



Board of Doctoral Education

Course syllabus

Title of the course in English

Designing Doctoral Courses

Title of the course in Swedish

Kursdesign för forskarutbildningskurser

Credits

The course equals two weeks of full-time study

Responsible department

Unit for Medical Education/ Department of Learning, Informatics, Management and Ethics, LIME

Entry requirements

To fulfill the entry requirements the participant needs a) **to have previously taken teacher training courses** in medical education or university pedagogy. A minimum of 3 weeks of such previous training is required. b) **to be a course director (“kursansvarig”) for a doctoral course.** Teachers of doctoral courses who are not officially course directors can be admitted if the head of department or the responsible of a doctoral programme gives a recommendation. Due to the practically oriented nature of this course, it is important that participants be actively working with at least one doctoral course of their own.

Purpose of the course

The aim of the course is to enhance the ability to make informed choices in course design and to thus develop the participants' professional competence as university teachers. In particular, the course aims to increase knowledge about pedagogy and policies of relevance for the planning, delivery and evaluation of doctoral courses at Karolinska Institutet.

Intended learning outcomes

After the course, the participants should be able to

- apply an outcome-based framework to design doctoral courses
- justify choices made in course design, based on evidence of what facilitates student learning
- align course design with KI policy on doctoral courses.

Content

The course will address the central aspects of course design:

- how to create intended learning outcomes,
- how to make choices regarding content,
- how to choose teaching and learning activities,

- how to assess and grade student performance and
- how to evaluate courses and other teaching-learning activities.

Teaching and learning activities

The course consists of five seminar days. Course work in between seminars includes reading educational literature, practical work on doctoral courses, and collaborative learning with peers. The course activities are based on direct, hands-on application of educational theory and methods to the design of the participants' doctoral courses. Participants will have the opportunity to work individually and/or in groups to improve the design of a course for which they are responsible. As the intention is to create an inspiring and supportive community of teachers working in the area of doctoral education, opportunities for peer learning are actively promoted. Active participation in small-group learning activities is therefore essential.

Compulsory modules

The participants are expected to participate in all course sessions. Absence will be compensated in agreement with the course director.

Examination

The course will be assessed and graded based on a written assignment in which the participant further develops the course design, in whole or in part, in line with the principles of outcome-based education and the application of research on student learning. Participants will also orally present the essence of their improvements in course design on the final day of the course.

Recommended course literature and materials

Barman, L., Silén, C., Bolander-Laksov, K. (2014). Outcome based education enacted: teachers' tensions in balancing between student learning and bureaucracy. *Advances in Health Sciences Education, 19*: 629-643.

Biggs, J. & Tang, C. (2011): *Teaching for Quality Learning at University*. McGraw-Hill and Open University Press, Maidenhead.

Boud, D., & Molloy, E., (2013) Rethinking models of feedback for learning: the challenge of design, *Assessment & Evaluation in Higher Education, 38*:6, 698-712,

Deslauriers, L., Schelew, E., Wiema, C. (2011). Improved Learning in a Large-Enrollment Physics Class. *Science 332*: 862-864.

Ericsson, K. A. (2015). Acquisition and maintenance of medical expertise: A perspective from the expert performance approach and deliberate practice. *Academic Medicine, 90*: 1471–1486

Nicol, D.J. & Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education, 31*:199-218.

Smith, C. D. (2008). Design Focused Evaluation. *Assessment & Evaluation in Higher Education, 33*, 631-645.

Online guides on course design, assessment and course evaluation at Karolinska Institutet staff website.

More information

Examination of the course needs to be finished within one year of the last session of the course.

Course director

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