan, debate, and design university education and the own pedagogical approach based on the research and proven experience.

The focus is on the organisation and planning of courses and modules. Contextual factors, goals, content, learning activities, teaching, evaluation, assessment methods and university students' independent studies as well as the impact of the choice of course design are included in the course. These topics are examined from different perspectives and the relationships between these are debated. Particular attention is devoted to the course syllabus document.

The course participants' knowledge and experience as teachers, students, and researchers are an essential component of the course content.

#### **Form of teaching**

Teaching is based on collegial dialogue in a variety of teaching formats, such as lectures, workshops, discussions, and seminars.

*Language of instruction:* Swedish and English

#### **Assessment**

The course is assessed through a written assignment and a seminar.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

**Grades**

The grading scale comprises: Pass (G) and Fail (U).

For a Pass the student is required to adopt a reflective approach to the demonstration of the attainment of course learning outcomes in assessed work.

**Course evaluation**

Course evaluation takes place in partnership with course participants both during and at the end of the course. This continuous dialogue informs the way the current course is carried out. The final summative evaluation includes the perspectives of both course participants and teachers. These will be published in a report on the course which will be uploaded to the virtual learning environment. The conclusions of the evaluation will guide the planning of subsequent courses.

The results of the course evaluation and possible changes to the course will be shared with course participants who participated in the evaluation and course participants who are starting the course.

**Additional information**

The course is for teachers and doctoral students at the university. The course is one of three on teaching and learning in higher education leading to the required qualifications for teaching staff at the University of Gothenburg. The recommended study path implies that the course HPE101, Teaching and Learning in Higher Education 1, Basic Course, 5 hec, should be taken as the first course, HPE102, Teaching and Learning in Higher Education 2, Subject specific pedagogic, 5 hec as the second course and HPE103, Teaching and Learning in Higher Education 3, Applied analysis, 5 hec as the third course.

A virtual learning environment is used for communication between teachers and course participants and between course participants. Access to a computer and the Internet is therefore required. GU-card/Library card is needed for access to the course literature.

This document is a translation from the Swedish original.