

Centre for Engineering Education

LTH

## Collegial Project Course

*(Projektbaserad kollegiekurs)*

*Collegial Project Course* is an elective course within the qualifying programme in teaching and learning in higher education at LTH, and is intended for teaching staff who share the same educational context. The course is offered on request, in collaboration with the organisational unit where the participants teach.

### Aim

The aim of the course is to provide a group of lecturers sharing a social context (subject, division, etc.) with the opportunity to collectively address relevant teaching issues.

### Learning outcomes

#### **Knowledge and understanding**

For a pass on the course, the participant should be able to

- analyse a teaching issue with reference to their own professional practice and student learning.

#### **Competence and skills**

For a pass on the course, the participant should be able to

- participate in a collegial discussion on teaching with a colleague of their choice (“a critical friend”), based on relevant literature and documentation
- report in writing the findings of a project on teaching with university colleagues as a target group

- develop alternatives in education of use in their own teaching and to justify their benefits to student learning

### **Judgement and approach**

For a pass on the course, the participant shall

- demonstrate a research approach to their own teaching practice

### **Content**

The course content is determined by the teaching issues addressed by the participants.

### **Instruction**

The main component of the course is a project, normally carried out by a group and addressing a teaching issue of relevance to the participants.

The project is reported orally and in writing during the course and should be of a quality that makes it suitable for reading by other teaching staff at Lund University. In addition to the project, the course consists of scheduled seminars intended to support the work on the report.

Literature studies of relevance to the project are also included.

### **Assessment**

For a Pass on the course, participants must have attended the initial meeting and two-thirds of the scheduled activities and passed the project report.

### **Scope**

The course corresponds to 2 weeks of full-time work.

A timetable is decided by course directors and participants each time the course is offered.

### **Admission**

To be admitted to the course, participants must normally have a first-cycle degree.

### **Selection criteria**

Priority is given to teaching staff employed at LTH who have passed a general course in teaching and learning in higher education.

## Language

Normally, the course is mainly taught in Swedish but some components may be taught in English. The course can be taught in English on request.

## Course website

<https://www.lth.se/english/cee/pedagogical-courses/>

## Reading

Handal, G: Consultation Using Critical Friends, *New Directions for Teaching and Learning*, Issue 79, 1999, pp 59-70.

Participants are also to select one of the following two titles:

Biggs, T & Tang, C: *Teaching for Quality Learning at University*. The Society for Research into Higher Education 2011. ISBN: 978-03-3-524275-7

Elmgren, M & Henriksson, A-S: *Universitetspedagogik*. Norstedts 2010. ISBN: 978-91-1-302297-0

In addition, literature of relevance to the project.

## Course directors

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Senior Lecturer CEE

Teachers are selected in consultation with the organisational unit in which the course is taught, and the information is made available on the course homepage.

## Category

The course belongs to the category *Specialisation courses in teaching and learning in higher education*, in accordance with *the LTH syllabus for the qualifying programme in teaching and learning in higher education*.