



Course syllabus for

Learning Processes, 7.5 credits

Lärandeprocesser, 7.5 hp

This course has been cancelled, for further information see Transitional provisions in the last version of the syllabus.

Please note that the course syllabus is available in the following versions:

Autumn2013 , [Autumn2015](#)

Course code	3ME001
Course name	Learning Processes
Credits	7.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Medical Education
Level	AV - Second cycle
Grading scale	Fail (U), pass (G) or pass with distinction (VG)
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Programnämnd 9
Decision date	2013-04-26
Course syllabus valid from	Autumn 2013

Specific entry requirements

Bachelor's degree or vocational degree worth at least 180 higher education credits and at least two years' professional experience within medicine, care or behavioural science and/or at least two years' teaching experience (at a minimum of upper-secondary level).

English-language skills equivalent to English B (with a minimum grade of Pass) are also required.

Objectives

The course aims for the participants to get an orientation in the field of medical education and its pedagogy. Participants will develop abilities to analyse individual's learning from the perspective of the learner based on own experience, theories of education and based on research in medical and higher education.

After the course participants will be able to

- identify and describe the meaning of pedagogical encounters in medical educational contexts from the learner's perspective
- analyse pedagogical encounters and in relation to these discuss and apply the concept of motivation, pre-understanding and process of learning
- discuss developmental trends in education in relation to education of today and work done within the field of medical education

- discuss and reflect over the meaning of self-directed learning in relation to own learning
- show ability to systematically collect empirical data and search for medical education information relevant for pedagogical encounters

Content

The content of the course will be divided into three modules:

Module 1:

The course will start with an introduction to the area of pedagogy with a specific emphasis on the concept of pedagogical encounter. Individual learning will be in focus starting from the perspective of the learner. Your own learning and pedagogical encounters in your own context will be analysed by using the concepts pre-understanding, drivers of learning/ motivation and learning processes. The participants will collect data about pedagogical encounters for example by interviews and observations and the data will be analysed in relation to educational theory and founded on experience. Comparisons will be made between what different educational frameworks mean for the application of the concepts.

Module 2:

Within module 2 developmental trends of education during the 20th century and onwards are studied. The link to personal experiences of education and to the different contexts presented in the course (different countries and organisations) will be made. You will compare different educational trends concerning conceptions of knowledge, human values, conceptions of learning and methods for learning. Developmental trends of medical education will specifically be emphasised.

Module 3:

The meaning of and relation between the concepts autonomy, self directed learning, self efficacy and responsibility in relation to learning will be analysed from the perspective of each participants and from research of the area. Application linked to own experiences as well as the comparison with the experiences of the peers on the course and different organisations will be discussed.

Teaching methods

Interaction between course participants, course director and tutors is carried out via the learning platform PingPong. During the course each course participant will take part in a smaller group lead by a tutor. Studies of literature, lectures and group discussions and group assignments will create the basis for the completion of an individual assignment to be handed in during the course.

Participation in the course require Internet availability, microphone and web camera.

The literature will consist of excerpts from books and articles that are chosen in discussion between course directors and course participants.

Examination

The assessment consists of an individual assignment, where the participant will analyse and compare a given pedagogical encounter and discuss the central educational concepts and what these can mean for individual learning. The assignment also includes self- and peer assessment.

All assignments during the course are mandatory. To pass the course each participant should show activity on the learning platform PingPong and follow the agreements made between the course participants and the course leaders. Individual assignments will replace not fulfilled tasks/assignments.

Students who have not passed the regular examination are entitled to participate in five examinations. Students without approved results after three examinations can be offered to retake parts or the whole course once more. This is subject to availability in the course.

If the student has failed six in examinations, no more opportunities will be offered.

Submission of a blank assignment is regarded as an examination. Registration for an examination

without participation does not count as an examination.

Assignments submitted too late will not be considered. Participants who have not submitted on time refers to re-examination.

Other directives

Course evaluation will be carried out according to the directions decided by the Board of Education at Karolinska Institutet with an additional individual reflective paper.

Literature and other teaching aids

Medical education : theory and practice

Dornan, Tim

Edinburgh : Churchill Livingstone/Elsevier, 2011. - xxix, 364 p.

ISBN:978-0-7020-3522-7 LIBRIS-ID:12049553

[Library search](#)

Contemporary theories of learning : learning theorists ... in their own words

Illeris, Knud

New York : Routledge, 2009 - viii, 235 s.

ISBN:978-0-415-47343-9 (hbk.) LIBRIS-ID:11291517

[Library search](#)

Friberg, F; Pilhammar Andersson, E; Bengtsson, J

Pedagogical encounters between nurses and patients in a medical ward - A field study, International journal of nursing studies, vol. 44, no. 4.

Institutionen för lärande, informatik, management och etik, 2007

Silén, C; Uhlin, L

Self-directed learning a learning issue for students and faculty. Teaching in Higher Education vol 13, 4

Institutionen för lärande, informatik, management och etik, 2008

A practical guide for medical teachers

Dent, John A.; Harden, Ronald M.

2. ed. : Edingburgh : Livingstone, cop. 2005 - 436 s.

ISBN:0-443-10083-7 LIBRIS-ID:9986221

[Library search](#)

Bransford, J; Brown, A; Cocking, R

How people learn : brain, mind, experience, and school

Exp. ed. : Washington, D.C. : National Academy Press, 2000 - x, 374 s.

ISBN:0-309-07036-8 (pbk) LIBRIS-ID:8282191

URL: <http://www.nap.edu>

[Library search](#)

Dewey, John

How we think

New Delhi : Cosmo Publications, 2004 - 241 s.

ISBN:81-7755-842-0 LIBRIS-ID:10152303

[Library search](#)

Marion, F; Hounsell, D; Entwistle, NJ

The experience of learning : implications for teaching and studying in higher education

2. ed. : Edinburgh : Scottish Academic Press, Press,c 1997 - 273 s.

ISBN:0-7073-0749-X LIBRIS-ID:5469582

[Library search](#)

Ramsden, P.

Learning to teach in higher education

2. ed. : London : RoutledgeFalmer, 2003 - xiii, 272 s.

ISBN:978-0-415-30345-3 (hft.) LIBRIS-ID:8933363

[Library search](#)