Professional development course 1, Teaching and Learning

Spring 2025

Professional development course in teaching and learning in higher education. The course aims at supporting the professional development of university teachers from all disciplinary areas at Stockholm University and requires no previous teaching experience or training in higher education teaching.

Work Load

The course corresponds to five weeks full time study, equivalent to 7,5 credits.

Aim and intended learning outcomes

The main aim of the course is to contribute to the basic teaching proficiency required for employment as a teacher in higher education. Based on higher educational research and on exchange of experiences with other university teachers at Stockholm University the course gives participants the tools and knowledge needed to:

- discuss and problematize conceptions of learning
- plan and evaluate teaching based on higher educational research on the learning of individuals and groups
- communicate and collaborate via digital tools and discuss how these may support learning in higher education
- meet students in an inclusive manner and have knowledge of regulations and available support for students with disabilities
- discuss the conditions for teaching in higher education based on knowledge of relevant national and local regulations as well as societal goals of higher education
- demonstrate a reflective approach to one's own academic teaching capacity, the relationship with the students and the values of higher education

Disposition of the course

This course offers an introduction to concepts addressing teaching and learning in the context of higher education. The course will offer participants an opportunity to reflect on student learning strategies, teacher teaching strategies and will also offer an opportunity for participants to reflect on their practice.

Please note that you are required to attend three workshops (organized by CeUL) as part of the course. The course requires reciprocal exchange of professional experiences among university teachers.

The course makes use of interactive seminar sessions and workshops, introducing specific themes which will invite discussion and reflection on issues of relevance for teaching and learning in higher education, such as:

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Centre for the Advancement of
University Teaching
106 91 Stockholm

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Stockholms universitet

- Research on student learning in higher education
- Teaching methods
- Assessment and evaluation

As part of the course, you will also:

- Complete a self-paced module on rules and regulation in higher education.
- Complete a module on diversity and inclusive teaching in higher education.
- Conduct peer reviews.
- Register and take part in three CeUL workshops.

Assessment

In order to facilitate engagement with the course curriculum, all sessions require compulsory attendance. We will provide participants with preparation tasks which will help in approaching the central issues on the literature and discussions.

The course examination consists of the following:

A written reflection on teaching and learning (teaching statement), and peer feedback on one or more other teaching statements.

Participants receive a certificate when they have completed the course.

Literature

Hunt, L. & Chalmers, D. (2021). *University Teaching in Focus: A learning-centred approach*. 2nd Edition. Routledge.

Online support: Creating a teaching portfolio
https://www.su.se/ceul/english/education/teaching-portfolio

Further resources in the form of videos, articles, and book chapters are linked to each seminar and will be presented at the start of the course.

Course Leader
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