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:
Autumn2009 , Autumn2011

Course code	4ME001
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	Pass with distinction, Pass, Fail
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Styrelsen för utbildning
Decision date	2009-06-16
Course syllabus valid from	Autumn 2009

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 individuals 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 learners 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. To pass the course each participant should show activity on the learning platform PingPong and take responsibility for following the agreement made during the campus-based days. 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

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

Marton, 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

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

Dewey, John

How we think

New Delhi : Cosmo Publications, 2004 - 241 s.
ISBN:81-7755-842-0 LIBRIS-ID:10152303
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

Uljens, Michael

School didactics and learning : a school didactic model framing an analysis of pedagogical implications of learning theory

Hove : Psychology Press, 1997 - 1 PDF-fil (211 s.)
ISBN:0-203-30477-2 LIBRIS-ID:11192783
URL:
https://proxybib.miun.se/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractVi
Studentportalsinloggning
Library search