



Course PM

Teaching and Learning in Higher Education 2: Subject Field Pedagogy (HPE102, 5 HECP)

Examiner: Jan-Philipp Steghöfer

Course responsible: Jan-Philipp Steghöfer

Course content:

Teaching and Learning in Higher Education 2: Subject Field Pedagogy (HPE102) addresses teaching within a certain subject. A particular focus lies on the development of courses and the ability to plan, conduct, and reflect on teaching within a subject. It is therefore important that two aspects are covered in the course: subject-specific teaching approaches and traditions and “participants’ ability to analyse, plan, debate, and design university education and the own pedagogical approach”.

For the IT faculty, HPE102 will be based on a problem-based learning approach. The problem at hand is an existing course within the faculty that the participant will analyse in form of a peer assessment. The peer assessment will include subject-specific considerations and will result in constructive feedback for the reviewed teacher as well as a reflection report that discusses the impact of the review on the participant's own teaching practice.

While addressing subject-specific teaching approaches and general pedagogical and didactic issues, the course will therefore also include knowledge and skills about peer review in higher education. The course applies the *collaborative model* of peer assessment¹: the participant as the reviewer and the course coordinator as well as the other involved staff of the course being reviewed will collaborate with each other to foster reflection and discussion about teaching practices.

A participant in the course will create a peer assessment based on a plan that will be developed together with the teacher of the course that is being assessed and that contains specific areas to focus on. The participant will collect data for use in the peer assessment, e.g., by observing lectures and labs, interviewing students and TAs, and reviewing the course materials. This data will be analysed in the context of subject-specific literature that the participant will search and review. The final findings will be the subject of a report that is shared with the teacher of the assessed course and discussed in a final meeting.

HPE102 is a self-taught course with teaching material provided online. In addition, supervision will be available to discuss the different elements of the course before hand-in.

¹ Gosling, D. (2014). Collaborative peer-supported review of teaching. In Peer review of learning and teaching in higher education (pp. 13-31). Springer, Dordrecht.



Learning outcomes:

Skills and abilities

- plan and/or develop a course or part of a course considering learning theories, specific contextual factors, societal goals, rules and regulations and research into teaching and learning in higher education
- in relation to science and proven experience, identify pedagogical problems and analyse teaching and education with relevance for the specific discipline
- examine and debate different evaluation and assessment methods
- describe the rationale for pedagogical choices in course and syllabus design and explain them to others

Judgement and approach

- critique teaching and education in his or her own discipline supported by research and proven experience

Course structure/course implementation:

The course is split into three phases. These phases are supported by different teaching material and the course coordinator on demand. A certain overlap between the phases is unavoidable.

Phase 1: Theoretical Understanding

- Study peer assessment of courses in higher education in preparation for the creation of an assessment plan and conducting the assessment.
- Study pedagogical literature on topics such as constructive alignment, student-centered learning, problem-based learning, and others. Literature from HPE101 and other pedagogical courses can provide a foundation for this.
- Study literature that describes teaching practice and tradition in the field, in particular w.r.t. to the course chosen for peer assessment.

Phase 2: Plan and Conduct Peer Assessment

- Find a colleague who is willing to participate in a peer assessment and is willing to engage in the collaborative analysis of a course taught at the IT faculty.
- Define assessment goals for the peer assessment based on the needs of the course according to the course coordinator.
- Construct a plan for a peer assessment of a course taught at the IT faculty. The plan should be discussed with the course coordinator of the assessed course and the examiner of HPE102 and refined if necessary before it is put into practice.
- Conduct the peer assessment and collect data according to the plan, using different data sources to increase reliability and ensuring that data is collected to achieve the specified goals.
- Analyse data, synthesise it, and derive conclusions from it.



Phase 3: Provide feedback and prepare report

- Provide formative feedback to the course coordinator of the assessed course, including improvement suggestions founded in pedagogical literature through both a report and in a discussion in the presence of the examiner.
- In both the report and the discussion, establish links to relevant pedagogical theory.
- In a reflection report, relate the assessment to own teaching experience and derive lessons learned.

To ensure formative feedback during the course, several milestones provide additional structure:

- A **plan for the peer assessment** of another teacher's course; should contain
 - which elements of the course to review;
 - when to meet the teacher, TAs, and/or students;
 - which goal the assessment has;
 - which specific aspects to evaluate to allow reaching the goals;
 - how to analyse the data;
- A **discussion of the findings** with the assessed teacher in the presence of the examiner.
- A **report on the assessed course** based on the conducted plan for peer assessment and the results of the discussion
 - including a discussion of the position of the course within the main program (e.g., regarding pre-requisites or constraints)
 - using different perspectives (student, teacher, peer, program, theory)
 - employing formative feedback – the purpose is not to judge the assessed course, but to provide helpful and constructive pointers to the teachers
- A **reflection report** discussing how the results of the peer assessment impact own teaching practice.

Examination forms:

The course is assessed through a written assignment and a seminar. Both moments need to be completed with a passing grade (see grading criteria below). The **plan for the peer assessment**, the **report on the assessed course**, and the **reflection report** will be summarized in a final report. This final report constitutes the written assignment. The **discussion of the findings** with the assessed teacher constitutes the seminar. The report developed in the course should not be used as part of performance reviews or other institutional assessments.



Grading criteria:

The course is graded using pass (G) and fail (U). In order to pass, four course moments need to be passed. Each course moment has specific grading criteria.

1. Assessment plan based on a discussion with the teacher of the assessed course
 - The participant must mention and rationalize concrete aspects to assess.
 - The participant must describe how the assessment will be conducted.
 - The participant must describe how the data will be analysed.
2. Discussion of the results of the peer assessment
 - The participant must provide evidence that the peer assessment has been conducted using the data collection methods defined in the plan.
 - The participant must use data collected during the peer assessment in making arguments about the assessed course.
 - The participant must show critical reflection on the assessed course and the ability to relate the findings to literature about higher education.
 - The participant must show the ability to relate the findings of the assessed course to subject-specific educational literature.
3. A report on the assessed course
 - The participant must show in writing that all criteria under item 2) are achieved.
 - The participant must show an understanding of the position of the course in the main program and the impact the program has on the course.
 - The participant must show an ability to regard the course from different perspectives, relate the perspectives to each other, and find conflicts or inconsistencies.
 - The participant must show the ability to provide concrete, actionable improvement suggestions based on the analysis and the critical reflection with both general educational literature and subject-specific literature.
4. A reflection report
 - The participant must show the ability to critically reflect on the own teaching experience based on the findings of the peer assessment and on the content from the literature.

Course Literature:

Judyth Sachs, Mitch Parsell (2014). *Peer Review of Learning and Teaching in Higher Education*, Springer

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher education*, 32(3), 347-364.

Brookfield, S. (1998). Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18(4), 197-205.

Beaubouef, T., & Mason, J. (2005). Why the high attrition rate for computer science students: some thoughts and observations. *ACM SIGCSE Bulletin*, 37(2), 103-106.

The participants will find additional sources relevant to the specific courses themselves.



Schedule:

Since the course is self-taught, there is no pre-defined schedule for the different teaching moments. However, to ensure that the peer assessment can be conducted while the courses are running, participants are encouraged to align the course with the term in which the assessed course is taught. Examination of the course is expected to coincide with the end of the term.