



DEPARTMENT OF LEARNING, INFORMATICS, MANAGEMENT AND ETHICS

C7F6002, Teaching and Learning in Higher Education: An Online Doctoral Course, 3 credits (hec)

Undervisning och lärande: doktorandkurs på distans i högskolepedagogik, 3 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by the The Committee for Doctoral Education on 2024-02-07, and was last revised on 2025-01-29. The revised course syllabus is valid from autumn semester 2025.

Responsible department

Department of Learning, informatics, Management and Ethics, Faculty of Medicine

Prerequisite courses, or equivalent

No prerequisite courses, or equivalent, demanded for this course.

Purpose & Intended learning outcomes

Purpose

The course aims to prepare students for teaching in higher education and contribute to the professional development as teacher.

Intended learning outcomes

At the end of the course, students are expected to be able to:

- Analyze different roles of a professional university teacher and current conditions related to teaching and learning within higher education.
- Design teaching regarding outcome- and competency-based curriculum frameworks in relation to theories of learning or research on student learning in higher education.
- Reflect over diversity, equity, and inclusion in relation to teaching and learning within higher education.

Course content

The course is divided into three modules:

Module 1 - Teacher and Student Roles

Module 2 - Outcome-Based Education and Assessment

Module 3 - Examination Assignment

Forms of teaching and learning

This online course is based on peer- and self-regulated learning strategies and theories of experiential learning, collaboration, and meaningful learning. This means that active participation during course sessions is an essential part of the course content. The learning environment is digital and participants meet both synchronously and asynchronously through Canvas and Zoom. The course is primarily focused on individual written assignments and peer-feedback and participants must be prepared for some substantial scholarly work. Students get the opportunity to experience and engage in different teaching and learning activities such as lectures, different forms of webinars and group work. The variety of forms is planned to facilitate learning and serve as models for own teaching. Diversity and equal treatment in relation to teaching and learning are considered during the course.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

- Participation during two webinars. The webinars, scheduled for 2 hours each, are used to follow assignments in the first two modules and will be held in Zoom.
- Provide feedback based on peer-review of one written essay.

Absence from compulsory sessions will need to be compensated through written tasks.

Forms of assessment

Participants will through a written essay describe and review a teaching experience (or if needed participated as a student) within higher education, and reason about the experience based on pedagogical theories/principles. The essay maybe written in English or Swedish and will be presented and discussed orally.

Course literature

Recommended literature:

Elmgren M & Henriksson A-S (2018). Academic teaching. Lund: Studentlitteratur.

(Also available in Swedish - Elmgren M & Henriksson A-S (2015). Universitetspedagogik. Studentlitteratur)

Alternatively: Biggs JB, Tang C & Kennedy G. (2022). Teaching for quality learning at university (5th ed). Maidenhead: McGraw Hill, Open University Press.

Articles, steering documents, and video clips will be provided as complement.