



Pedagogical document at Umeå University, the Department of Psychology, concerning mutual responsibility for quality management and student influence.

This document is based on the texts of the Higher Education Act concerning teachers' and students' mutual responsibility for quality management and the students' right to education influence (HEA § 4), as well as the regulations of Umeå University for education at basic and advanced level. Many of the texts have been retrieved from "Pedagogiskt program" at Uppsala University.

1 Scientific approach and skills

The University is responsible for:	The Student is responsible for:
<p>The education rests on a scientific basis, proven experience and pedagogical positions.</p> <p>The teachers are up to date with the research development and their subject knowledge and pedagogical practices. <i>(HEA chap. 4)</i></p>	<p>Read and reflect on the course literature and other course material as well as critically review sources and references.</p> <p>Be open to new perspectives on the subject and participate in discussions and reflections on the approach to knowledge and science.</p>
<p>The education shall stimulate curiosity, reflection, a questioning attitude and independence.</p> <p>The education shall accommodate the individual's as well as the society's need for knowledge, skills, education and widened perspectives and provide conditions for personal development and a lifelong learning. <i>(UMU:S quality system for education on basic and advanced level)</i></p>	<p>Reflect on claims and arguments to question, make clear and understand.</p> <p>Take advantage of the possibilities of education and widened perspectives that are offered and contribute to the creation of learning possibilities through a curious, reflecting and questioning attitude, and through the own responsibility of learning.</p>
<p>Give the students the possibility to exert influence on the education and be an active part of the further development of the education. <i>(HEA chap 1)</i> <i>Regulations on student influence at UMU)</i></p>	<p>Take an active and committed role as individuals and as a collective (for example via the Student Union) in preparatory and decision-making bodies at all levels at UMU.</p>
<p>Gather information on education programmes and courses through different evaluations as material for further development. <i>(UMU:S quality system for education on basic and advanced level)</i></p>	<p>Make use of the possibility to participate in feedback in program and course evaluations on teaching practices and content, and give constructive suggestions on how the teaching can be developed.</p>



2 A prosperous learning environment

The University is responsible for:	The Student is responsible for:
<p>All teaching shall be performed in suitable premises and applicable technical equipment as well as a library shall be provided.</p> <p><i>(UMU:S quality system for education on basic and advanced level)</i></p>	<p>Make use of the provided information on goal and aim of different modes of teaching, and utilize resources beneficial to learning such as learning platforms and library.</p>
<p>Offer the students access to study guidance, learning support and student health services.</p> <p><i>(UMU:S quality system for education on basic and advanced level)</i></p>	<p>Well in advance apply for recommendation on support relating to disability</p> <p>https://www.umu.se/en/student/we-can-assist-you/disabilities/</p> <p>Well in advance inform teacher or study counsellor of special needs or functional variations that can affect course components, and be ready to discuss and suggest arrangements and adjustments with the teachers based on the recommendations.</p>
<p>Learning environment and teaching is planned with consideration to an equal opportunities and availability perspective.</p> <p><i>(UMU:S quality system for education on basic and advanced level)</i></p>	<p>Reflect on the own role in different forms of teaching such as lectures, seminars, workshops etc., and actively and constructively contribute to the best of their abilities.</p>
<p>Teachers shall convey information on timetabling, form of teaching and other relevant information that facilitates teaching and learning.</p> <p><i>(Regulations on study administration on basic and advanced level at UMU)</i></p>	<p>Participate in discussions with teachers and fellow students on the developmental possibilities of the form of teaching considering the aim and goal of the teaching.</p> <p>When needed seek and make use of existing support resources such as the Academic Support Centre (Studieverkstaden), information seeking and study guidance.</p>
<p>Provide a functional learning platform for teachers and students.</p>	<p>Acquire and use the digital support used in the teaching.</p>



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New students shall early be given an introduction to the organization and demands of the university studies to be in a position to develop sound study habits and independently seek and value information.	As new to the university familiarise themselves with the organization of university studies by taking advantage of the pedagogical document and formal introductory elements such as welcoming arrangements.
Varying forms of examination are to be chosen in the light of knowledge and skills related to the expected study outcomes.	Read and reflect on the expected study outcomes and evaluation criteria and ask if anything is unclear.
Aim for course evaluations to become an integral part of the course by feedback from earlier results, regular follow ups during the run of the course as well as giving students the possibility to participate in the planning, implementing and follow up of the course evaluations. <i>(Procedure for course evaluations- implementing and responsibility at UMU)</i>	Take advantage of the possibility to participate in course evaluations and discussion forums. Address the teacher regarding opinions on the pedagogical approach, or the course coordinator, Director of Studies, study counsellor or ultimately the Head of Department in the mentioned order if the opinions are difficult to address directly to the teacher.
The teacher shall at the course introduction support and facilitate the student in getting an overview of the course as a whole and an understanding of the course content and the relation to other courses.	Seek information, attend the course introduction , read the syllabus and other information related to the course and ask if anything is unclear . Reflect on the course content in relation to the own learning and study technique.

3 Cooperation between teacher and students

The University is responsible for:	The Student is responsible for:
The teacher shall cooperate with and show respect for the students in all forms of communication.	Cooperate with and show respect for all fellow students and teachers in all forms of communication.
New students shall be given information on available support resources at Umeå University.	Take advantage of the existing public resources in the form of lectures on study technique, drop-in appointments at the



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	Support Centre (Studieverkstaden), resource lab, courses on information seeking, study guidance and student health.
Create opportunities for values and norms to be made visible and discussed.	Seize the opportunities to make norms and values visible by discussing and reflecting, for example on the own role as a fellow student.
The teacher shall choose varying forms of teaching and examination that stimulate student activity and learning as well as encourages cooperation. The choice of forms of teaching shall also be made in such a way that the students' varying background and different conditions for learning is made use of during the course of the education	Take responsibility for the own learning and contribute to the learning of fellow students by actively sharing own experiences and perspectives and reflect on the own way of learning to develop sound study habits. Participate in discussions and other learning situations that are offered, and contribute to the learning environment from their own experience and conditions.
The teacher shall where it is possible take advantage of the students' knowledge, experiences and perspectives. The subject content shall whenever possible be tied to a larger context, for example to working life.	Take advantage of their own and their fellow students' perspective and experiences at for example group work and seminars . Reflect on the connection between theory and practice.
Teachers shall enable constructive feedback between students and provide the possibility to develop these communicative skills.	Take advantage of opportunities of oral and writing skills practice and encourage and support their fellow students before and after these opportunities. Give each other constructive feedback when the opportunity is presented.

Links:

http://www.umu.se/digitalAssets/193/193958_kvalitetssystem-fr-utbildning-p-grundniv-och-avancerad-niv-rektor-170221x.pdf

http://www.umu.se/digitalAssets/175/175107_regler-fr-studentinflytande-151214.pdf

http://www.umu.se/digitalAssets/126/126860_500-1022-13-handlgningsordning-fr-kursvrderingar.pdf

http://www.umu.se/digitalAssets/184/184596_fs-1.1-340-16-regler-fr-studieadministration-p-grund--och-avancerad-niv.pdf



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<http://regler.uu.se/dokument/?contentId=14251>

https://www.umu.se/globalassets/centralwebb/studentwebben/dokument/24069_handlaggn_ordning_stud_arenden.pdf



Where you can turn to if the following situations arise:

Ultimately responsible for the education at the Department of Psychology and the decisions that are made and the measures that are taken is the Head of the Department.

Type of question	Who can I contact?
Problems with teaching elements	Lecturing teacher
Problems with a specific course	Course Coordinator primarily, then Director of Studies
Problems with lack of information on a course	Course Coordinator primarily, then Director of Studies
Problems with registration on a course/reporting of course credits	Study Administrator
Experiencing a lack of quality with the teaching	Address the Course Coordinator during the course and at course evaluations
You end up in conflict with a fellow student	Study Counsellor primarily, then Director of Studies
You end up in conflict with a teacher	Director of Studies
If problems in the class arise, for example with group work	Course Coordinator primarily, then Director of Studies
Problems with the studies	Study Councillor / The Student Union
Harassment and discrimination	Head of the Department
Problems with the work environment	Student safety representative
You become ill	Study Counsellor
Experiencing mental health problems	Study Counsellor / Student Health Service
Need individual counseling	Student Health Service / Student Priest