

Good practice for presenting and delivering courses on degree programmes under the board of studies at the School of Culture and Society

Aims: To promote good communication as the basis for well-functioning full-time teaching

General principles for good teaching:

1. Maintaining an appropriate and respectful tone/behaviour among students and between students and teaching staff in both oral and written communication
2. Making full and timely use of Blackboard/Brightspace as a communication tool
3. Focusing on good and varied didactic practice and student engagement
4. Focusing on feedback during and after the course in accordance with the school's feedback guidelines

Principles and guidelines for course communication:

The course description in the course catalogue contains the following information:

- Course title
- Course content, including a description of objectives, i.e. a specific interpretation of the description of qualifications in the academic regulations (what the student must know and be able to do)
- Teaching staff
- Form of instruction (where possible/relevant, this should provide more details than the description in the academic regulations)
- General information on reading lists and the approximate length of the syllabus (where possible)

Two weeks before the start of the course

the following information *must* be available on Blackboard/Brightspace:

- Course content (including a description of objectives, i.e. a specific interpretation of the description in the academic regulations)
- A description of qualifications (what the students must know and be able to do)
- Form of instruction (described in a relevant level of detail regarding the use of lectures, presentations, assignments, forms of feedback, etc.).
- A semester plan with a reading list, which should be fixed for at least the first month of the course
- Any reading required for the first month of the course which cannot be accessed online

the following information *can* be included on Blackboard/Brightspace:

- Preparation time/workload (how many hours of work are expected of the students per week, and how these hours are distributed between teaching, preparation, follow-up and the exam)

During the course

Any revisions to the course catalogue should be announced to the students on Blackboard/Brightspace as soon as possible after they are made. Developing a course throughout a semester can represent good didactic practice and therefore does not conflict with the board of studies' guidelines for preliminary course descriptions.

The semester plan must contain (week by week)

- Date/time/room
- Theme/title of the relevant lesson
- Syllabus for the relevant lesson (see above regarding the first month of the semester)
- Description of any lessons with different formats (for example, guest lectures or excursions)
- Description of any major planned preparatory or follow-up assignments for the students (special presentations or assignments, structured round-up sessions, etc.)

Balancing expectations at the start of the course and via interim and final course evaluations
Conducted in accordance with the board of studies' guidelines