



Study programme for the Lecturer Training Programme

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Aims

The Lecturer Training Programme (LTP) aims at upgrading your pedagogical qualifications and teaching skills as a teacher at SDU. The main objective is to facilitate your individual professional development with a focus on reflecting on your own and others' teaching practices, giving and receiving constructive feedback and engaging in professional development.

Through LTP, you will be encouraged to engage with the theories and tools which can support reflection and the development of your own teaching practices. LTP aims to inspire commitment to the ongoing development of both teaching and professional skills. The very best teaching happens when we engage with continuous professional development. In order to inform the written assessment of an Assistant Professor's teaching qualifications, universities are to provide supervision and the possibility to achieve pedagogical qualification, according to the "[*Cirkulære om stillingsstruktur for videnskabeligt personale ved universiteter*](#)". The rule applies to both Assistant Professors and Teaching Assistant Professors.

Recommended readings and resources are included in relevant modules. In addition, a list of relevant references is available from the Programme Information folder on itslearning.

LTP Learning Objectives

The learning objectives are based on SDU's "[Quality Policy or Delpolitik for Universitetspædagogik og pædagogisk kompetenceudvikling](#)".

Having completed the LTP, you will be able to:

1. Plan, implement, and evaluate teaching that is aligned with the learning objectives and assessment of the study programme, in accordance with SDU's principles of education, relevant strategies and appropriate use of e-learning
2. Seek and apply teaching and learning knowledge, theory and evidence to develop your teaching
3. Develop your teaching, considering educational conditions and target groups
4. Assess in which contexts it would be relevant to include digital technologies as well as organise, implement and evaluate learning activities in face-to-face and online teaching
5. Develop your teaching by critically reflecting on your own and others' teaching practices, constructive feedback and professional development

Knowledge

The LTP participant should gain in-depth knowledge of SDU's underlying principle of education and appropriate use of e-learning. Knowledge and understanding of teaching and learning theories are key areas for the LTP. The LTP participant should acquire knowledge about educational conditions within their own subject discipline. In addition, they are expected to develop their understanding of how to differentiate teaching and learning to meet students' diverse learning needs. Finally, the LTP participant should learn how digital technologies can support face-to-face and online learning as relevant to their subject discipline.

Skills

The LTP participant must be able to plan, implement and evaluate his/her own teaching in line with SDU's underlying principle of education and the principle of constructive alignment. At the same time, the LTP participant should be able to work with digital technologies that support face-to-face and online learning. The LTP participant is expected to ensure consistency between learning objectives, learning activities, digital technologies and assessment in their own courses. The LTP participant should be able to demonstrate an understanding of the target group and the prevailing educational conditions and apply relevant teaching and learning theories in the organisation of daily teaching practices.

Competencies

Having completed the LTP, the LTP participant should be able to critically reflect on his/her own teaching practice and teaching competence and be able to work continuously and in a well-informed and wellstructured manner with the development thereof. The LTP participant should be able to identify relevant adaptations and changes in teaching processes based on teaching and learning theories as well as understanding educational conditions and target groups. The LTP participant must also be able to assess when and how it is meaningful to apply digital teaching and learning technologies.

Programme outline

The LTP is equivalent to 10 ECTS points (approximately 270 hours). The LTP course is an individual learning and development process and therefore there is no mandatory completion time, however we recommend completion of the programme within a year to ensure continuity and to keep everything fresh in your memory.

If you have already participated in a Lecturer Training Programme at another university, you may be eligible for exemption from elements of SDU's LTP, please see "Rules for credits and dispensation" in the Appendix.

The Residential Introduction represents the start of the mandatory courses and an introduction to coaching. Throughout the full LTP you will be part of a workgroup that includes a Supervisor with expertise in teaching and learning. You will need to identify a Local Mentor from your department, who is happy to co-observe one teaching session and offer feedback from a subject-context as well as their own teaching experiences.

Different roles in the LTP programme

- **Participant:** This is you
- **Supervisor:** A supervisor (external to your department) who will observe and provide feedback on your teaching and offer guidance on your development project.
- **Consultant:** The assigned consultant from SDU's Centre for Teaching and Learning (SDUUP) for your individual development projects and concluding dialogue.
- **Local Mentor:** A mentor (usually from your department and/or subject area) who will co-observe and provide feedback on your teaching and who can assist with the local interpretations of your academic subject's teaching and learning practices.
- **Workgroup:** Your colleague group for LTP, with a focus on the Introduction day, the Residential and colleague supervision.
- **Programme Leader:** The coordinator for the whole programme, from SDU's Centre for Teaching and Learning.

Introduction day

At the introduction day your LTP Programme Leader will introduce you to LTP, including: the LTP's itslearning, practical information and templates, the module structure, preparation for the Residential, including the mini-teach and significant programme dates. One of the most important elements of the Introduction Day is meeting your workgroup colleagues and your supervisor.

Residential

The main objectives of the January Introduction are to get to know your supervisor and your colleagues, to participate in work-group activities on course planning and the mini-teach activities with the associated feedback and discussions, and to develop your workgroup as a community of practice. Please note full participation in the Residential is mandatory. Preparation is required for the Residential and this will be introduced to you at the Introduction Day and be available on itslearning. Your mini-teaching sessions will form a significant part of the two days; they offer you and your workgroup colleagues the opportunity to share and discuss different approaches to teaching with each other and with your supervisor.

Reflection

Reflecting on your teaching and how it affects your students' learning is a significant element in LTP. These readings provide insights into stages of professional development (Kugel, 1993); reflective practice (Moon, 2006; Schön, 1983) and the role of the university teacher (Troelsen & Tofteskov, 2014). There are also many more available from SDU's Library.

Kugel, P. (1993) 'How Professors Develop as Teachers'. *Studies in Higher Education* Volume 18, No. 3, pp.315-328. (Available as an LTP text Module 1>Preparation for the January Introduction) **Moon, J. (2006)** *Resources for use with reflection or learning journals*. Available at: <https://dera.ioe.ac.uk/12994/1/4213.pdf>

Schön, D.A. (1983) *The Reflective Practitioner*. New York: Basic Books.

Troelsen, R. & Tofteskov, J. (2015) 'The role of the university teacher' pp.465-479 in Rienecker, L., Stray Jorgensen, P., Dolin, J. & Holten Ingerslev, G. *University Teaching and Learning*. Danmark: Samfunds Litteratur. (Core LTP text, the English version is available as an SDUUB e-book).

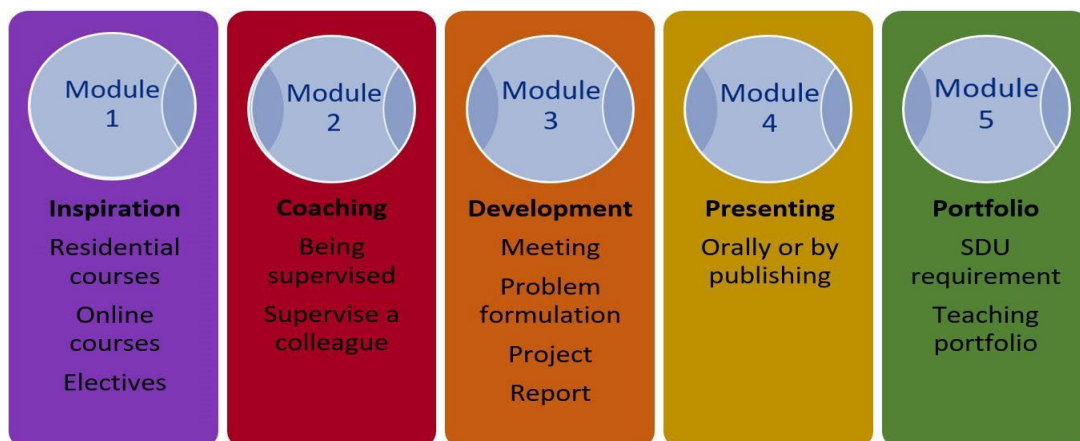
At the end of each LTP module on **itslearning** you will find a reminder to add your reflections to your LTP Journal, this is a word.doc template which you only need to download once as it includes sections for your reflections on your learning for each module. Although you are not required to upload your LTP Journal to **itslearning** and no-one else will read it, spending time writing your reflections will help develop your reflective practice competences which are critical for professional development. At the end of LTP you will write and share your **Reflections on Professional Development**, (see Module 5 for a description) with your consultant, mentor and supervisor before meeting for the Concluding Dialogue.

itslearning

As you progress through the LTP, you are required to keep up to date with information and tasks on the itslearning platform. See the guidance in **Practical Information** on setting up email alerts from itslearning.

Module description

All programme information, materials, assignments and guides are available on itslearning. All the templates are in English, but you can write your assignments in Danish if preferred. You must complete modules 1-4 before the concluding dialogue. Module 4 requires that you have completed Module 3.



Module 1: Inspiration (4.5 ECTS)

- Residential
- Online self-paced courses
- Elective courses

Module 2: Coaching (1 ECTS)

- Introduction to supervision (starts at the Residential)
- Supervision

Module 3: Development (3.5 ECTS)

- Upload your idea-paper.
- Upload your extended problem formulation for approval and feedback from your consultant and your work group.
- Project start-up meeting (with a designated SDU UP consultant and your work group).
- Conduct your development project in your teaching (main objective). A work-in-progress meeting with your consultant and your work group will be arranged.
- Upload your development report for approval by your consultant.

Module 4: Presenting (0.5 ECTS)

- Share and present your results to fellow teachers. (e.g. Introduction Day for LTP, department day, [TAL](#), [DUNK](#), [DUT](#), [LOM](#).)

Module 5: Future (0.5 ECTS)

- SDU requires all teachers to make and publish a teaching portfolio in PURE. External LTP participants are exempted from this requirement.
- Upload your **Reflections on Professional Development** reflecting on your professional development as a university teacher.
- Concluding dialogue with your SDUUP consultant, supervisor, and mentor.

Completion time: 1 year is recommended

Module 1: Inspiration (4.5 ECTS)

The aim of the Inspiration module is to introduce you to pedagogic theory and practices with a focus on alignment, feedback, teacher and learner roles, e-learning activities, research-based teaching and designing your development project. The inspiration module includes 1.5 ECTS of blended courses associated with the Residential, 1.75 ECTS of self-paced online courses and 1.25 ECTS of electives. It is recommended that you select elective courses which are relevant for your development project (See Module 3).

Module 1 seeks to fulfil the following learning objectives:

- Plan, implement, and evaluate teaching that is aligned with the learning objectives and assessment of the study programme.
- Seek and apply teaching and learning knowledge, theory and evidence to develop your teaching.
- Assess in which contexts it would be relevant to include digital and other technologies as well as organise, implement and evaluate learning activities in face-to-face and online teaching

Module 1 requires you to fulfil the following tasks:









1. Complete the preparation and work-group tasks for the Residential.
2. Complete the online self-paced courses.
3. Complete at least 1.25 ECTS of [electives](#) to support your development project. Attendance at [TAL](#) or a comparable pedagogic event (as approved by your LTP programme leader) will accrue 0.25 ECTS. A selection of elective courses will be offered at the Residential. The list of elective courses is continuously updated.
4. Complete and upload the **Module 1 Completion Template**, downloadable from **Module 1** on itslearning.

Recommendation

5. Enter your reflections on your personal development during this module in your **LTP Journal**. You will not be required to share or upload this journal, however; you can draw on your journal when writing your **Reflections on Professional Development (Module 5)**.

Time estimate: Approximately 120 hours

Table of ECTS: The course descriptions are available in [Appendix A](#)

 1	Module 1	ECTS
	Residential	
-	Planning courses for quality teaching and learning	1.5
	Online self-paced courses	
	Student as Learners	0.5
	Research Based Teaching	0.5
	Introduction to itslearning	0.5
	Evaluation and empirical data collection	0.25
	Elective courses	1.25
	Total	4.5

Module 2: Coaching (1 ECTS)

The coaching module lets you work closely with your supervisor, mentor and workgroup. Through supervision this module seeks to facilitate a deeper insight into your own teaching or supervision practice. You and your supervisor will coordinate at least three visits, where the supervisor observes your teaching and you have a following discussion about the teaching session. Your mentor will co-observe one of these supervision sessions and contribute to the discussion. You will also observe and discuss two teaching sessions, taught by colleagues preferably from your workgroup.

Module 2 seeks to fulfil the following learning objectives:

- Develop your teaching, considering educational conditions and target groups.
- Develop your teaching by critically reflecting on your own and others' teaching practices, constructive feedback, and professional development.

Module 2 requires you to fulfil the following tasks:



1. Conduct at least three supervised sessions with your supervisor (See the guide below)
2. At least one of the supervision sessions must be joined by your mentor.
3. Attend at least two lessons conducted by a colleague, preferably from your LTP workgroup and give feedback.
4. Complete and upload the **Module 2 Completion Template**, downloadable from **Module 2** at itslearning.

Recommendation

5. Enter your reflections on your personal development during this module in your **LTP Journal**. You are not required to share or upload this journal however you can draw on it when writing your **Reflections on Professional Development (Module 5)**.

Time estimate: Approximately 27 hours

Table of ECTS:

 2	Module 2	ECTS
	Supervision	1

Module 3: Development (3.5 ECTS)

In this module you combine your knowledge and inspiration from the previous modules in your own development project. This is the module where you get the chance to experiment with and develop your own teaching practice in a specific course. An SDU UP consultant will be assigned to your project depending on what theme you have described in your idea paper. To help you get started, you will meet with your consultant who can guide your project and help you conceptualise its design and content including e-learning and the evaluation of its impact on student learning and your teaching. In current teaching and education settings, digital teaching and learning technologies play a major role and that tendency is most likely to become even stronger in the future. Therefore, it is a requirement that your development project includes e-learning activities, using one or more digital teaching and learning technologies and your reflections on the impact on student learning and your teaching. See **Rules for merit and dispensation** (available on itslearning) for exceptions. E-learning activities can engage students in synchronous or asynchronous interaction online.

The start-up meeting is meant to qualify your extended problem formulation. You will have to upload an extended problem formulation for approval before your project starts (feedback and approval normally takes two weeks). After which, you will conduct your development project in your normal teaching or supervision practice. A development project should aim to improve students' learning outcomes or in some way try to improve the context in which the students learn. For documentation you will have to design and collect evaluations and empirical data for your report. It is possible to make a combined development project and report with another LTP participant from your cohort.

Module 3 seeks to fulfil the following learning objectives:

- Plan, implement, and evaluate teaching that is aligned with the learning objectives and assessment of the study programme, in accordance with SDU's principle of education and appropriate use of e-learning.
- Seek and apply teaching and learning knowledge, theory, and evidence to develop your teaching.
- Develop your teaching, considering educational conditions and target groups.
- Assess in which contexts it would be relevant to include digital and other technologies as well as organise, implement, and evaluate learning activities in face-to-face and online teaching.

Module 3 requires you to fulfil the following tasks:

1. Download the **Idea Paper template** and the **Development Project Rubric** from the assignment on itslearning. On completion, upload your **Idea paper** (maximum 1 side) to itslearning.
2. On receipt of your Idea Paper, the LTP Programme Leader will identify an SDU UP consultant to support you and she will email you information about organising the Start Up meeting.
3. Arrange your Start Up meeting (max one hour) with your SDU UP Consultant.
4. Before and after the Start Up meeting we recommend conducting an appropriate literature search to find references to inform your project.
5. Download the **Extended Problem Formulation template** from the assignment on itslearning. When writing the Problem Formulation, address the criteria outlined in the Development Project Rubric. On completion (up to 3 sides) upload your **Extended Problem Formulation** to itslearning. Your consultant will provide written feedback, via itslearning, on your Problem Formulation and confirm it is approved or if some details are still needed. Once approved you can start your Development Project.
6. Design evaluations and prepare how to collect empirical data for your report: the online course from **module 1** 'Evaluation and Empirical Data Collection' is designed to support this process.








7. Conduct your Development Project in your teaching or supervision.
8. Evaluate the effects of your Development Project.
9. Download the **Development Project Report template** from itslearning. On completion, upload your **Development Project Report** (maximum 6 sides and appendices if necessary) to the assignment on itslearning.
10. Complete and upload the **Module 3 Completion Template**, downloadable from itslearning.

Recommendation

Enter your reflections on your personal development during this module in your **LTP Journal**. You are not required to share or upload this journal however you can draw on it when writing your **LTP Reflections on Professional Development (Module 5)**.

Time estimate: Approximately 95 hours

Table of ECTS:

 3	Module 3	ECTS
	Idea paper	0.25
	Start-up meeting	0.25
	Extended problem formulation	0.5
	Development	1
	Data collection	0.5
	Report	1
	Total	3.5

Module 4: Presenting (0.25 ECTS)

The main objective of this module is to present and share your results with fellow teachers. Your results and experiences can be valuable for other teachers and can inspire further development in teaching and learning. It's up to you where and how you present your findings, see below for suggestions.

Module 4 seeks to fulfil the following learning objectives:

- Develop your teaching by critically reflecting on your own and others' teaching practices, constructive feedback, and professional development

Module 4 requires you to fulfil the following tasks:

1. Present and share your findings with SDU teachers and help spread the word about effective and alternative teaching and learning practices. You could choose to: share your project (10 min) for the next LTP cohort either at their Introduction day, or uploaded as a video to their itslearning platform; present your findings at a departmental, research group, faculty meeting or seminar; present at a teaching and learning event, including TAL, DUNK, or comparable pedagogic events, please check with your LTP Programme Leader.

You are also welcome to contact your LTP Programme leader if you have other ideas for presenting.



2. Complete and upload the **Module 4 Completion Template**, downloadable from **module 4** on itslearning.

Recommendation

3. Enter your reflections on your personal development during this module in your **LTP Journal**. You are not required to share or upload this journal however you can draw on it when writing your **LTP Reflections on Professional Development (Module 5)**.

Time estimate: Approximately 13 hours

Table of ECTS:

 4	Module 4	ECTS
	Presenting	0.25

Module 5: Future Development (0.5 ECTS)

All teachers at SDU are obliged to write and publish a teaching portfolio via the CV tool in PURE. Each faculty has its own interpretation of what a teaching portfolio or CV should contain. Check you're the site [Teaching portfolio](#) for specific guidelines. Most SDU faculties require you to describe your teaching philosophy and create a teaching CV. At SDU UP we offer workshops via our [staff development courses](#). At the workshop, time is set aside for you to formulate your teaching philosophy and prioritise your teaching experiences for your CV.

Having completed Modules 1-4, you will write and upload your **Reflections on Professional Development (12 sides)**, template available from **Module 5** on itslearning. These reflections on your professional development through the LTP and other teaching experiences, could be relevant for your teaching portfolio and future job applications. You will email your **Reflections on Professional Development** to your supervisor and mentor prior to the Concluding Dialogue, giving them time to read it and plan relevant feedback and questions. The dialogue provides a space to discuss and feedback on your professional development and your plans for your ongoing development as a university teacher. After the concluding dialogue you may choose to update your **Reflections on Professional Development**, but this is not a requirement. The SDU Centre of Teaching and Learning will send you a certificate of your participation in and completion of the LTP, and we will also send evidence of your successful completion of the LTP to your personal file with the HR department.

Module 5 provides a forum to review all the LTP learning objectives:

1. Plan, implement, and evaluate teaching that is aligned with the learning objectives and assessment of the study programme, in accordance with SDU's principles of education, relevant strategies and appropriate use of e-learning
2. Seek and apply teaching and learning knowledge, theory and evidence to develop your teaching
3. Develop your teaching, considering educational conditions and target groups
4. Assess in which contexts it would be relevant to include digital technologies as well as organise, implement and evaluate learning activities in face-to-face and online teaching
5. Develop your teaching by critically reflecting on your own and others' teaching practices, constructive feedback, and professional development





Module 5 requires you to fulfil the following tasks:

1. Explore and write your teaching philosophy (SDU UP offers free and open [courses and workshops](#)). You could also draw on the version of your teaching philosophy that you uploaded and on which you received feedback as the final task for the Research Based Teaching online course.
2. Categorise, prioritise and type in your teaching CV in PURE (SDU UP offers free and open [courses and workshops](#)).
3. Publish your teaching philosophy and teaching CV in PURE as your teaching portfolio.
4. Set the date and time for the Concluding Dialogue (one hour max), in collaboration with your supervisor, mentor and consultant.
5. A few days before the dialogue, upload your **Reflections on Professional Development to Module 5** on itslearning and email a copy to your supervisor and mentor.
6. Prepare a 5-minute presentation for the Concluding Dialogue focusing on your professional development as a teacher during the LTP with reference to your **Reflections on Professional Development**.

7. Prepare for a discussion on your professional development as a teacher during the LTP, referring to your learning from the supervision process, your development project, your teaching philosophy and your plans for your ongoing professional development as a teacher.
8. Complete and upload the **Module 5 Completion Template**, downloadable from **Module 5** on itslearning.

Time estimate: Approximately 13 hours (this includes the time for completing the **Reflections on Professional Development** and the concluding dialogue)

Table of ECTS:

 5	Module 5	ECTS
	Portfolio	-
	Reflections on Professional Development	0.25
	Concluding dialogue	0.25
	Total	0.5

Appendix A

Residential

The preparation for the Residential can be found under **Module 1** on itslearning. There are two main foci: preparing for your mini-teach and course planning.

Online courses - descriptions and learning objectives

1. Student as Learners (SaL)

During this online course you will have opportunities to:

- Review critical incidents from your teaching experiences.
- Analyse critical incidents regarding teacher and student biases, expectations and beliefs about teaching and learning.
- Consider their significance for your teaching and for student learning.
- Decide how to address and accommodate these biases, expectations, and beliefs.

The course includes peer feedback from your workgroup and Donna Hurford, the course leader. This self-paced course counts for 0.5 ECTS.

2. Research Based Teaching (RBT)

After having completed the online course, you will be able to:

- Define RBT from different perspectives and approaches.
- Position yourself in the field of RBT and consider the possibilities for practicing different formats of RBT.
- Formulate desired development of practice of RBT in your own teaching.

You will receive feedback on the final task from Lotte Dyhrberg O' Neill, the course leader. This self-paced course counts for 0.5 ECTS.

3. Evaluation and empirical data collection

The aim of this resource is to guide you in data collection and evaluation in connection with your development project.

This self-paced course counts for 0.25 ECTS.

Elective courses

The aim of the elective courses is to support your development project. SDUUP offers a wide range of free and open courses that you can choose at your own discretion. Even after LTP, you can participate in SDUUP's courses which are open to all teachers at SDU. See our selection of courses in our online catalogue: [staff development courses](#). If you miss a course or there are no available places, you can try to gather a group of colleagues and request an On-demand course or workshop. If you would like to hear about the possibilities for an On-demand workshop, please contact your programme leader. All the different elective courses have individual learning objectives.

Rules for credits and dispensation

If you have completed one of SDU UP's open courses on teaching and learning no more than six months before the Introduction residential, the credits can be transferred to LTP. Dispensations of any form will be arranged between the participant and the programme leader. If it is unsuitable for your current teaching practice to implement e-learning activities and digital teaching and learning tools in your teaching development project, you can apply for an exemption from the requirement. In your application, you must provide pedagogical reasons for not being able to implement e-learning activities and digital teaching and learning technologies in your development project. For further information contact your programme leader.