COURSE DESCRIPTION

Pedagogical development project in higher education, 2 + 3 weeks

Swedish name: Pedagogiskt utvecklingsarbete i högre utbildning
This description is valid from: 2024-09-23
Course code: PUH
Length: 2 weeks (phases 1–4) + 3 weeks (phases 5–7)
Level: advanced

Target group: This course is aimed at teachers and/or pedagogical leaders that wish to engage in in a pedagogical problem and development project. The project should be of relevance within their field of study.

Prionciples of admission: Admission along UPL selection criteria.

Certificate: The certificate requires completion of plan or report along the course phases described below, plus participation in three course meetings.

Course provided by: Centre for Educational Development (UPL)
Decided by: Head of UPL, 2024-09-23

Content

Do you wish to deepen your understanding of pedagogical issues within your discipline? This self-study project course is for you. Based on higher education pedagogy, the aim of the development project is to improve teaching practices for student learning and/or to develop structural and organizational processes relevant to educational activities.

The goal of the course is to support you as a university teacher in your professional development and in adopting a scholarly approach to education and teaching. Throughout the course, you will have the opportunity to develop skills to plan and conduct pedagogical development work on a scientific basis.

During the course, you will carry out an in-depth development project with the support of an experienced mentor and a dedicated Canvas site. The content and format of the project will be tailored to the pedagogical development needs you have identified at your department. This could involve improving existing approaches or testing new ideas.

When applying for the course, you are required to submit a brief description of the focus area, objectives, intended phases of implementation (including a tentative timeline), expected outcomes, and a working title for your project.

Learning Outcomes

During the course, you will have the opportunity to develop your:

Knowledge and understanding
- understanding of the conditions and support for learning, based on higher education pedagogy literature and proven experience.

Skills and abilities
- ability to identify and formulate pedagogical problems and, where appropriate, conduct development work relevant to your discipline/teaching practice.
- ability to discuss and exchange ideas on pedagogical development, present results, and provide feedback.
- ability to discuss pedagogical intentions in relation to activities during the development process.
- ability to use relevant literature and research in the analysis of your development project.

For participants completing phases 5–7:
- ability to communicate with different stakeholders by making materials accessible.

Judgment and approach
- ability to assess pedagogical problems and their development potential.
- ability to reflect on and plan development projects from an ethical perspective.

For participants completing phases 5–7:
- ability to reflect on and critically review your work's contribution to pedagogical development.

Course Structure

The course runs a continuous admission and can be completed in either Swedish or English.

The course is divided into phases, with two options regarding its scope. Phases 1–4 provide the foundation for a potential development project, concluding with a plan for project implementation. This option is for those who wish to explore an idea and receive support in project planning for project implementation later.

Participants continuing through to phases 5–7 will also complete and evaluate the planned project and document the results.

Course Phases
- Phase 1: Problem background and formulation
- Phase 2: Anchoring in relevant literature, research, concepts, and proven experience

- Phase 3: Design of the development project, its methods, and tools
- Phase 4: Plan for implementation
- Phase 5: Implementation of the project and evaluation of its implementation
- Phase 6: Analysis and discussion of results in relation to literature and the initial problem statement
- Phase 7: Documentation and dissemination of results from the development work

Within the course offering, meetings are held to allow you to discuss your work with others. You are expected to attend meetings corresponding to phases 1, 4, and for those continuing with phases 5-7. There is also a meeting corresponding to phase 7. Meetings within the course framework provide an opportunity to discuss your work with others. Since the course applies continuous admission, participants at different phases of their development project will meet during these meetings. These meetings are primarily for support and experience sharing but also provide the opportunity to develop a dynamic community of practice for professional development in higher education pedagogy.

Course Requirements
To receive certification for phases 1–4, participants must submit an implementation plan covering phases 1–4 outlined above.

For participants completing the entire course (phases 1–7), a final presentation is required, consisting of a collegial discussion on consequences and lessons learned, as well as a written report in a format of your choice (e.g. report, article, or creative presentation with accompanying text).

Submissions of plan for implementation (phase 1-4) and final report (phase 1-7) are accepted twice a year (May and November).

Literature
Selected by the participant.