

# Studyguide

Course: Basic Communication and Teaching, 4 higher education credits

Course coordinator: Joel Hedegaard

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## Course team

Course coordinator

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## Course literature

Boud, David. & Molloy, Elisabeth. (2013). *Feedback in higher and professional education: understanding it and doing it well*. Oxford: Routledge. 229 pages.

Bowden, John. & Marton, Ference. (1998). *The University of learning. Beyond quality and competence in higher education*. London: Kogan page. 310 pages.

Lindberg-Sand, Åsa. & Thomas Olsson, (2008). Sustainable assessment? Critical features of the assessment process in a modularized engineering programme. *International Journal of Educational Research*, 47(3), 165-174.

McDowell, Liz., White, Su. & Davise, Hugn C. (2004). Changing assessment practice in engineering: how can understanding lecturer perspectives help? *European Journal of Engineering Education*, 29(2), 173–181.

Philips, Denis C. & Soltis, Jonas F. (2009). *Perspectives on learning*. New York: Teachers College Press. 144 pages.

Stocking, Holly S. & Sparks, Johnny S. (2007). Communicating the Complexities and Uncertainties of Behavioral Science. In S. Stocking and J. Sparks (Eds.), *Handbook on Communicating and Disseminating Behavioral Science* (pp. 73-92). Thousand Oaks: Sage Publications.

Additional readings on online education and communication towards companies and industries will be provided through Canvas.

## Schedule

Date	Time & Location	Lectures, workshops, seminars	Preparation	Teacher
27/9	09:00-12:00	<b>Lecture 1:</b> Course introduction Perspectives on learning	Philips and Soltis (2009).	Joel Hedegaard
4/10	09:00-12:00	<b>Lecture 2:</b> Online education	Articles will be distributed through Canvas.	Madelene Zetterlind and Christina Keller
11/10	09:00-12:00	<b>Lecture 3:</b> Seminar on engineering didactics	Auscultation <sup>1</sup>	Anna-Karin Carstensen
18/10	09:00-12:00	<b>Lecture 4:</b> Grading and assessment	Boud & Molloy Lindberg-Sand, & Olsson McDowell, White & Davise	Therese Schoultz
25/10	09:00-12:00	<b>Lecture 5:</b> Teaching methods	Bowden and Marton, chapter six and ten.	Therese Schoultz
1/11	09:00-12:00  17:00	Workshop <sup>2</sup> Communication towards companies and industries  Submit individual assignment - <b>Examination 1</b> <sup>3</sup> Folder in Canvas will be created for this.	See folder in Canvas for literature and further information.	Jenny Bäckstrand
8/11	17:00	Submit paper on online education		Madelene Zetterlind and Christina Keller
12/11	09:00-12:00 E1219	<b>Examination 2</b> <sup>4</sup> Seminar on online education		Madelene Zetterlind and Christina Keller

## Tasks and examination

<sup>1</sup>Auscultation – Before the lecture/seminar October 11<sup>th</sup>, please attend when a colleague of yours is teaching, either in the form of a lecture or supervision. Based on this auscultation and notes from it, you will formulate three questions to discuss during the seminar. The point of departure in the discussions will be on the challenges and possibilities of teaching in your subject.

<sup>2</sup>Workshop - Communication towards companies and industries

Date: Monday November 1<sup>st</sup> 09:00-12:00

Information will be provided in Canvas soon.

<sup>3</sup>Examination 1 - Based on your auscultation (and the notes from it), the discussions at the seminar October 11<sup>th</sup> and your own previous experience in teaching, you shall write an individual paper (3-4 pages) in which you apply the literature (Philips & Soltis, 2009 and Bowden & Marton, 1998) and reflect on both perspectives on learning and teaching methods (see Intended Learning Outcomes 1-3, 5 and 7-9). You shall address the following aspects in your paper:

- Conditions for deeper learning – how do we as teachers create that?
- How can we as teachers gain knowledge about the impact our teaching (lectures, seminars and examinations) have on students' learning?

The examination will be assessed by Joel Hedegaard

<sup>4</sup>Examination 2 - The purpose of the assignment is to create knowledge and understanding of the process of creating an online course (see Intended Learning Outcomes 4. You can choose between to different tasks:

- 1) Develop a new or existing online course
- 2) “Re-think” and transfer a campus-based course or course module into an online course.

Irrespective of you choosing alternative 1 or 2, the online course or course module should include one section presenting the course content, one section providing interaction, and one or more exams. The online course should be created in such a way that it is possible to achieve a so-called “learning community of inquiry”. Furthermore, at least one open educational resource (OER) should be included in the course.

Note: You do not need to create the actual course in Canvas or any other learning management system! What we require from you is a written report!

The online course should be presented in a report comprising 3 to 4 pages with adequate references to literature to support your choices of course design. The assignment can be performed individually or in groups. If the assignment is solved by a group of students it has to include a complete course and the report should comprise 6 to 8 pages.

The examination will be assessed by Madelene Zetterlind and Christina Keller