



## COURSE SYLLABUS

# Conditions and Pedagogical Perspectives - Academic Teaching and Learning 1, 1.5 credits

*Förutsättningar och pedagogiska perspektiv - Högskolepedagogik 1, 1,5 högskolepoäng*

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<b>Course Code:</b> LCPR23	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education Dec 5, 2022	<b>Disciplinary domain:</b> Education
<b>Revised by:</b> Oct 2, 2023	<b>Subject group:</b> PE1
<b>Valid From:</b> Spring 2024	<b>Specialised in:</b> A1N
<b>Version:</b> 2	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- describe basic structural aspects of Swedish higher education
- identify relevant policies and steering documents for teaching in Swedish higher education

Skills and abilities

- on a basic level apply their knowledge on epistemic beliefs, learning, the context of teaching and learning and constructive alignment as well as on pedagogical rooms and administrative tools to outline a course design in their own subject area with a setup of learning and examination activities to enable student active learning
- apply their knowledge on scholarship for teaching and learning in higher education to reflect on their own teaching practices
- compare and reflect upon the relation between their own learning experiences and current conditions for learning

Judgement and approach

- identify their need for deepened knowledge and improvement of their competences in teaching and learning in higher education
- critically reflect on course alignment in courses in their own subject area

### Contents

- Structural aspects of Swedish higher education
- Policies and steering documents relevant for teaching in Swedish higher education
- Epistemic beliefs
- Theories on learning
- The context of teaching and learning
- Constructive alignment

- Pedagogical rooms
- Administrative tools

### **Type of instruction**

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Swedish may be used.

### **Prerequisites**

Bachelor's degree minimum 180 credits and employment as a university lecturer, doctoral student or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through two individual written assignments. The first assignment is based on reflection. The second assignment is based on a case involving collegial learning and reflection.

Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been passed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the

termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment, Reflection	0.5 credits	U/G
Individual written assignment, Case and reflection	1 credit	U/G

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Andersson, Lorin W., Krathwohl, David R., Airasian, Peter W. & Bloom, Benjamin Samuel (2001). *A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives. Introduction* (pp. 3-11). Longman. 13 p.

Biggs, John (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 2014(1), 5-22. <http://www.herdsa.org.au/herdsa-review-higher-education-vol-1/5-22>. 18 p.

Bolander Laksov, Klara & Scheja, Max (2020). *Academic Teachership*. (SULF Publications XLII). The Swedish Association of University Teachers and Researchers. <http://www.s3.eu-west-1.amazonaws.com/sulf.se/app/uploads/2020/09/sulf-academic-teachership-web-english-updated-sept03-2020.pdf>. 31 p.

BRJU (2021). *Regulations and guidelines for first, second and third cycle education at Jönköping University*. Jönköping, Jönköping University.

Byers, Terry, Imms, Wesley & Hartnell-Young, Elizabeth (2014). Making the case for space: The effect of learning spaces on teaching and learning. *Curriculum and Teaching* 29(1), 5-19. James Nicholas Publishers. <http://www.doi.org/10.7459/ct/29.1.02> 15 p.

Kennedy, Brianna L. & Fichtman Dana, Nancy (2022). Taking Teacher Inquiry into Higher Education: A Dialogue in Four Parts. *College Teaching*, 70(1), 111-118. <http://www.doi.org/10.1080/87567555.2021.1907528>. 8 p.

Pavlov, Emma & Svanängen, Emma (2022). *Breddat deltagande / Broadened Participation*. (Educate Guide). Educate. 6 p.

SFS 1992:1434. *The Swedish Higher Education Act*. <http://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Swedish-Higher-Education-Act/>

SFS 1993:100. *The Higher Education Ordinance. Annex 2*. <http://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/> UKÄ (2016, revised 2018).

Stetson-Tiligadas, Susan (2018). Designing for Active Learning: A Problem-Centered Approach. In Anastasia Misseyanni, Miltiadis D. Lytras, Paraskevi Papadopoulou & Christina Marouli (Eds.), *Active Learning Strategies in Higher Education: Teaching for Leadership, Innovation, and Creativity* (pp. 45-71). Emerald Publishing Limited. 27 p.

Swedish Higher Education Authority (2016/2018). *Guidelines for the evaluation of first- and second-cycle programmes*. [http://www.uka.se/swedish-higher-education-authority/for-higher-education-institutions/guidelines-and-templates?plusbox=12\\_3275c80e18529ebcf50b8b4](http://www.uka.se/swedish-higher-education-authority/for-higher-education-institutions/guidelines-and-templates?plusbox=12_3275c80e18529ebcf50b8b4)

Approximately 3 hours of pre-recorded mini-lectures will be added.

### Reference literature

Henriksson, Ann-Sofie (2003). *Undervisa tillgängligt! Pedagogiska verktyg för likabehandling av studenter med funktionshinder* (Rapport 1). Enheten för utveckling av pedagogik och interaktivt lärande, Uppsala universitet.

Leijon, Marie & Tieva, Åse (2021). *Framtidens lärandemiljöer. En forskningsbaserad översikt*. Akademiska Hus. <http://www.akademiskahus.se/campusutveckling/framtidens-larandemiljoer/>

Leijon, Marie, Nordmo, Ivar, Tieva Åse & Troelsen, Rie (2022). *Formal learning spaces in Higher Education – a systematic review, Teaching in Higher Education*. Routledge. <http://www.doi.org/10.1080/13562517.2022.2066469>

Pikhart, Marcel & Klimova, Blanka (2019). Utilization of Linguistic Aspects of Bloom's Taxonomy in Blended Learning. *Education Sciences* 2019(9). <http://www.eric.ed.gov/?id=EJ1231077>

Sharunova, Alyona, Wang, Yang, Kowalski, Michael & Qureshi, Ahmed Jawad (2022). Applying Bloom's taxonomy in transdisciplinary engineering design education. *International Journal of Technology and Design Education* 2022(32), 987–999. <http://www.doi.org/10.1007/s10798-020-09621-x>

Uhnöo, Sara, Backman, Christel, Alfredsson, Veronica & Asker, Noomi (2022). *Använd rummet. Högskolepedagogiska metoder för aktiva lärsalar*. Studentlitteratur.

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system.