Vision

A Critical Reflective Approach to Teaching, Learning, Guidance and Assessment (TLGA)

Mindset & Motivation

Through the program we intend to stimulate and support the participants to develop:

- desire and confidence to try and explore opportunities within TLGA

- willingness and ability to support students and colleagues in TLGA

- curiosity to see and learn more about TLGA from different perspectives

Core values

The program aims to promote the following core values towards TLGA: collegial, scholarly, purposeful, varied, and holistic.

Skills & Competences

During the program, participants will develop the following skills and competencies:

Create inclusive learning environments that promote learning for everyone by:

- applying and developing varied learning activities and assessment methods, as well as critically evaluating the use of digital services and tools in this regard.

- thinking creatively about the use and integration of different arenas and players in their own TLGA practice

- adapting TLGA to individual students and groups to support/facilitate their learning and development

- establishing and engaging in a dialogue with the students, as well as driving professional developments through a student-tutor partnership

Drive developments that adopt a critically reflective approach to own TLGA by:

- describing, discussing, and justifying own choices related to TLGA

- critically reflecting using four different lenses (literature, colleagues, students and own experience) to:
    - understand and appreciate different research methods within TLGA research, as well as the links between own practice and experience with the literature
    - provide and receive feedback from colleagues based on observations of TLGA activities
    - involve students and their voices in adapting and further developing TLGA
    - de able to document and evaluate own pedagogical development

- discussing and problematising about TLGA based on these reflections

- evaluating and using their own space for action within rules and regulations to create meaningful learning experiences

View your own TLGA practice from a holistic perspective by:

- analysing, designing and developing learning sequences and topics

- developing linkages between learning activities, assessments, and learning outcome descriptions

- situating their own topic in the context of their pedagogical program and develop a learning outcome description at the subject level that takes into account the program level

- formulating their own teaching and learning philosophy

Interact and contribute to networks aimed at promoting TLGA by:

- contributing to the creation of a culture at the institute level that values and promotes TLGA

- working with colleagues and teaching assistants for the design, establishment, and evaluation of TLGA activities

- sharing findings and insights in TLGA with colleagues, students, and other main stakeholders in the Higher Education sector

- critically discussing the role of Higher Education in the society

Knowledge

By following the program, participants will have knowledge of and the ability to use, relate to and discuss:

- basic didactic and educational concepts, models and theories related to TLGA

- the importance of cognitive functions for the design of TLGA, as well as effects of presentation techniques, public performances and learning sequences design

- the support programs for research and development projects at local, national and international level

- the quality system at NTNU covering reference groups, topic- and program evaluation

- opportunities and rules related to the use of learning assistants in TLGA

- management, laws and guidelines related to TLGA at institute, faculty, NTNU and national level

- the use of central support functions and digital services at NTNU that promote learning

- various contemporary and relevant teaching and guidance approaches, as well as forms of formative and summative assessment