

# Session 1: Initial training

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# National recommendations

- The Association of Swedish Higher Education Institutions (SUHF) was founded in 1995.
- Membership is voluntary, but a majority of Swedish universities and university colleges are members.
- The first version of the national recommendations concerning learning outcomes for the teaching qualifications in HE was issued in 2005.
- The latest version was issued in 2016.

# National recommendations

- Ten weeks full-time studies
- Mutual recognition between HEI
- Participants should start building a teaching portfolio
- The overarching objective of HE teaching qualifications is that, after completing the education, the participant shall demonstrate the knowledge, skills and approaches required for professional teaching in HE, in the participant's subject area, and for taking part in the development of HE.

# Examples of learning outcomes

The participant shall demonstrate the ability to

- discuss and problematise student learning in the participant's own subject area, on the basis of research in educational sciences and/or subject didactics of relevance for teaching in HE
- independently and jointly with others, plan, implement and evaluate teaching and assessment in higher education with a scientific, scholarly or artistic basis and within their own area of knowledge
- make use of, and assist in the development of, physical and digital learning environments to promote learning for groups and for individuals
- ...

English translation available as *REK\_2016-1* on

<http://www.suhf.se/publicerat/rekommendationer-standpunktspapper>

# Qualifying courses

We offer a set of three qualifying courses. These are a requirement in the employment procedures.

- Step 1: Becoming a teacher in higher education
- Step 2: Course design and implementation
- Step 3: Research supervision

\* The names of these courses have been changed since the presentation at the Jerevan workshop.

# 1. Becoming a teacher in higher education

- Participants have little to moderate teaching experience (mostly Ph.D. students)
- Contents
  - Teaching and learning activities
  - Theories on knowledge and learning
  - Policy documents and regulations
  - Subject specific didactics
  - Teaching portfolio

# 1. Becoming a teacher in higher education

- The course consists of 7 full days spread out over one semester
- Much of the work is done in smaller groups, with a mix of people from different subjects
- Peer visits are an important part of the course
  - One occasion where you invite the rest of the group to observe one of your teaching sessions
  - Two occasions where you visit someone else
  - Follow-up discussions after each session

## 2. Course design and implementation

- Participants are becoming course coordinators or examiners
- Contents
  - Learning outcomes
  - Teaching and learning activities
  - Physical and digital learning environments
  - Formative and summative assessment
  - Evaluation
  - Quality assurance

## 2. Course design and implementation

- The course consists of 7 full days spread out over one semester
- Much of the work is done in smaller groups, and is centered around the design of a mock-up course

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