

University Pedagogy 1 (hp 3)

Course Description

Aim

The aim of the course University Pedagogy 1 (UP1) is to provide you as a participant with the opportunity to develop your knowledge of university pedagogy and to develop your professional role as a teacher. The course content is grounded in theories of teaching and learning within higher education as well as in the practical experience of course participants.

An important part of the course is the set of seminars led by course participants with the support and resources of the course leaders. Participants also develop their subject-specific expertise by creating a complete description of a course in their field. It is therefore essential that participants read and analyze the course literature before the first course meeting. Participants meet with each other and with course leaders during four full-day seminars that are strategically spread out over a five-week period.

Intended learning outcomes

Upon completion of the UP 1 course, you are expected to be able to:

- plan, carry out and evaluate teaching with reference to literature on teaching and learning in higher education
- formulate appropriate learning outcomes and adapt teaching and learning activities and forms of assessment to promote student learning
- analyse and make use of the relationship between assessment and student learning strategies
- reflect on and communicate your professional values and teaching philosophy in working with students
- reflect on gender and diversity perspectives and take them into consideration in your teaching

Centre for Learning and Teaching

Stockholm University
Universitetspedagogiskt centrum
106 91 Stockholm

Visiting address:
Manne Siegbahns husen,
Frescativägen 26
www.su.se/upc

Phone: 08-16 20 00
Telefax: 08-16 44 57
E-mail:



Teaching and learning activities

Active learning is a large part of the UP1 course, which is in line with concepts in the course literature. As a course participant you will be involved in the following:

Seminars and group activities facilitated by course leaders; collaborative planning of active teaching strategies; peer feedback sessions based on your assessment portfolio; and individual written work.

Course content

The following topics are studied during the course:

- Course planning and course development
- Theories of active learning
- Learning climate
- Types of motivation
- Heterogeneity and diversity
- Knowledge taxonomies
- Teaching large and small groups
- Types of assessment and grading criteria
- Observation and feedback

Course requirements

This course is not graded. However, the following are the requirements for successful completion of the course:

Beginning phase of course (pre-contact)	<ul style="list-style-type: none"> • Read course literature and write your reflections on concepts related to your teaching • Comment on at least one of your fellow course participants' reflections • Choose a course description in your field to develop further
Contact days 1 and 2 (attendance required)	<ul style="list-style-type: none"> • Participate actively in all group and individual exercises
Preparation for day 3	<ul style="list-style-type: none"> • Read literature relevant to the day 3 activities



Contact day 3 (attendance required)	<ul style="list-style-type: none"> • Participate actively in all group and individual exercises
Preparation for day 4	<ul style="list-style-type: none"> • Complete and hand in your assessment portfolio one week before day 4 • Read another participant's portfolio and prepare comments and feedback
Contact day 4 (attendance required)	<ul style="list-style-type: none"> • Act as lead discussant for another participant's portfolio • Receive and process feedback on your own portfolio

Assessment portfolio

1. Course description

Your course description should be formulated so that it is directed toward students, clarifying course aims, teaching and learning activities, forms of assessment, grading criteria and other relevant information. Your course description should be constructively aligned to demonstrate that you have met the intended learning outcomes of the UP1 course.

2. Teaching philosophy essay

Your essay of approximately 5 pages should describe your individual teaching philosophy as a professional. It should be based on your beliefs about teaching as they support the choices you made in developing your course description (point 1 above). It should also correspond to the Stockholm University format used when applying for academic positions such as university lecturer or promotion to full professor. The suggested format is the following:

“6.1 Pedagogisk egenreflektion [...]: Redovisningen av de pedagogiska meriterna ska klargöra inte bara vad den sökande gjort utan även hur detta gjorts [och] varför man gjort just så [...]. Den sökande ska redovisa den pedagogiska grundsyn han/hon själv utgår ifrån och på vilket sätt denna kommer till uttryck i den egna verksamheten”.

[6.1 Reflection on one's individual teaching philosophy...: The review of teaching background should clarify not only what the applicant has done but also how it has been done and why it has been done in such a way... The applicant is to describe the teaching philosophy on which his/her practice is based and how this philosophy is applied in practice.]



3. Feedback on assessment portfolios

The completed assessment portfolios will be discussed at the final seminar on day 4. Each participant will act as lead discussant for one other participant's assessment portfolio, while course leaders and other participants will provide additional feedback as needed.

Assessment portfolio grading criteria

<i>Intended learning outcome 1: The UP1 course participant will be able to plan, carry out and evaluate teaching with reference to literature on teaching and learning in higher education.</i>	
<p>Pass</p> <p>The participant demonstrates an ability to apply central principles of university teaching to course planning, and s/he makes appropriate reference to pedagogical research and theory at the university level.</p>	<p>Incomplete</p> <p>The participant does not demonstrate full understanding of the central principles of university teaching, and/or does not make appropriate reference to pedagogical research and theory at the university level.</p>
<i>Intended learning outcome 2: The UP1 course participant will be able to formulate appropriate learning outcomes and adapt teaching and learning activities and forms of assessment to promote student learning</i>	
<p>Pass</p> <p>The participant's course description is based on the principle of constructive alignment, where all of the components are consistent with each other. Course aims and means have high potential to generate deep learning of the course subject.</p>	<p>Incomplete</p> <p>The course description does not demonstrate consistency between the intended learning outcomes, teaching and learning activities and forms of assessment, and/or the course aims and means have the potential to generate surface learning of the course subject.</p>
<i>Intended learning outcome 3: The UP1 course participant will be able to analyse and make use of the relationship between assessment and student learning strategies.</i>	
<p>Pass</p> <p>The participant discusses and analyses the connection between chosen forms of assessment and student learning strategies.</p>	<p>Incomplete</p> <p>The discussion and/or analysis is incomplete or is too brief to demonstrate understanding of the connection between assessment and learning.</p>



<i>Intended learning outcome 4: The UPI course participant will be able to reflect on and communicate his/her professional values and teaching philosophy in working with students.</i>	
<p style="text-align: center;">Pass</p> <p>The participant discusses his/her philosophy on teaching as it relates to the learning climate in his/her own teaching. The participant demonstrates awareness of his/her own professional values.</p>	<p style="text-align: center;">Incomplete</p> <p>The participant's philosophy or discussion of the learning climate is incomplete, not completely thought out or not consciously described.</p>
<i>Intended learning outcome 5: The UPI course participant will be able to reflect on gender and diversity perspectives and take them into consideration in their teaching.</i>	
<p style="text-align: center;">Pass</p> <p>The participant demonstrates an awareness and ability to reflect about how heterogeneity based on gender and diversity influences his/her course planning and teaching.</p>	<p style="text-align: center;">Incomplete</p> <p>The participant is not able to fully motivate how heterogeneity based on gender and diversity influences his/her course planning and teaching.</p>

Course certificate

Once your work has been positively evaluated, you will receive a certificate of completion accompanied by a description of the course content.

Required course literature

Biggs, John and Tang, Catherine (2007) *Teaching for Quality Learning at University-- What the Student Does*. (3rd ed) Maidenhead: McGraw-Hill / Society for Research into Higher Education and Open University Press. ***Chapters 1-6 and any others in which you are interested.***

Buckridge, Margaret and Guest, Ross (2007) A conversation about pedagogical responses to increased diversity in university classrooms. In *Higher Education Research & Development*. Vol. 26, No. 2, pp. 133-146.

Wlodkowski, Raymond J. & Ginsberg, Margery B. (1995) Chapter 6: Implementing a culturally responsive pedagogy. In Wlodkowski & Ginsberg, *Diversity and Motivation. Culturally Responsive Teaching*, pp. 283-319. San Francisco CA: John Wiley & Sons. ***Photocopy provided.***

Subject-specific literature of your own choice.



See also subject-specific resources like "benchmark statement":
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>

Higher Education Academy Subject Network: <http://www.heacademy.ac.uk/474.htm>

Suggestions for further reading

Angelo, T.A. & Cross, K. P. (1993) *Classroom Assessment Techniques. A Handbook for College Teachers*. Jossey-Bass Publishers, Second Edition.

Hedin, Anna & Svensson, Lennart (red) (1997) *Nycklar till kunskap - Om motivation, handling och förståelse i vuxenutbildning*. Lund: Studentlitteratur.

Morley, Louise (2003) Gender and UK higher education: Postfeminism in a market economy. Paper presented at the Fifth Seminar of the Higher Education Reform Network, 14-15 March 2003, Stockholm. <http://www.srhe.ac.uk/HERN/Seminars/seminar5papers/L.Morely.pdf> ***This paper highlights the neglect of gender issues in UK Higher Education.***

Prosser, Michael & Trigwell, Keith (1999) *Understanding Learning and Teaching: The Experience in Higher Education*. Open University Press.

Schacht, Steven P. (2000) Using a feminist pedagogy as a male teacher: The possibilities of a partial and situated perspective.
http://radicalpedagogy.icaap.org/content/issue2_2/schacht.html ***This paper discusses theoretical and practical considerations of gender sensitivity from a male instructor's perspective.***

Practical tips

Gibbs, Graham & Habeshaw, Trevor (1989) *Preparing to Teach : An Introduction to Effective Teaching in Higher Education*. Bristol: Technical & Educational Services.

McKeachie, Wilbert J. et al. (2002) *Teaching Tips: Strategies, Research and Theory for College and University Teachers*. Boston: Houghton Mifflin.

Oxford Brookes University, Oxford Centre for Staff and Learning Development (OCDSL)
 Resource page with "first words" on teaching, examination:
http://www.brookes.ac.uk/services/ocsd/2_learnth/2_learnth.html

University of Hawaii. Large collection of links and resources:
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>