



Teaching and Learning in Higher Education Programme (TLHEP)

Organised by TEACH at City Campus, University of Copenhagen, 2025

Objectives of the TLHEP

The Teaching and Learning in Higher Education Programme (*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.

After completing the TLHEP, the 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 based on 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 and investigate 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 present this knowledge in a teaching portfolio

Framework

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

- Participating in and preparing for seminars (100 hours).
- Producing 4 assignments (25 hours)
- Engaging in formal supervision in relation to teaching observations (20 hours).
- Engaging in peer supervision (15 hours).
- Producing a project within the field of teaching and learning in higher education (25 hours).
- Composing the final teaching portfolio (15 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 one or two seminars, 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 TLHEP is a series of seminars consisting of eleven full days. All seminars are held in person, Seminars 2+3 are held as residential a course with evening events and accommodation at a conference centre in Hillerød. Participants are expected to do some preparation before each seminar, such as reading articles and other tasks, and to submit 4 assignments between the seminars.

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

- Course design
- Lesson planning
- Student perspectives
- Teaching-research integration
- Feedback
- Supervision
- Evaluation
- Examination
- Learning theory
- Educational strategy of UCPH

Time, venue and themes for seminars in the TLHEP 2025

Date	Seminar	Time and venue
Thursday 30/1 9.01-15.00	Seminar 1	at City Campus (CSS)
Wednesday 5/3 9.00 till Thursday 6/3 15.00	Seminars 2+3	Two days of teaching and accommodation at a residential course centre in Hillerød.
Wednesday 19/3 9.01-15.00	Seminar 4	at CSS
Wednesday 2/4 9.01-15.00	Seminar 5	at CSS
Wednesday 30/4 9.01-15.00	Seminar 6	at CSS
Wednesday 14/5 9.01-15.00	Seminar 7	at CSS
Wednesday 17/9 9.01-15.00	Seminar 8	at CSS
Wednesday 1/10 9.01-15.00	Seminar 9	at CSS
Wednesday 12/11 9.01-15.00	Seminar 10	at CSS
Wednesday 10/12 9.01-15.00	Seminar 11	at CSS for both participants and their supervisors.

Supervision

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

The two supervisors will each supervise at least three teaching activities, and at least once, they will supervise the same activity together.

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. 4-5 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 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 can 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 3-4, the participants observe first the teaching of an experienced colleague and then each other's teaching and provide each other with feedback. The peer supervision sessions will follow much the same structure as the formal supervision described below.

Project

As part of the TLHEP, participants design individual projects exploring a teaching and learning related theme 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 testing, 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 TLHEP. 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 TLHEP, 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 competencies.

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 TLHEP 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 TLHEP, 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 directors Rikke von Müllen (rvm@samf.ku.dk) or Tine Blohm Graversen (tbg@hum.ku.dk).