



## DEPARTMENT OF EDUCATION, COMMUNICATION AND LEARNING

### **HPA102 Didactic perspectives on teaching and learning in higher education, 7.5 credits**

Didaktiska perspektiv på lärande och undervisning i högre utbildning, 7,5 högskolepoäng  
*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Education, Communication and Learning on 2023-08-14 and was last revised on 2024-01-08 to be valid from 2024-01-15, spring semester of 2024.

*Field of education:* Social Sciences 100%

*Department:* Department of Education, Communication and Learning

#### **Position in the educational system**

The course can be read as a free-standing course.

The course may be included in a master's degree in teaching and learning in higher education.

#### *Main field of studies*

Teaching and Learning in Higher Education

#### *Specialization*

A1F, Second cycle, has second-cycle course/s as entry requirements

#### **Entry requirements**

Admission to the course requires awarded bachelor's degree of at least 180 credits or equivalent degree. Furthermore, the student must demonstrate proficiency in English equivalent English 6 (Swedish upper secondary school level) or English B with at least passed result or through an international test in English with requirements on lowest result: TOEFL paper: 575 or with computer: 213, or a Bachelor's degree that has been given in English.

## Learning outcomes

On successful completion of the course the student will be able to:

### *Knowledge and understanding*

- formulate and give an account of didactic issues, which implications these may have for adults' learning in teaching practices at the university, based on science
- discuss and problematise underlying theoretical points of departure for teaching in higher education

### *Competence and skills*

- identify, formulate and design including teaching and widening participation at the university, based on science

### *Judgement and approach*

- problematise and critically evaluate subject traditions, norms and teaching practices and discuss possibilities and challenges in higher education
- critically examine and evaluate contextual conditions together with their consequences for teaching and learning in higher education

## Course content

The course introduces different issues in relation to adults' learning in higher education based on research on teaching and learning in higher education, and with special relevance for design and implementation of teaching. Contextual conditions for didactic approaches in the own subject area and different teaching practices are addressed. The concept didactics is discussed and problematised in relation to interpretations, theoretical points of departure together with implications for different teaching contexts. Furthermore, consequences are addressed from different points of departure for design and application of forms for teaching in higher education. Subject traditions and underlying norms in teaching practices are problematised. In this, inclusion and widened participation are also addressed as a dimension of didactic perspectives on adults' learning. The course gives possibility to profiling with regard to the own teaching context.

## Form of teaching

Lectures, seminars and workshops.

## Assessment

The course includes the following examining assignments

- Oral group assignment, 2 credits
- Oral individual assignment, 1.5 credits
- Written individual assignment, 4 credits

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for study support for students with disabilities, the examiner may, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, decide to allow the student to sit an adjusted exam or alternative form of assessment.

If the course has been discontinued or undergone substantial changes, the student is guaranteed at least three exams/evaluations (including the regular exam) within at least one year and maximum two years. The same applies to internships and professional placements (VFU), although this is restricted to just one additional examination session.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

To receive grade Pass, both above stated examining assignments, must be completed with the grade Pass. To receive the grade Pass with distinction (Pass with distinction) in the course are required the grade Pass with distinction on the written individual assignment (4 credits), as well as grade Pass on oral group assignment, 2 credits and oral individual assignment, 1.5 credits.

Oral group assignment, 2 credits. Grades: Pass (G), Fail (U)

Oral individual assignment, 1.5 credits. Grades: Pass (G), Fail (U)

Written individual assignment, 4 credits. Grades: Grades Pass with Distinction (VG), Pass (G) or Fail (U).

### **Course evaluation**

Course evaluation is performed in relation to the course's intended learning outcomes and content and is implemented at the end of the course through an individual written questionnaire on University of Gothenburg's virtual learning environment. The result and potential changes in the course content are communicated to the students who carried out the course evaluation and to the students who will start the following course.

### **Additional information**

Access to Internet connection is required to carry out the course.