

Welcome to the foundation course in university education 2018-2019

Teaching and research are primary functions for academic staff in higher education. A researcher will have developed their professionalism through a long qualification period which builds on a foundation of academic knowledge and which provides the basis for conducting research. As a rule, they do not meet the same requirement for professionalism as a university teacher in their subject. Promoting this professionalism is the aim of the foundation course.



Welcome to the course.
Greetings from rector Marit Boyesen and pro-rector Dag
Husebø

“Nothing means so much for so many as good teaching” (Per Arne Bjørkum, former dean,
faculty of science and technology)



Foundation course in university teaching

The guidelines provided by sections 1-5 (1) and 6-3 (3) of the University and Higher Education Act, the regulations on appointment to and promotion in educational and research posts and the UiS strategy document and human resources action plan specify that applicants for permanent academic posts must be able to document educational and teaching competence applicable to higher education. Employees who cannot document such expertise are required to take a course in university education within two years of their appointment. We are therefore pleased to be able to offer such a course in the 2018-19 academic year.

This course must be seen in relation to White Paper 16 (2016-2017) *Culture for quality in higher education*, which emphasises that the status of the educational function must be raised and that greater weight than before will be given to teaching skills – not only on appointment, but also throughout a person's career. To meet these challenges, the UiS has developed meriting schemes for teaching competence which are expected to be implemented by 2019.

The goal of the foundation course is to help develop:

- an educational and professional basis for teaching
- a common academic language for teaching
- research-based teaching
- educational portfolios

Recurring fundamental issues addressed in all sessions are: *what* of the content is to be learnt, *how* is the content to be organised and learnt, and *why* should what is to be learnt be learnt? (Dale, 1989, p 11).

Academic responsibility for the course rests with associate professor Vegard Moen.

Administrative responsibility lies with Kristine Nordbø Røgenes in the HR department – kristine.n.rogenes@uis.no.



Core knowledge

The relationship between teaching and learning at the interface between obligation and creativity

- The quality reform

Planning, implementing and assessing teaching and study topics

- Developing the subject for teaching
- Various teaching conditions
- Language

Various tools for learning support

- Student-activating teaching methods, with the emphasis on participation, collaboration and discussions
- Practical examples of teaching
- Peer-to-peer learning
- The lecture
- Use of digital tools

Assessment and examinations

- Criteria and characteristics
- Choice of assessment methods and forms of exam
- Ethical and legal dilemmas

Supervision

- Assignment-based supervision – academic supervision

Organisation

The course comprises 100 work-hours, divided between session and intermediate work (individual and group-based).

- First session 27-28 November 2018. Venue: Sola Strand Hotel with overnight accommodation
- Second session 18-19 February 2019. Venue: the new hotel on the UiS campus. No overnight accommodation
- Third session, one day 9 April 2019. Venue: the new hotel on the UiS campus.
- Fourth session, one week 13-19 June 2019. Tentatively abroad.



Working methods

The course is being revised in the light of the UiS commitment to meriting and an integrated career policy. Syllabus changes will accordingly occur. That also applies to work requirements and the exam.

The course aims to utilise varied working methods, with the emphasis on active participation during and between sessions. That involves taking part in presentations, lectures, group work, practical examples of teaching, discussions and peer-to-peer learning.

Attendance at sessions is mandatory. In addition, participation is expected in peer-to-peer group learning meetings, with observation and mentoring of each other's teaching between the first and second sessions.

Mandatory activities

a) Text to sum up your own learning and that of the group after completion of peer-to-peer learning, which will also be presented in plenary session.

b) Development work related to your own teaching – testing of tools for learning or student evaluation of the teaching? Text summing up your own learning after planning and implementing a student assessment assignment with a view to improving your own teaching, which will also be presented to the whole group.

c) Participation in interim and final dialogue-based and written course assessments.

d) A metatext (five-six pages) from your own standpoint as a teacher which, together with the work requirements and possible other teaching work, can form the basis for a presentation portfolio when educational work and teaching are to be documented.

Norwegian will be the primary working language on the course.





Registration

E-mail Kristine Nordbø Røgenes in the HR department: kristine.n.rogenes@uis.no.

Provide brief reasons why you want to take part, and write a few words about the core topics where you feel you have the greatest need for exposition and discussion.

Deadline for registration 1 September 2018.

The course can accept 25 participants. The course leader decides, in consultation with the pro-deans for education in the faculties, who will be accepted if the course is fully subscribed. Academic personnel in permanent posts without documented basic competence in university education will be given priority. A precondition for participation is that you have teaching-related duties in the 2018-19 academic year.