



**Karolinska
Institutet**

Unit for Teaching and Learning, UoL

Syllabus revised: 2025-09-15

Syllabus GHPD

Course title in English

Teaching and Learning in Higher Education, distance (GHPD)

Course title in Swedish

Grundläggande högskolepedagogik, distans, GHPD

Number of weeks

5 weeks

Responsible department

Unit for Teaching and Learning, UoL

Level

Basic course

Requirements

The course approaches teachers/supervisors with no or little education in pedagogy and academic teaching and who teaches/supervise students at the Karolinska Institutet.

Course aim

The aim of this course is to enhance the professional competence of university teachers and encourage a reflective approach to teaching and learning.

Intended learning outcomes

After completing the course, the participants should be able to:

- examine and develop teaching/supervision based on outcome-based teaching and learning principles.
- reflect on and discuss teaching, learning and assessment in a specific context.
- exhibit a reflected approach to one's own academic teaching, the relationship with the students, and to the values of higher education.

Content

- Knowledge and Learning
- Teacher and Student Roles
- Outcome-based education and Assessment
- Teaching and Learning Activities
- The Professional Teacher

A central concept in the course is student centered teaching. The course deals with research on student learning in higher education, the concept of knowledge and the view of learning as an active experience and meaning making. Further you will be encouraged to consider the practical importance of research and pedagogical theories and what it means to take a learner perspective in your teaching. Different forms of teaching are exemplified. The principle of goal-oriented teaching, the concept of constructive alignment and what it means to design learning outcomes when planning teaching and examination are also addressed during the course. The teacher's roles will be discussed.

Course delivery and ways of working

The course is founded on the theoretical frameworks of experiential learning, self-regulated learning, reflective practice, and collaborative participation. Teaching is conducted via the learning platform Canvas and is constructed largely around the students' own reading of literature, written assignments, peer feedback, asynchronous group discussions in the learning platform and synchronous webinars. The majority of assignments are based on the students describing, examining and reflecting over their own teaching and relating this to literature/theory.

Examination

Assessment is conducted through analysis of learning theories, application of the same into practice and further by demonstrating an ability to reflect on your own progression as teacher and by reflecting on educational theories / principles and discuss how teaching situations can be developed to better facilitate meaningful learning

To pass the course, the participant is required to:

- Complete all assignments and participate actively in group work and discussions during the course.
- Pass the final assessment task, which is judged using evaluation criteria.

Other regulations

Course evaluation will be conducted. Examination is allowed for a period of one year after the end of the course.

Course literature

- Elmgren M & Olding A-S. (2025) *Academic teaching* (3:rd edition).
Lund: Studentlitteratur.
Alternatively:
- Biggs JB, Tang C & Kennedy G. (2022) *Teaching for Quality Learning at University* (5th ed.) Maidenhead: McGraw Hill, Open University Press.

Other articles/reading material will be added.