



Course syllabus

Board of Education Science

School of Education, Psychology and Sports Science

1GN009 Verksamhetsförlagd utbildning i förskoleklass/årskurs 1-3, period I, 7,5 högskolepoäng

Work-based education in primary school, Pre-school class and years 1-3, period I, 7.5 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by the Board of the School of Education, Psychology and Sports Science
2011-08-29

The course syllabus is valid from spring semester 2012

Prerequisites

For acceptance to the course, students must have a passing grade of 15 credits in (UVK) as well as 15 credits in Swedish within the framework for the education.

The course is a part of the Primary School Teacher Programme.

Students must carry out Work-Based Education either in pre-school class or in year 1.

Objectives

The expected learning outcomes for courses in work-based education are formulated on the basis of the document Goals and Criteria for Work-Based Education - Primary School Teacher Programme with Specialisation in Primary School and Pre-School Class. The document describes a progression on four levels: Introductory, General, Advanced as well as Specialisation and application.

On completion of the course, students should - *on introductory level at least* - with special focus towards children's learning, communication and language development as well as basic literacy development, be able to

- formulate clear learning goals that are appropriate and suitable to children/pupils
- construct or choose methods, activities and material and other resources, that are suitable for children/pupils and suitable to the learning goals
- construct and choose assessment forms that are suitable for children/pupils and that are suitable to the learning goals

- communicate expectations on every child's/pupil's learning
- challenge/stimulate children/pupils to broaden their minds and learning
- demonstrate didactic drive
- understand the importance of recognising relevant aspects of children's/pupils' conditions, knowledge and experiences
- account for the objectives of policy documents and how they can be applied in educational practice
- reflect over the utilisation of digital tools in relation to children's/pupils' learning
- communicate with children/pupils and colleges
- contribute to a climate in education that is characterised by responsiveness and respect
- choose or create, as well as maintain, an environment for learning that is secure and stimulating
- demonstrate leadership and a professional attitude
- reflect over and ask question about the operation

Content

The course should provide students with ample opportunity to learn the profession/fulfil the expected learning outcomes. In the course, there is a special focus on children's learning, communication and language development as well as basic literacy development for teaching in preschool class and primary school. The period is modelled on the basis of two different perspectives on professional learning. Firstly, on the basis of a participatory perspective where the role of education is to introduce the student to a professional practice and professional community. Students are given the chance to learn in practical situations and through their own, and the supervisor's, experiences. During this period, students are given a lot of responsibility. Secondly, conditions are created so that students should learn the profession on the basis of a spectator's perspective. Here, the students are given the opportunity to witness typical situations in the profession that later should provide examples and a basis for reflection. The programme's previous courses within UVK as well as Swedish will be counted in the course.

Professional Base and Professional Progression

The course constitutes the first step in the students' work-based education professional progression. Much emphasis is placed on students' communicative ability in listening, speaking and writing to support the education. It is also the first opportunity for students to test and reflect over digital tools as a resource for children's/pupils' learning and development.

Scientific Approach and Scientific Progression

When it comes to students' scientific progression, the course constitutes the first possibility to experience educational questions and problems as well as relate these to the rest of the education.

Type of Instruction

Work-based education is, in itself, a form of teaching where students develop relevant action skills, both general didactic, and subject for the teaching profession. Teaching is in the form of reflection over experiences and learning situations together with co-students and teachers. It is of the utmost importance that the work-based education, as a form of teaching, be supervised.

Examination

The course is assessed with the grades Fail (U) or Pass (G).

Examination of the expected learning outcomes is carried out through observations of the student's actions in education as well as follow-up conversations between student-work based education-university teachers. In addition to this, expected learning outcomes can be examined in the form of seminars between student/students-work based education-teachers-university teachers.

In order to receive a grade of pass, all expected learning outcomes must be fulfilled. Students' performances should be graded as adequate for the introductory level according to the document " Local rules for goals and assessment criteria in Work-based education with a focus on Primary Teacher Programme directed towards pre-school class and years 1-3."

Regardless of the examination form, it is the individual student's performance that is assessed and graded. Further information concerning examination forms can be found in the study guidelines.

In the case of termination of, or failure in, work-based education, students have the right to one further attempt.

Course Evaluation

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

Other

Possible additional costs in connection with assignments or the like must be paid for by the students themselves.

Required Reading and Additional Study Material

- Kommunala förskole- eller skolplaner
- Lindqvist, Per & Nordänger, Ulla-Karin. (2011). Mål och kriterier för Verksamhetsförlagd utbildning - Grundlärarprogrammet med inriktning mot förskoleklass och grundskolans årskurs 1-3. Linnéuniversitetet, Lärarutbildningen.
- Lokala arbetsplaner, handlingsplaner och ordningsregler
- Läroplanerna för de olika verksamheterna
- Nationella kursplaner
- Verksamhetshandböcker

See literature list for earlier courses

- UVK-kurs: Skolväsendets historia, värdegrund och samhälleliga villkor, förskoleklass och årskurs 1-6
- UVK-kurs: Utveckling och lärande, grundlärare
- Svenska I: Språkutveckling, barnlitteratur och kommunikation för undervisning i förskoleklass och årskurs 1-3
- Svenska II: Läs- och skrivinläring för undervisning i förskoleklass och årskurs 1-3