Stockholm University

Professional development course 1, Teaching and Learning

Semester: Spring 2027

Professional development course 1, Teaching and Learning is a professional development course in higher education teaching and learning. The course requires no previous teaching experience or training in higher education teaching and is aimed at university teachers from all disciplinary areas who work at Stockholm University. The course requires five weeks full time studies and is equivalent to 7,5 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, The Association of Swedish Higher Education Institutions, 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

Upon completion, participants will be expected to:

- discuss and problematize own 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

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- demonstrate a reflective approach to one's own academic teaching capacity, the relationship with the students and the values of higher education

Content and course activities

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, teaching strategies and will also offer an opportunity for participants to reflect on their practice. 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:

- Regulations and conditions related to the university teacher
- Teaching and learning design, and the teacher's role in higher education
- Teaching, assessment, and examination as well as the evaluation of these
- Pedagogical reflection and the development of teaching
- Students' approaches to learning in higher education

As part of the course, you will also:

- Take part in a self-paced module about rules and regulation in higher education.
- Conduct peer reviews.

Obligatory activities and attendance

In order to facilitate engagement with the course curriculum, all sessions require obligatory attendance. We will provide participants with preparation tasks which will help in approaching the central issues on the literature and discussions. It is possible to compensate for unforeseen absence from course sessions.

Please note that you are required to attend three workshops (organized by CeUL) as part of the course.

The course examination consists of 2 parts.

- Design and analyse a specific teaching occasion in higher education with reference to the course literature including providing feedback to other course participants' designs.
- Carry out and present the findings of a critical friend activity with a visit at a colleagues' teaching occasion.

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

Current research articles are used during the course and there may also be additional literature in relation to specific areas of interest.