Stockholm University

2025-

Tools and Methods for Course Design

Semester: Spring 2026

Tools and Methods for Course Design is a professional development course in higher education teaching and learning. The course is aimed at experienced university teachers from all disciplinary areas who have, previously completed a teaching and learning course, UL1 or equivalent and work at either Stockholm University, KTH or Karolinska Institutet. The course requires 2 weeks full time studies, equivalent to 3 credits in higher education.

Participants who fulfil all course requirements are entitled to a course certificate.

Courses at the Centre for the Advancement of University Teaching (CeUL) are designed to strengthen the basic pedagogical competence required for academic teacher positions. Courses offered by CeUL are aligned with SUHF's national goals and recommendations regarding teaching competence. The courses are based on research on higher education pedagogy and discipline-based education research, as well as, collegial exchange of experience.

Aim and intended learning outcomes

This course aims to enhance participants' advanced knowledge of learning design. Upon completion, participants will be expected to:

- Apply the design thinking process to course development, from empathising with students' needs to prototyping and refining a complete course design.
- Formulate clear and measurable learning outcomes that align with student needs, disciplinary goals, and institutional frameworks.
- Generate novel learning activities and assessment ideas using playful, collaborative, and game-based design methods.
- Apply a structured method for learning design to align course content, learning activities, and assessments into a coherent and student-centred course plan.
- Critically reflect on and refine course prototypes through peer feedback and iteration, ensuring alignment between learning outcomes, activities, and assessments.

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Content and course activities

The course is conducted in the form of five mandatory half-day workshops:

Workshop 1. Empathise

Aim: Understand learners

Focus: Explore student perspectives, needs, and challenges through playful exercises and peer dialogue

Outcome: Insights into your learners and their contexts

Workshop 2. Define

Aim: Clarify goals

Focus: Translate learner needs into clear learning outcomes

Outcome: Drafted student learning outcomes

Workshop 3. Ideate

Aim: Generate ideas

Focus: Use collaborative and game-based methods to brainstorm learning activities and assessments

Outcome: A wide range of creative options for structuring your course

Workshop 4. Prototype

Aim: Build structure

Focus: Apply the ABC method to develop a draft course design: argue for choosen learning activities and assessments

Outcome: A structured course prototype with aligned components

Workshop 5. Test

Aim: Refine and iterate

Focus: Present and review prototypes with peers, gather feedback, and identify improvements

Outcome: A refined course blueprint with practical steps for implementation

Obligatory activities and attendance

Participation in all course meetings is mandatory.

The participants' learning outcomes are examined through the submission of:

1) A new course design, a revised course design, or a review of a course design, created through the five design thinking stages. The course design should include learning outcomes, learning activities, and assessments.
2) A rationale for key design choices, with references both to where in the design thinking process the choices were made and to the course literature.

Participants are also expected to carry out short reflection and drafting tasks and to engage in peer-feedback delivered during course workshops.

Participants who complete the course assignments with a passing result will receive a course certificate. Course assignments are expected to be completed by participants without undue assistance from generative AI.

Participants with disabilities may request adapted course assignments if needed, in consultation with the course responsible well in advance of the course start.

Literature

The course literature will be announced at the start of the course.

Course leader/s

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