



## FACULTY OFFICE FOR SCIENCE

### **NFNF303 Teaching and Learning in Higher Education 1: Basic Course, 5 credits**

Behörighetsgivande högskolepedagogik 1: Baskurs, 5 högskolepoäng

*Third-cycle level / Forskarnivå*

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#### **Confirmation**

This syllabus was confirmed by the Faculty Board of Science on 2020-10-14, and is valid from Autumn semester 2020.

#### ***Responsible Department***

Faculty Office for Science, Faculty of Science

#### ***Participating Department/s***

Pedagogical Development and Interactive Learning

#### **Entry requirements**

The course is open to all graduate students enrolled in doctoral or licentiate programs at the Faculty of Science. PhD students from other faculties, and senior researchers within the Faculty of Science, are welcome to enroll with the understanding that Faculty of Science PhD students are given first preference.

Participants are welcome from any area of science, mathematical sciences, and conservation.

#### **Learning outcomes**

After completion of the course the student is expected to be able to:

#### ***Knowledge and understanding***

- discuss students' learning in higher education based on educational theory and research of relevance for educational sciences
- account for pedagogical arguments forming the foundations of some of the common teaching formats in higher education
- be familiar with and debate conditions for teachers' pedagogical work based on laws and regulations of relevance for higher education and on local policies of the university

***Competence and skills***

- with educational knowledge as a point of departure, plan and organise teaching and learning and critically reflect on own and others' teaching
- orally carry out an selected teaching item
- communicate and collaborate using digital tools and discuss how these can influence learning in higher education

***Judgement and approach***

- demonstrate a reflective approach to the own teacher role and students' learning
- problematize values of the higher education institution

**Course content**

The course is based on student-centred perspective and thoughts behind the relation between objectives, teaching, and examination. The course participants' knowledge and experiences as teachers, students, researchers, and colleagues is an important course content. The course participants' written and oral contributions and response to these constitute an important content in the course.

Perspectives on learning in higher education are introduced. Different teaching formats and the planning of these are also debated and problematised, for example; lectures, seminars, tutoring, and lab work. Furthermore, the course addresses how different teaching formats and digital pedagogical tools can be used to support students' learning. Other addressed aspects are students' understanding of the subject matter, their understanding of requirements and conditions for studying, and how students develop their skills to reach the goals of the exam through their higher education studies. The course addresses legal, ethical and intersectionality aspects of teaching. Policies and regulations at the University of Gothenburg are also discussed in this context.

**Types of instruction**

The teaching consists of physical and virtual lectures, workshops, seminars and group discussions in order to reach collegial exchange. The teaching can take place on and off campus and online.

***Language of instruction***

The course is given in English.

**Grades**

The grade Pass (G) or Fail (U) is given in this course.

**Types of assessment**

Course assessments include written and oral examinations, performed individually and in groups.

## Course evaluation

Course evaluation takes place in partnership with course participants both during and at the end of the course. This continuous dialogue informs the way the current course is carried out. The final summative evaluation includes the perspectives of both course participants and teachers. These will be published in a report on the course which will be uploaded to the virtual learning environment. The conclusions of the evaluation will guide the planning of subsequent courses.

The results of the course evaluation and possible changes to the course will be shared with course participants who participated in the evaluation and course participants who are starting the course.

## Other information

The course is for teachers and doctoral students at the university. The course is one of three on teaching and learning in higher education leading to the required qualifications for teaching staff at the University of Gothenburg. The recommended study path implies that the course PIL101 (NFNF303), Teaching and Learning in Higher Education 1, Basic Course, 5 hec, should be taken as the first course, PIL102, Teaching and Learning in Higher Education 2, Subject specific pedagogic, 5 hec as the second course and PIL103, Teaching and Learning in Higher Education 3, Applied analysis, 5 hec as the third course.

A virtual learning environment is used for communication between teachers and course participants and between course participants. Access to a computer and the Internet is therefore required. GU-card/Library card is needed for access to the course literature. Text-matching of assignments uploaded on the University learning platform (GUL) will be carried out.