

## **Högskolepedagogisk grundutbildning**

Kurs 1: Lärande, undervisning och lärarrollen i högre utbildning (C2HG1U)

## **Teaching and Learning in Higher Education**

Course 1: Learning, Teaching and the Teacher's role in Higher Education (C2HG1U)

Spring term 2018  
Campus Skövde  
Course directors:  
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## Table of Contents

Welcome to Teaching and Learning in Higher Education!	2
Course 1: Learning, Teaching and the Teacher's role in HE (C2HG1U)	2
<i>Objectives</i>	2
<i>Course Arrangements</i>	3
<i>Literature</i>	3
<i>Schedule and Planning</i>	4
Course Examinations	5
<i>Group Oral Presentation: Analysis of Peer Observation and Interview (1,5 hp)</i>	5
Assessment Criteria	6
<i>Written Assignment: Literature Review (1,5 hp)</i>	6
Assessment Criteria	7
About the Course Directors	7

## Welcome to Teaching and Learning in Higher Education!

This series of commissioned courses is aimed at teachers at the University of Skövde and comprises a total of 10 weeks full-time studies and 15 higher education credits. The four courses cover educational theories and perspectives on adult learning in relation to higher education (HE) to create conditions for promoting the development of participants' ability to reflect both on their own learning and on their teaching practice. This ability forms a basis for sustainable education. Course 1 is a foundational course for the series.

### Course 1: Learning, Teaching and the Teacher's role in HE (C2HG1U)

Course 1 provides an introduction to the field of teaching and learning in higher education. We explore various perspectives on learning and teaching, focusing particularly on adult learning, reflective teaching, and the teacher's role in higher education. Educational theories that support transformative learning (i.e. learning that fundamentally change ways of seeing and understanding the world) are introduced. A prerequisite for transformational learning (and relevant to sustainable education) is critical thinking and the ability to reflect. Thus, the participants' own experiences, active participation, and participants' continuous reflections on their own learning, are central to the course. Different teaching approaches and methods are also explored in the course through both investigative and practical tasks.

#### Objectives

Through engagement in this course, you will develop your capacity to

- account for and discuss different theoretical perspectives on adult learning, including learning in higher education
- independently, and together with others, analyze different teaching methods and evaluate their consequences for students' learning
- bring reflective and problematic reasoning in relation to one's own teaching practice and the teacher role in higher education

## Course Arrangements

Course 1 includes 3 ECTS credits. The course language is primarily English. The course is held on campus at the University of Skövde, and course activities include plenary lectures, seminars, and group and individual work. Participation in the course also includes online discussion via Pingpong (see below).

## Pingpong

Pingpong is the online learning platform through which you will be able to access course updates and course resources (e.g., course plan, course guide, handouts), and communicate with fellow participants and course directors during the course. We strongly recommend that you regularly access Pingpong so that you are up to date with important information about the course.

## Literature

Ashwin, P., Boud, D., Coate, K., Hallett, F., Keane, E., Krause, K., Leibowitz, B., MacLaren, I., McArthur, J., McCune, V. & Tooher, M. (2015). *Reflective teaching in higher education*. London: Bloomsbury Academic.

Burman, A. (2014). *Pedagogikens idéhistoria*. Lund: Studentlitteratur, pp. 181-252.

Handal, G. (1999). Consultation using critical friends. *New Directions for Teaching and Learning*, 79, 59-70.

Hjertström Lappalainen, J. & Schwarz, E. (2014). Konsten att lära av erfarenheten. I Burman, Anders. Den reflekterade erfarenheten. *Södertörn Studies in Higher Education*, 5, 99-113. <http://www.diva-portal.org/smash/get/diva2:745733/FULLTEXT01.pdf>

Hjulström, E. (2014). John Dewey och relationens pedagogik. In A. Burman (Ed.) Den reflekterade erfarenheten. *Södertörn Studies in Higher Education* 5, 131-149. <http://www.diva-portal.org/smash/get/diva2:745733/FULLTEXT01.pdf>

Meyer, HF & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 2005(49), 373-388.

Thomas, Ian (2009). Critical thinking, transformative learning, sustainable education and problem-based learning in universities. *Journal of Transformative Education*, 7(3), 245-264.

Other texts can be added (ca 50 p.)

## Schedule and Planning

Time/place	Activity	Teacher	Preparation
Thu 25/1 9.15-16.00	Course introduction Your educational journey Workshop: Teaching as praxis - Introducing the concepts of 'teacher as researcher' and 'reflective practice'  Workshop: Teaching and learning in HE	gime khma	Activity 1.2, exercise 2 in Ashwin et al. (2015), p. 13-14  Ch. 1 in Ashwin et al. (2015)
Fri 9/2 9.15-16.00	Workshop: Pedagogy as theory and practice 'Textra game'  Workshop: Investigating teaching practice, qualitative interview and observation  Preparation for peer observation	gime khma	Burman (2014), p. 181-252 Meyer and Land (2005) Ch. 2 in Ashwin et al. (2015)
Fri 2/3 9.15-16.00	Workshop: Creating conditions for learning, teaching approaches  Workshop: pedagogical approaches	gime khma	Thomas (2009) Handal (1999) Ch. 11 in Ashwin et al. (2015)
Fri 16/3 9.15-16.00	Course examination  Wrap-up discussion based on participant questions/topics  Course evaluation	gime khma	Bring along your burning questions/topic so that we can discuss those during this last session

Course Directors: gime: Giulia Messina Dahlberg, khma: Kathleen Mahon

## Course Examinations

### Group Oral Presentation: Analysis of Peer Observation and Interview (1,5 hp)

Linked to the following objectives:

- independently, and together with others, analyze different teaching methods and evaluate their consequences for students' learning
- bring reflective and problematic reasoning in relation to one's own teaching practice and the teacher role in higher education

In groups of two or three you are required to present an interesting and informative reflective analysis of peer observations and follow-up interviews that you conduct with senior colleagues. The idea is that you observe and interview one person each (only once), and then bring your observations together to reflect on a particular pedagogical question or pedagogical issue. It is important to decide on a pedagogical issue or question before conducting the observations so that they are focussed, and so that you later have common ground for your combined analysis as a group. You are strongly encouraged to choose an issue or question that is relevant to your everyday practice as university teachers.

**The peer observation:** each member of the group observes an experienced colleague in a lecture, tutorial or workshop. The observation needs to be arranged by the group members themselves well in advance. How observational notes are recorded is up to the observers, but you may wish to design a common observation schedule or pro forma for the whole group to use.

**The interview:** this is a follow-up interview with the observed colleagues. It is an opportunity for you to discuss the observed lesson afterwards in order to more deeply understand what you observe. It is recommended that the interview be conducted as soon as possible after the observed teaching and learning activity.

**The group presentation:** Your presentation should include:

- a clear introduction and conclusion
- a statement about the aim of your inquiry (including what you intended to investigate in the observations and interviews) and the context (e.g., year level, discipline area, topic)
- a brief outline of your approach to the observations, interview and analyses
- reflections on the teaching you observed in terms of the chosen pedagogical issue and the consequence for student learning
- references to relevant pedagogical literature to support your reflections
- links to your own practice as university teachers

Out of courtesy to the observed/interviewed colleagues, please ensure that they are aware of the nature of this task and how you will use the material you generate. **Please do not name** in your presentation the colleagues you observe and interview.

**Duration** (of presentation): Approx 7- 10 min per person (up to 30 minute including time for questions).

Due date of the presentation is **March 16<sup>th</sup> 2018**.

## Assessment Criteria

(Combination of self-assessment, peer assessment, and assessment by Course Directors)

The presentation

- provides a clear, coherent, and comprehensive analysis of the observed teaching methods/approaches based on a relevant pedagogical issue or question
- draws effectively on relevant higher education literature and evidence from the interview and observation to support the analysis and conclusions
- considers the impact of the observed teaching methods/approaches on student learning
- includes reflective insights about the observed teaching methods/approaches in relation to the group members' practice and roles as university teachers

All members of the group are expected to contribute equally to the presentation. References need to be appropriately acknowledged.

**Grade:** Pass or Fail

## Written Assignment: Literature Review (1,5 hp)

Linked to the following objectives:

- account for and discuss different theoretical perspectives on adult learning, including learning in higher education

**The written assignment** in Course 1 includes a literature review of published research in the area of adult learning and higher education. The review should be the result of systematic searches in general databases such as Scopus, Google Scholar, Web of Science, but also specific to the area of Education (see for instance ERIC) as well as your own subject area. In order to refine your search, you are required to identify the aim and area of your inquiry. This could be related to the following:

- teaching approaches
- learning theories
- teacher's role/professional identity
- student engagement
- creating conditions for learning

The literature review should include

- an introduction stating the aim of your inquiry (i.e. what you want to research and why) including a short background of the area of interest, related to adult learning and higher education
- a description of the methods used in the systematic search of the literature
- a description and analysis of the key findings and other interesting issues that are identified in the literature
- a discussion of what you have found on the topic of adult learning and higher education and an evaluation of the implications for the learning and teaching of your subject area

The review should take into account published scholarly writings in the form of journal articles or other academic publications. Other, non-scientific publications may be used to frame the aim

and context of the review in the introduction and background. The review should include min 3000-max 4000 words.

**Submission deadline** of the completed assignment in Pingpong is **March 23<sup>rd</sup> 2018**.

### Assessment Criteria

The literature review

- clearly defines the area of inquiry and the aim of the review, starting from a relevant issue in the area of adult learning and higher education
- provides a clear and structured overview of the methods used in the identification of the relevant literature included in the review
- presents a clear description and analysis of the identified literature
- includes reflective insights where the results of the literature review are discussed in relation to theoretical perspectives on adult learning and higher education

References need to be appropriately acknowledged.

**Grade:** Pass or Fail

## About the Course Directors

**Kathleen Mahon**

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Kathleen Mahon is a Senior Lecturer in Pedagogical Practice focusing on Higher Education, Department of Educational Research and Development, University of Borås. Prior to moving to Sweden in 2016, Kathleen worked in Australian universities, secondary schools, and outdoor education centres where she developed a passion for teaching, learning, and educational research, and an interest in understanding how our practices shape and are shaped by the conditions within which we work. Kathleen's PhD research examined conditions affecting possibilities for teaching and learning in higher education, and specifically possibilities for *praxis-oriented pedagogy* in the contemporary university. Her current research, linked to cross-national projects, focuses on conditions that affect university teaching and learning in different national contexts. She is particularly interested in support for student transition to university, and the value, challenges and impact of professional learning communities within higher education.

**Giulia Messina Dahlberg**

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Giulia Messina Dahlberg is a Senior Lecturer in Pedagogical Practice focusing on Technology-mediated Knowledge Processes at the Department of Educational Research and Development, University of Borås. Giulia holds a PhD in Education and her research interests deal with the study of how university students and teachers engage with online sites for learning. She is particularly interested in the communicative practices of individuals dealing with a range of tasks both inside and outside institutional education (online) settings, especially when learners engage with different language varieties and modalities. Giulia has a background as an upper-secondary teacher and she has been working in the national teacher program over the past 15 years along with her involvement in educational courses for university teachers. In her research and course development, Giulia has lately engaged with the conditions for equity and inclusion provided for students with disabilities in higher education.