EDITED BY Lotte Rienecker Peter Stray Jørgensen Jens Dolin Gitte Holten Ingerslev

UNIVERSITY TEACHING AND LEARNING

CHAPTER 2.2.

University teaching and learning – models and concepts



University Teaching and Learning



Edited by Lotte Rienecker, Peter Stray Jørgensen, Jens Dolin and Gitte Holten Ingerslev

Samfundslitteratur

Lotte Rienecker, Peter Stray Jørgensen, Jens Dolin and Gitte Holten Ingerslev (eds.) University Teaching and Learning 1. edition 2015

© Samfundslitteratur 2015

Original edition in Danish with the title *Universitetspædagogik* published by Samfundslitteratur 2013.

The translation of this work was made possible by a grant from Lundbeck Foundation

Translation: Eliabeth Li Translation revised by: Nicolai Paulsen Cover: Imperiet Cover illustration: Gitte Holten Ingerslev Typeset: SL grafik (slgrafik.dk) Print: Specialtrykkeriet Viborg A/S

ISBN: 978-87-593-1960-4 E-book ISBN: 978-87-593-2252-9 E-chapter 2.2. ISBN 978-87-593-2290-1

Resources at: samfundslitteratur.dk/utl

Samfundslitteratur Rosenørns Allé 9 DK-1970 Frederiksberg C slforlagene@samfundslitteratur.dk samfundslitteratur.dk

All rights reserved.

No part of this publication may be reproduced or used in any form or by any means – graphic, electronic or mechanical including photocopying, recording, taping or information storage or retrieval systems – without permission in writing from Samfundslitteratur.

Table of Contents

Foreword to the English edition · 15

1.1 Trends in the development of the Danish universities · 17 FREDERIK VOETMANN CHRISTIANSEN, THOMAS HARBOE, SEBASTIAN HORST, LONE KROGH AND LAURA LOUISE SARAUW

Humboldt and the research-based university · 17 From elite university to mass university · 20 New governance structures and management styles · 23 Learning outcome and competence-oriented university education · 33 Concluding remarks · 37 Resources · 38 Literature · 40

1.2 Research-based teaching · 43

Research-teaching nexus · 44 Different approaches to research-based teaching · 47 Different disciplines' different approaches to research-based teaching · 51 Examples of research-based teaching · 54 Literature · 62

2.1 Teaching for learning · 65

JENS DOLIN

Explicit, implicit and behaviourist learning · 65 Three approaches to teaching · 68 Constructivism · 70 Situated learning, apprenticeship, practice communities · 78 Psychodynamic learning approaches · 82 Progression · 83 Is there a "best practice"? (Or: Can you base teaching on evidence?) · 85 Ideas and practice · 87 Literature · 91

2.2 University teaching and learning – models and concepts · 93 ANNE METTE MØRCKE AND CAMILLA ØSTERBERG RUMP

Instructions and options · 93 Models and principles of university teaching and learning · 94 Taxonomies · 100 Resources · 103 Literature · 104

2.3 Teaching environment · 105

SEBASTIAN HORST AND GITTE HOLTEN INGERSLEV

What can the teacher do to create a good teaching environment? \cdot Research-based starting points for planning teaching \cdot Research-based education requires integration with research facilities \cdot Resources \cdot Literature \cdot

3.1 Who are the students? · 115

BJØRN FRIIS JOHANNSEN, LARS ULRIKSEN AND HENRIETTE TOLSTRUP HOLMEGAARD

Challenges to teaching: Who are the students? · 118 Options · 124 Conclusion · 132 Resources · 132 Literature · 133

3.2 Course descriptions · 135

FREDERIK VOETMANN CHRISTIANSEN, SEBASTIAN HORST AND CAMILLA ØSTERBERG RUMP

Course descriptions are part of the regulations · 135 What should a course description include? · 136 Goal descriptions and the Danish Qualifications Framework · 137 How do competences, skills and knowledge differ from one another? · 139 Conclusion · 146 Resources · 147 Literature · 147