



UPPSALA
UNIVERSITET

Academic Teacher Training Course 1

Course information

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ATTC – Course information

Course facilitators: Ulrika Svalfors, Henrik Viberg, Geir Gunnlaugsson

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Welcome to the Academic Teacher Training Course!

The training course is provided by the Unit for Academic Teaching and Learning (UP) at Uppsala University. The course comprises the equivalent of five weeks of active work. The scheduled course days are spread over a seven-week period. These include 12 scheduled on-campus session days where participation is mandatory. 13 course days are allocated for preparatory assignments, assigned readings, project work and other group work before and during the course.

Observe that there is no scheduled on-campus sessions during weeks 4 – 6, but participants are expected to perform specific assignments during this period.

Scheduled sessions begin at 09:00 sharp, and close at 16:30 at the latest.

Lunch is provided on the first and the final course day; morning and afternoon refreshments are provided during all 12 campus session days.

Certificate of Completion, Course Requirements and Make-up Assignments

Once all course sessions and specific assignments have been completed, you will receive a certificate of completion. Active participation during scheduled campus sessions is a basic requirement for course completion and your attendance at these sessions is thus mandatory. You are also required to complete all course assignments in an acceptable manner as stated by the course facilitators. Note that absence from sessions may be permitted, if unavoidable, but only on single occasions and *at the most* a total of 2 course days. Absence from the first campus session on day 1 is not permitted.

Participants unable to participate during a specific session must complete a make-up assignment in order to obtain a basic knowledge of the particular topic addressed, or be prepared to return to a later course in order to complete specific sessions.

The Course Themes and Structure

The course is thematically structured around five specific central themes: *Contexts, Actors, Processes, Perspectives* and *Development*. Each theme has a particular goal, while these combine to comprise the overall course goals. These themes are interwoven during the course moments, commencing with *Contexts* and then introducing each theme in turn.

Theme A “Contexts”

The goal of this particular theme is to provide you with an opportunity to navigate through the areas of pedagogic, historical and formal contexts in broad but relevant terms for you who are employed as teachers in higher education. You are provided with an opportunity to reflect on your own educational background and life-long learning in terms of personal development, as well as on current issues within the field of academic teaching and learning. These include issues that underpin theory, previous and current research and practice, as well as historical backgrounds in relation to teaching and learning, pedagogical philosophy and the rules and regulations governing



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higher education on the local, national and international levels. You will also initiate your own project work in teaching and learning and hopefully be inspired, both thematically and methodologically, by this theme contents. You can expect to meet a variety of teaching/learning activities such as individual readings combined with seminar-based text discussions, project planning and formulating your own text on specified subjects.

Theme B “Actors”

This theme provides an opportunity to reflect upon and discuss the implications of being a teacher in higher education today, as well your own personal role in relation to the various models on the developmental stages of the teacher and the different approaches to teaching embraced. In addition, you will analyse the complexity of the role with regards to relevance of context, the balance between theory and practice, flexibility, control, power relations and responsibility. The theme also provides an opportunity to discuss the students that are the focus of your labour, for example presumptions, ambitions, preconceived ideas, expectations, as well as the interactive and communicative styles that are required in modern teaching.

Theme C “Processes”

When exploring the “processes” theme, you will probe into the specific core processes that surround and support student learning. The theme is largely based on the course literature and the teaching and learning experiences acquired by the course participants. Those of you who have little or no experience as university/examining teachers are urged to read the suggested texts carefully in order to gain an understanding of the basic theoretical and legal premises. The more experienced participants are also urged to do the same in order to reflect back linking their practical experiences to the theoretical texts subjected to analysis during our session discussions. Regardless of your level of experience in teaching, the theme is intended to increase your readiness to teach, perform assessments and evaluate your work from a holistic viewpoint.

Theme D “Perspectives”

This particular theme expands the holistic view on teaching to include major pedagogical issues concerning the development of teaching and learning activities that aim at promoting in the classroom inclusion of all students in a positive way. This includes capturing and utilizing students’ previous experiences and understandings, respecting their ethnic and cultural backgrounds and power-distance aspects of teaching and learning roles. You are provided with an opportunity to discuss the inclusion of a sustainable-developmental perspective in your classroom, as well as how to support entrepreneurial ambitions. The theme has three sub-themes; *inclusive and norm-critical teaching* (regarding multiple backgrounds, norm criticism, gender-awareness in the classroom, and study cultures); *ethics* (ethical dilemmas in teaching and learning, critical incidents, ethical codex, a dialogue-based perspective on teaching and learning, taking the perspective of the other) and finally *sustainable development*.

Theme E “Development”

The final theme gathers up and summarizes insights obtained while exploring the course content. These should be utilised to peer ahead and reflect on your future professional development as a university teacher.



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Course Goals

The principal goals of the course are, on the basis of best practice/proven experience and a scholarly approach, to promote your competence to

- demonstrate a reflective approach to your own teaching practice as well as to the background factors and contexts that circumscribe higher education.
- select appropriate teaching and learning activities based on your knowledge of pedagogical processes and factors that support learning, and be equipped to plan and carry out such activities.
- evaluate and link learning outcomes and assessment, and to provide feedback that supports student learning.
- select amongst the various forms of course evaluations in order to support student learning and develop course curricula.
- analyse teaching and learning from a variety of perspectives, for example, diversity, sustainable development, norm criticism and gender roles, and reflect on how or if such perspectives can contribute to inclusive teaching practice
- carry out project work that demonstrates further understanding for and a reflective approach to your teaching practice or professional development as a teacher.
- select and integrate new technology into you teaching and learning activities in order to enhance student learning.



Course Assignments

During the course, you are expected to complete the following assignments:

1. Pedagogic project work

Aim

It is a central premise within the concept of *Scholarship of Teaching and Learning* (SoTL) that a university teacher should cultivate a scholarly-based approach to teaching and learning in higher education. During the course, you will become acquainted with a variety of views on what university pedagogy is or can be, how teaching and learning activities can be organised and pursued and how research within the field can be performed. The project work provides you with an opportunity to design, complete and then present your own expedition into the field. This work should be based on issues that you find relevant in terms of your own professional development as a teacher; and you will receive peer feedback from the course participants and the facilitators. The project can for example focus on the developing, testing and evaluation of a new teaching and learning activity within your own subject; scrutinising and developing course plans or gathering and analysing qualitative or quantitative data regarding a specific question or hypothesis. There is a substantial degree of freedom when it comes to selecting and developing the project focus and framework! Project work can be performed in pairs (together with another course participant), but the scope of the work must then be discussed with the course facilitators.

NOTE! The following criteria must be met in the final project work report in order for it to be approved:

- The project must be relevant to the development of teaching in higher education. It should contribute to your own personal development as a teacher, as well as in the specific topic area, to develop teaching and preferably make a constructive impact in your teaching environment.
- The project must be structured in a scholarly-acceptable manner; planning, methodology, analysis and results must be well established and clearly presented in a final written report. The report must include the aims, goals and motivation for the study as well as a rationale regarding the methodology used and the implications of the results. The aims and goals should explicitly state why the project is relevant for teaching and learning in higher education. The project work should be based on previous research and relevant literature, which should be utilised in an academically correct and consistent manner. The course facilitators can provide tips as to methodology, information sources and available resources; and the UP and university libraries in Blåsenhus are at your disposal. Project findings and subsequent discussion should be clearly presented in order to highlight the central findings and how this relates to previous/current research in the field. A list of references must be included.
- The time frame of the project work should comprise the equivalent of five (5) scheduled workdays.



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- As a sequel to the written report, the project is to be subjected to peer review during a scheduled conference presentation session on the final course day. You will receive detailed information about this from the course facilitators.
- The final submission of the project report should NOT exceed five pages of text. This does not, however, include title page, index, list of references and, if required, relevant appendices.

A brief guide/important questions to consider:

- What do you want to explore? What issue do you want to address?
- Why is this project interesting and pedagogically relevant?
- What has been studied previously within this particular area?
- How should you organize the project?
- How can you present the project?
- What is/are the result(s) of the project – what are your conclusions?
- How do the conclusions relate to previous research or development work?
- How do the results/conclusions contribute to your development as a teacher in higher education, to development of teaching and learning activities and/or to the teacher/student working environment?

Suggested topics can include:

- Testing and evaluating a new form of teaching and/or learning in a specific context
- Testing/evaluating forms of assessment and/or evaluation criteria
- Development or revision of a course or course module
- The students' work environment and conditions
- Classroom/teaching observation visits
- Teacher and/or student interviews

...and can be explored via, for example, surveys, interviews, literature studies, auto-ethnography or other research method relevant for the subject topic.

Material and Resources

The course literature, guidelines for teaching and learning at Uppsala University and other texts presented and discussed during the course sessions can provide inspiration for your project work. For information about methodological issues when conducting research within the field of higher education, see for example Glynis Cousin's *Researching Learning in Higher Education* (2009) (reference copy available in our own library). We recommend you to use academic search engines such as ERIC (<https://eric.ed.gov/>), Google Scholar, as well as our library resources at the Blåsenhus university library. In addition to this, you have full access to UP's own library located on the same floor as our lecture rooms¹.

Implementation and presentation

¹ The library requires a passcode, which is provided by the facilitators.



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You are more or less at liberty regarding choice of subject. You will receive regular peer feedback from the course facilitators and participants during the process. The assignment is presented during course week 1, during which you will draft a proposal and discuss your ideas with the other course participants.

A more definite proposal is presented at a scheduled session during week 2, and you are required to submit a copy to a designated folder on course website in advance with a deadline Monday August 27th, at 18.00.

The project proposal shall include a presentation of the goals of the study, proposed methodological approach and implementation time-plan. There is a scheduled work session during course week 3 where you are provided with time to reflect upon and discuss your project with the course facilitators. Individual consulting sessions can be arranged during the course if required. The work should be concluded during course weeks 4 – 6 and the final written report published on the course website before week 7.

The projects will be peer reviewed during a mini conference “joint venture” session, which will take place on the final course day. “Joint venture” indicates that participants in both the ATTC3 and the parallel Swedish-language course will combine for this activity. Further information on this will be provided later. You will receive peer feedback as well as final feedback from the course facilitators.

2. Mentored teaching assignment

Aim

The assignment consists of a series of meetings: pre- and post-mentoring, as well as peer observation in class by a trained teaching mentor. The aim of the exercise is to provide an opportunity for you to analyse your teaching approach when put into practice—where the theoretical and the practical understandings intersect in an actual teaching situation of your choice. This situation can be a lecture, a laboratory exercise, group tutorial, etc. Both the pre- and post-mentoring meetings are opportunities for you to share ideas, pose questions, describe problems and reflect on possible solutions and answers with an experienced and enthusiastic peer. The mentor is *not* there to pass judgement on the quality of your teaching, but rather to act as sounding board and provide professional support as a teaching colleague.

What to Do?

A qualified mentor *must* have completed the PU mentor training course and be a member of the Uppsala University Mentoring Network. You will find a list of qualified mentors via <https://mp.uu.se/web/info/undervisa/pedagogisk-utveckling/natverk/mentorskollegiet/medlemmar-i-mentorskollegiet>

Please note that the teaching mentor assignment cannot be completed with a non-qualified mentor!



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Check the list and contact a mentor to arrange for a meeting. As this is pedagogic and not subject-specific mentoring, it may prove fruitful to contact a mentor outside your own field of expertise in order to ensure that the focus of the meeting will be on the teaching/learning content. It is important to contact the mentor well in advance of your teaching activity in order to make all necessary arrangements. You can discuss possible alternative solutions with the course facilitators if you do not have any scheduled teaching activities in the foreseeable future.

The teaching mentor assignment includes the following steps:

1. You formulate a teaching proposal, which the mentor receives before the actual teaching activity. You will find instructions regarding this on the course website. Compiling and delivering this teaching proposal for the pre-mentoring meeting is mandatory!
2. A first meeting (pre-mentoring) with the mentor where you discuss the contents of your proposal. The duration of this meeting is usually between 30 and 60 minutes.
3. Teaching activity and observation in the classroom, where the mentor is present as a silent observer.
4. Follow-up meeting (post-mentoring) with the mentor.

During the follow-up meeting, you and the mentor reflect over what took place during the activity and how this compares with your plans and intentions. This provides you with an opportunity to compare theory with practice and to summarise insights and experience to carry with you in your future teaching activities.

Practical Routines Regarding Your Communications with the Mentor

- It is your responsibility to contact a mentor, and you must agree on the dates and times for the three steps in the process.
- Instructions regarding the formalities of the teaching proposal are provided on the course webpage. You will also find a completion form that must be filled out and signed by the mentor after the follow-up meeting and then returned to our course administrator for registration.

You can complete the mentored teaching assignment during the Academic Teacher Training Course or after the last course sessions. The assignment must, however, be completed and the form registered by our administration in order to receive the Certificate of Completion.

3. Teaching Philosophy

Aim and Method

The assignment provides you with an opportunity to reflect on your own role as a teacher in higher education. What motivates you, what are your goals and what would you want to explore and develop? You are provided with an opportunity to formulate these reflections in a short text, and then return and review this as the course proceeds during hands-on revision of your teaching



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philosophy statement at various points throughout the course. The course facilitators initiate the process by discussing the basic premises underlying the concept of a teaching philosophy, implications and consequences. During the last sessions of each course week, you will be provided with an opportunity to revise your own reflections regarding your teaching philosophy statement based on what has been treated in session and in your other assignment work. You will maintain a copy of your reflections on the course website and return to this and revise during the course. During the second week you will be given peer-review of your statement. The facilitators will provide feedback on the “final version” you have compiled at end-of-course. After the course you should have compiled a statement that you can utilize as a core element in your teaching portfolio.

4. Mini-lecture recording and feedback session

Aim

The aim of the exercise is to provide you with an opportunity to demonstrate your oral presentation skills and receive constructive feedback, as well as to improve your skills in assessing and providing constructive feedback to other presenters.

Preparations

You must prepare a **five-minute presentation**, for example an introductory course presentation (lecture, laboratory exercise, fieldwork presentation, etc.) for a student audience. You can also deliver a complete presentation (introduction, body, conclusions) of your own field of research or a related topic. It is important that you put your presentation into context by informing the other participants about what target group you have in mind before you begin the presentation. You will have access to all basic presentation equipment: whiteboard, computer/projector, PowerPoint etc.

Implementation

The exercise is performed in a domain-specific group (information provided by the facilitators). The presentations are recorded one after another during the meeting, and then played back and discussed by the participants according to the instructions provided in-session. Presentation and feedback carry equal weight in this course exercise.

5. Group assignment “Learning Spaces”

The purpose of the assignment is to provide you with an opportunity to reflect on the learning spaces provided at the department, and to consider the impact on the role of the academic teacher and student learning, given a learning environment. Another purpose is to enable you to take part in asynchronous discussions online using the Discussion Forum on the course website, as well as to identify pros and cons in using such tools in learning activities.

The assignment is to be dealt with during course weeks 4, 5 and 6.



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- 1 Select a chapter from the following e-book site and use it as a starting point for your observations: <http://www.educause.edu/research-and-publications/books/learning-spaces>
- 2 Make some observations of the locations for learning at the department; what possibilities and barriers would be provided there in terms of learning space; and what elements would promote and hinder student learning in such a space, respectively?
- 3 Log on to your **table groups** Discussion Forum on the course website – there is a designated forum there for this particular course assignment. Write down your reflections including the references for the selected chapter and upload the document, along with some pictures if possible, in Studium. Compare with the documents provided by the other members of your discussion group.
- 4 Subject the following questions to the online discussion in your table-group:
 - What similarities/differences do you perceive in comparing the physical learning spaces at the departments?
 - What kind of learning processes do the learning spaces seem to promote?
- 5 Every group will be required to summarise their reflections in a document of approximately 2 pages in Studium and share their main points during course week 7 (on day 10).



What to Read and When to Prepare?

You are required to complete preparatory readings and specific assignments before coming to the first scheduled session day on campus, as well as onwards during the course. Please find below a **checklist** on what to do and when to prepare.

Preparation work before the first course week

You are expected to devote about two workdays for preparations *before* the first scheduled week on campus. These preparations include assigned readings and watching a short film on learning.

The film was produced by the personnel at the University of Aarhus (2006): Teaching Teaching & Understanding Understanding. You will locate the film on the course website Studium.

The assigned readings for the first week are:

Elmgren, M. & Henriksson, A-S. (2014) *Academic Teaching*. Lund: Studentlitteratur.

- Chapter 2, "Knowledge and learning"
- Chapter 4, "The students", p. 73 – 114
- Chapter 5, "The role of the teacher"

In order to prepare for the course sessions during the first week you should reflect on the following questions during your reading/viewing – these questions will be considered during the various sessions.

Chapter 2, Knowledge and learning

Read chapter 2 and reflect on the following questions:

1. What do you consider to be key knowledge? How do you define "knowledge", how is this expressed within your discipline? Do you and your peers agree on what is, or is not, knowledge? Is it possible that this may have any consequences for your students in general, or in particular?
2. Do you recognize one or more of the pedagogical traditions described in the readings (behaviourism, cognitivism, constructivism, the socio-cultural tradition), and do you consider any of these influential in your particular subject? How do you relate your own views on learning and knowledge to these theories – what impact does such understandings have on your choices in your role as a teacher in higher education?

Chapter 4, The Students

Read chapter 4 and reflect on the following questions:

1. How do you probe into student's prior knowledge/experiences, understanding and assumptions?
2. How do you meet student expectations in the classroom?
3. How would you go about boosting student motivation?



4. How would you try to capture and utilise student feedback in the classroom to improve your teaching?

Chapter 5, The role of the teacher

Read chapter 5 and reflect on the following questions:

1a. If you consider yourself to be a less experienced teacher, what do you perceive as your major challenge(s)?

1b. If you consider yourself to be an experienced teacher, think back to when you first began teaching. What did you find challenging, how and where did you learn and further yourself; and what were the most important insights you gained early on in your professional development?

2. What do you think will be the future challenges for you in your role as a teacher in higher education?

Preparations before the Second Course Week

1. Submission of project proposal

Upload your project proposal (goals, method and time-plan) on Monday Aug 27th and a revised version on Friday Aug 31st.

2. Preparing for the session on constructive alignment: learning outcomes, assessment and grading criteria

- a. Prepare for the workshop session by obtaining and printing out four copies of the course plan/syllabus for a course that you are/have been involved in teaching *or* that you are familiar with/have experience of. **Please note!** Bring your printouts (copies of the course plan) to the workshop session.
- b. Bring four copies of the course exam (written, verbal, practical, and other) that is linked to the course plan/syllabus/curricula, as well as the assessment or grading criteria (if any). During the workshop, you will be given the opportunity to introduce and analyse the selected assessment method in a small-group context.
- c. Reading
Elmgren, M. & Henriksson, A-S., (2014) Academic Teaching:
Chapter 6, p 169 – 187 (18 pages)
Chapter 8, p 267 – 272, 285 – 309 (43 pages) *plus choose to read about two assessment forms that you are not so familiar with and prepare to introduce these in a small-group context during the second week.*

3. Preparing for the video exercise

Prepare a five minute presentation (see Course Assignments, Section 4, for further information).



Preparations before the Third Course Week

1. Preparing for the session on Teaching and Learning activities II

Read the following documents (downloadable via the links):

Programme for Sustainable Development

http://regler.uu.se/digitalAssets/465/c_465962-l_1-k_programme-for-sustainable-development.pdf

Sustainable Development and Learning (WHO)

http://www.wwf.se/source.php/1395535/Sustainable_development_and_learning.pdf: p. 1–15

2. Preparing for the session on teacher-student interaction

Information regarding reading of the texts for the “Perspectives” theme will be provided by the facilitators. Prepare for approximately 30 pages of individual reading that you will present for a small group in the course.

Work to do during Weeks 4–6 and before Week 7

1. Carrying out and finishing the project work, prepare for the final “mini-conference” presentation session

See previous instructions.

2. Completing draft version of teaching philosophy statement.

See previous instructions.

3. Participating in forum discussion online regarding learning spaces.

See previous instructions.

4. Preparing for the session on professional development

Reading booklet on teaching portfolio and maybe watch films (in Swedish). If you know Swedish, there are some instruction-and-inspiration films provided by MedFarmDo-IT that might be useful for your own reflections (www.meritportfolj.se)



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Preliminary schedule

All campus activities in room 21:241 (Orkanen), Campus Blåsenhus, with specific exceptions

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Course week	Course day	Morning session 09:00–12:00	Afternoon session 13:00–16:00
<i>Hand in the introductory assignment no later than two weeks before course start. Pre-course preparation assignments, approximately two workdays are required.</i>			
W 1	Day 1 Mon 20/8	Course introduction (US)	The legal framework of higher education (GG)
	Day 2 Tue 21/8	The role of the teacher (GG)	Pedagogical traditions (GG, HV)
	Day 3 Wed 22/8	The role of the student (HV)	Preparing for project work (US, HV)
	Day 4 Thu 23/8	Developing communication skills (GG)	Formative assessments (US)
Time allotted for reading and preparing for course week 2			
W 2	Day 5 Tue 28/8	Constructive alignment (HV)	
	Day 6 Wed 29/8	Video exercise / Group work (HV, AE)	Video exercise / Group work (HV, US)
	Day 7 Thu 30/8	Teaching and learning activities I (US)	
	Time allotted for reading and preparing for course week 3		
W 3	Day 8 Mon 3/9	Teaching and learning activities II (GG)	
	Day 9 Tue 4/9	Teacher-student interaction (GG)	Project work (US, HV, GG)
W 4–6	Period for project work, including online activities (individually and in group)		
W 7	Day 10 Mon 1/10	Planning courses and teaching activities (US)	Teaching and learning activities III (GG)
	Day 11 Tue 2/10	Joint venture (HV, US)	Professional development (HV)
	Day 12 Wed 3/10	Pedagogic project conference (US, HV, GG)	