

Course plan

Introduction to Teaching

A PhD course held at Stockholm, Dept. of Political Science, 5 ECTS

Content

The aim of the course is to develop the abilities of the participants to teach courses in political science in higher education and at the Department of Political Science at Stockholm University in particular.

This is done through a mix of activities and exercises in which doctoral students, individually and in groups, are introduced to teaching in theory and practice.

The course consists of four components:

- 1) An introductory meeting with the director of studies. Participants receive information about the structure of courses and programs and the roles and responsibilities of the director of studies, course coordinators, and teachers.
- 2) A web-based self-study course “*Rules and Regulations in Higher Education*”, organized by the Center for the Advancement of University Teaching (CEUL) on Athena.
<https://www.su.se/ceul/english/education/courses/rules-regulations/rules-and-regulations-in-higher-education-1.454377>
- 3) A workshop ”12 steps to succeed as a teacher”, organized by CEUL.
- 4) A mentorship program at the Department of Political Science. In parallel to teaching the first course, the PhD student gets feedback from an experienced colleague. A final component of the mentorship program is an auscultation where the PhD students participate and offer feedback on each other’s teaching (critical friends).

The introductory seminar is held at the end of the first year of PhD studies. The mentorship program is scheduled for the following fall term.

Examination

Active participation in all course parts. Multiple choice only quiz for part 2. Submission of a written report on first experience with the practice of higher education teaching, with input from meetings with the mentor and the critical-friends program. All assignments are graded on the pass or not pass grading scheme.

Learning outcomes

After the completion of the course, PhD students should be able to:

- Familiarize themselves with rules and regulations of teaching at Stockholm University
- Practice some of the most important skills for teaching seminars
- Understand general implications of different teaching approaches in terms of their advantages and weaknesses
- Get insights into communication with students about learning processes and teaching
- Critically reflect on how learning is perceived by teachers and students.
- Identify an appropriate approach to plan and execute their own teaching
- Critically analyze practical experience in higher education teaching

Course literature

General

- McCarthy, J. P., & Anderson, L. (2000). Active learning techniques versus traditional teaching styles: Two experiments from history and political science. *Innovative higher education*, 24(4), 279-294.
- Goldsmith, M., & Goldsmith, C. (2010). Teaching political science in Europe. *European Political Science*, 9(1), S61-S71.

Self study course

- Regulations for education and examination at first-cycle and second-cycle level.
https://www.su.se/polopoly_fs/1.447134.1566479402!/menu/standard/file/Regulations%20for%20education%20and%20examination%20at%20first-cycle%20and%20second-cycle%20level_RF_190411_Rulebook.pdf

Workshop

- Kreber, C. (2002): Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching. *Innovative Higher Education*, Vol. 27, No. 1, Fall 2002
- "12 steps" by Hattie, J. & Yates, G. (2008/14). Visible learning. London: Routledge.
https://www.su.se/polopoly_fs/1.431459.1552987755!/menu/standard/file/Visible%20Learning%20for%20Teachers%20Maximizing%20Impact%20on%20Learning%20by%20John%20Hattie%20%28Routledge%2C%202012%29.pdf