

# The Teaching and Learning in Higher Education Programme, Social Sciences



2019

## Target Group

The Teaching and Learning in Higher Education programme (TLHE) known in Danish as *Universitetspædagogikum* is a teacher-training programme intended primarily for assistant professors (*adjunkter*) and postdocs.

The programme is a prerequisite in order to attain a tenured position as an associate professor. Permanently employed Faculty may also attend the TLHE programme by agreement. The programme is conducted in English.

## Objectives of the TLHE Programme and the role of the teaching portfolio

To obtain a tenure research/teaching position at Danish (and most other) universities the applicants have to produce a teaching portfolio which should back their claim that they are qualified university teachers.

More details of the requirements of [the teaching portfolio at UCPH](#).

The overall objective of the TLHE programme is to help the participants become qualified university teachers and to help them produce evidence of their qualifications to include in their teaching portfolios.

To be qualified for the teaching part of the job, faculty members must be able to not only competently run seminars, lectures and supervision sessions with students but also to collaborate with colleagues on educational development, and to contribute to the development of courses and study programmes within their academic field. Therefore, the TLHE programme covers all these aspects of being a university teacher and the portfolios handed in at the end of the programme should provide evidence that the participants have achieved the intended learning outcomes of the TLHE.

The key areas of teaching skills are specified in the [Pedagogical competence profile](#) of UCPH.

The Faculty of Social Sciences has outlined the following objectives for the TLHE programme:

Upon completion of the Teaching and Learning in Higher Education Programme, assistant professors must be able to plan, carry out and evaluate teaching activities in a manner that supports student learning optimally towards the learning objectives of the respective courses. The assistant professors must be able to contribute to the development of the Faculty's academic disciplines and study programmes. Assistant professors must also be able to reflect on their own teaching practice and, taking this into account, adapt their teaching practices.

Teaching should be understood in the wider sense of the word, and assistant professors must obtain experience in a wide variety of teaching methods and supervision practices in the course of the Teaching and Learning in Higher Education Programme.

The Teaching and Learning in Higher Education Programme provides assistant professors with general as well as specialised qualifications, and comprises practical as well as theoretical elements. The theoretical elements must be relevant and linked to assistant professors' teaching in practice. Theoretical, academic and practical aspects must be combined and integrated in the supervision received by assistant professors as part of the Teaching and Learning in Higher Education Programme.

[http://socialsciences.ku.dk/faculty/publications/teacher\\_training\\_programme/](http://socialsciences.ku.dk/faculty/publications/teacher_training_programme/)

### *Prerequisites*

Completion of the 3 days course "[Introduction to University Teaching](#)" or similar is a prerequisite for participation in the TLHE programme.

In order to take the TLHE programme, all participants must be responsible for teaching and/or supervision activities with a scope sufficiently varied to enable the types of observation required.

### *Time Required*

The TLHE program is a one-year program with a total of 175 hours divided between:

- Participating in and preparing for training days (75 hours).
- Engaging in peer supervision (10 hours).
- Engaging in formal supervision in relation to teaching observations (30 hours).
- Producing a project within the field of teaching and learning in higher education (30 hours).
- Producing mandatory portfolio items and composing the final teaching portfolio (30 hours).

Attendance requirements for training days are 80%. If participants fail to attend all training days, they will need to do other activities to achieve the learning outcomes of the missed training days.

Credit can be given for other relevant activities at the same level and with similar learning outcomes.

The entire programme must be completed within 12 months. Exemptions can be made due to e.g. parental leave, illness or work abroad.

## Programme Content

### *Training Days*

As a participant, you will join a group of colleagues on the training days. As a group, we will analyse and discuss core areas of higher education, such as student learning, course design, assessment, teaching methods and feedback. All participants will be encouraged to share and reflect on their own teaching and learning experiences.

In preparation for the training days, you will be required to read selected texts about teaching and learning in higher education. You will also be required to carry out preparatory tasks or follow-up tasks that will feed into your teaching portfolio. These tasks are mandatory.

### *Peer Supervision*

The programme requires you to observe the teaching of two or three other participants, and then to provide each other with feedback which feeds into your portfolios. The peer supervision sessions will follow much the same structure as the formal supervision described below.

### *Formal Supervision*

Two supervisors are appointed to each participant:

- An experienced faculty member from your department as the internal supervisor.
- An educational advisor from the Teaching and Learning Unit of Social Sciences 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. It is in the best interest of the participant to receive supervision in conjunction with several different activities, thereby enabling the supervision report to cover as broadly as possible.

The supervision will typically follow these structures:

#### Structure of the whole process

1. An initial meeting between the participant and both of the supervisors, in order to match expectations of the supervision, and to agree on deadlines and responsibilities.
2. Supervision of different types of teaching and learning activities.

3. Submission of the teaching portfolio to both supervisors.
4. Closing interview with both supervisors and the participant.
5. Writing of the supervision report.

#### Structure of individual supervision sessions

1. Pre-meeting of 1 hour. The participant provides an agenda and a supervision groundwork 2 days in advance to the supervisors. 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 1 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 or her reflections based on the whole supervision session to both supervisors. These reflections feed into the teaching portfolio.

### *Teaching and Learning Project*

As part of the TLHE programme, you have to complete a project within the field of teaching and learning. The topic you choose must be relevant for the objectives of the programme but you are free to choose whatever project will best help you develop and/or document your teaching qualifications.

You can carry out the project in co-operation with other participants, one of your supervisors, or your colleagues in your department. We highly recommend that you discuss your ideas for projects with your head of study or programme leader to ensure that the work you take on can be of use to your department, programme or colleagues.

Suitable topics could be, for example:

- Practical testing, evaluation and reflection related to a concrete change in your 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.

You are required to present your project to the other participants on the TLHE programme in a way that is suitable for the nature of the project, usually as a poster, an oral presentation, or a draft for an academic article. All participants must make a short oral presentation of their projects on the last training day. In addition, all projects must be described in a short, written abstract, which will be published on the homepage of The Teaching and Learning Unit of Social Sciences as inspiration for other lecturers.

The external supervisor will offer to supervise the project.

### *Supervision Report*

No later than three months after the end of the programme, the supervisors, working together, will complete a supervision report about your teaching qualifications.

The supervision report will contain:

- A statement describing the type and extent of the supervision within the individual core areas of teaching and learning.
- A reasoned evaluation of the teaching and learning activities observed.
- An evaluation of to what extent the overall learning objectives of the programme have been achieved.

### *Completion*

Successful completion of the TLHE program is based on attending at least 80% of training days; handing in all mandatory assignments; engaging in peer supervision and at least 4 formal supervision sessions; handing in a project relevant to the objectives of the programme, handing in an accepted teaching portfolio, and receiving a positive assessment in the supervision report.

If you have questions, please contact Rikke Lyngby von Müllen, senior educational advisor at the Teaching and Learning Unit of Social Sciences, [rvm@samf.ku.dk](mailto:rvm@samf.ku.dk) / 353-24534