



Teaching and Learning in Higher Education Programme

Organised by TEACH at South Campus, University of Copenhagen

Objectives

The Teaching and Learning in Higher Education Programme (TLHE; *Universitetspædagogikum* in Danish) is a programme intended primarily for assistant professors (*adjunkter*), teaching assistant professors (*studieadjunkter*) and teaching associate professors (*studielektorer*), designed to develop and upgrade university teachers' pedagogical and teaching competencies.

Upon completion of the TLHE programme, participants should be able to:

- Plan, conduct and evaluate high-quality student-centred teaching and assessment at university level within their academic field
- Discuss a wide array of formats for teaching, supervision, assessment and evaluation and justify their choices of format on the basis of their knowledge on teaching and learning in higher education, learning theories in general and pedagogical strategies within their academic field
- Include and develop knowledge on student diversity, learning environment and organisational context in their teaching practice
- Contribute to the development of course elements, courses or entire programmes and, as part of this, consider the relations between the programme as a whole and the individual elements of which it consists
- Contribute constructively to mutual supervision and sharing of reflections with colleagues and include the observations and feedback of others in the development of their teaching skills
- Identify, investigate and develop a topic within the scholarship of teaching and learning in higher education and communicate the results to their peers
- Collect and analyse knowledge on their teaching practice and impart this knowledge in a teaching portfolio.

Framework

The programme runs across one year (from August to June) with a total of 200 hours divided between:

- Participating in and preparing for seminars (c. 90 hours)
- Producing monthly assignments (c. 35 hours)
- Engaging in formal supervision in relation to teaching observations (c. 15 hours)
- Engaging in peer supervision (c. 10 hours)
- Producing a project within the field of teaching and learning in higher education (c. 25 hours)
- Producing mandatory portfolio items and composing the final teaching portfolio (c. 25 hours).

It is recommended that the participants teach regular classes while following the programme, e.g. 2-4 times per month.

Attendance requirements for seminars are 80 %. We urge participants to prioritise attending all seminars. Should a participant be unable to attend a seminar, they will be required to complete an assignment aimed at achieving the intended learning outcomes of the missed seminar.

The entire programme is expected to be completed within 12 months.

Seminars

A central part of the TLHE programme is a series of seminars consisting of a half-day workshop with focus on the supervision process and ten full seminars. The 10th seminar is a final reception where participants present their projects. Seminars 2+3 and 6+7 are held as residential courses with evening events and accommodation at a conference centre in North Zealand. Participants will be expected to do some preparation before each seminar, such as reading articles and other tasks, and to submit monthly assignments between the seminars.

In the seminars, participants will acquire knowledge, skills, and competences in the following areas:

- Learning theory
- Course design
- Student strengths, needs, interests and preferences
- Feedback
- Supervision
- Evaluation
- Examination
- Communication and facilitation

Supervision

Over the course of the programme, participants receive individual supervision and feedback on their teaching from two supervisors:

Participants have two supervisors:

- an experienced faculty member from the participant's department as the internal supervisor (appointed by the head of department in consultation with the participant).
- an educational advisor from TEACH as the external supervisor.

There are four supervision sessions in total:

- two sessions with both supervisors.
- one session with only the internal supervisor.
- one session with only the external supervisor.

If participants and supervisors experience logistic challenges in scheduling the supervision sessions, they may make internal agreements in order to complete the supervision process.

Supervisors should have access to course material.

We recommend that the supervision sessions relate to different types of teaching formats to ensure that participants develop their skills across a range of different areas.

The supervision will typically follow these structures:

Structure of the whole process

1. An initial meeting between the participant and both supervisors to match expectations of the supervision and to agree on deadlines and responsibilities.
2. 4 supervision sessions of different types of teaching and learning activities.
3. Submission of the teaching portfolio to both supervisors.
4. Concluding meeting with both supervisors and the participant.
5. Writing of the supervision report.

Structure of the individual supervision sessions

1. Pre-meeting of about one hour. One product of the meeting should be focal points for the observation.
2. Observation of the teaching activity in relation to the focal points.
3. Post-meeting of about one hour carried out in relation to focal points and the overall learning objectives of the program.
4. The participant takes minutes of the pre- and post-meetings and sends his/her reflections based on the whole supervision session to both supervisors.

One of the supervision sessions will be recorded on video with the purpose of giving the participant the opportunity to learn from observing themselves.

The supervision sessions are designed primarily to support the individual participant's progress and development. As such, they should provide the participant with the opportunity for getting feedback on current teaching methods, for trying out new teaching forms and for discussing and reflecting on selected themes.

Peer supervision

In groups of 4-5, the participants must provide sparring and feedback to each other on various tasks during the programme. Most of these take place on seminars, but two major activities take place between the seminars in the period up to seminar 6: 1) A teaching observation where the group observes and discusses one teaching session, and 2) problem-focused peer supervision, where the group members use a structured dialogue model to provide shared reflections and feedback on topics of their own choosing.

Project

As part of the TLHE programme, participants design individual projects exploring a teaching and learning related topic that they find exciting, challenging or important. The project provides an opportunity for participants to carry out an in-depth investigation into a particular aspect of their own teaching practice, a study programme or other topics relevant for the objectives of the programme.

Suitable topics could be, for example:

- Practical try-out, evaluation and reflection related to a concrete change in the participant's own teaching practice.
- A subject-related development project with colleagues, in which a course, a study programme, an examination format or a curriculum is scrutinised from an informed perspective.
- A small-scale empirical research project relating to a specific aspect of student learning.

Participants may carry out the project in co-operation with other participants, one of their supervisors, or their colleagues in their department. The external supervisor will offer to supervise the project.

We encourage participants to discuss project ideas with their head of studies or programme leader. Insights and knowledge gained from the project must be presented in a 10-minute oral presentation at the final seminar that concludes the TLHE programme. The presentation will be recorded on video with the purpose of publication on TEACH's homepage. Finally, participants must present their project to colleagues in their department or faculty. They should arrange this with their head of study after the final seminar.

Portfolio

During the TLHE programme, participants compile a teaching portfolio consisting of a description of their teaching experiences and reflections on their own pedagogical work, including objectives, choice of methods and implementation. The purpose of the portfolio is both to support the participant's reflective process regarding their own practice and to provide a basis for the supervisors to write an evaluation report that reflects the participant's knowledge and competences.

After the participant hands in the portfolio, the supervisors and the participant hold a concluding meeting where they discuss the participant's overall development through the TLHE programme and consider what should go into the final evaluation report. The supervisors are responsible for finishing the supervision report within three months after this last meeting.

More information

Prior to the start of the TLHE programme, all participants will be invited into the course room of the programme in the UCPH learning management system, Absalon, where they will find additional information and material about the programme (the seminars, supervision, peer supervision, individual project, portfolio, preparation, etc.).

Always feel free to contact programme director Eva Ulstrup (evaulstrup@hum.ku.dk).