



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN044 Verksamhetsförlagd utbildning i årskurs 4-6, period III, 7,5 högskolepoäng

1GN044 Teaching Practice in Primary Teacher Programme with a Specialisation in Years 4-6, period III, 7.5 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2014-02-19

Revised 2017-01-23 by Faculty of Social Sciences.

The course syllabus is valid from autumn semester 2017

Objectives

The intended learning outcomes for student placement training VFU are formulated on the basis of the document Local Regulations for Objectives and Assessment Criteria within VFU for the Primary Teacher Programme with a Specialisation in Years 4-6. The document describes a progression on four levels: Introductory, General, Advanced, and Specialised and Applied. This course covers the objectives given on the introductory level as well as the general and advanced level.

After completing the course, students shall - on at least the introductory level and with special focus on English and the previous educational science core courses (UVK) as well as previous subject courses - be able to:

- make learning visible
- reflect on to what extent the intended learning outcomes have been attained
- understand and communicate the relation between the previous learning content, the present learning content and the content the pupils are to learn at a later stage
- establish professional relations with colleagues in order to share teaching experiences and to coordinate learning activities for the pupils
- communicate with parents or legal guardians about the pupils' learning or school

situation

- demonstrate the ability to reflect on the own activities on the basis of ethical arguments
- demonstrate the ability to reflect on the own activities on the basis of experience-based arguments
- demonstrate awareness in how sustainable teaching is created

Furthermore, the objectives assessed on the introductory level in VFU II are also included. After completing the course, students shall - on at least the general level and with special focus on English and previous educational science core courses (UVK) as well as previous subject courses - be able to:

- present the intended learning outcomes and learning activities to the pupils in a comprehensible and clear manner
- make the teaching content comprehensible to the pupils
- maintain an overview of the pupils' understanding of the teaching content, give feedback to the pupils in order to support their learning, and adapt the learning activities based on what may be required for the particular situation
- use their time efficiently in order to promote the pupils' learning
- promote pupils' and parents' influence and participation

Furthermore, the objectives assessed on the introductory level in VFU I are also included. After completing the course, students shall - on at least the advanced level and with special focus on English and previous educational science core courses (UVK) as well as previous subject courses - be able to:

- formulate clear intended learning outcomes, appropriate for and adapted to the pupils
- construct or choose methods, activities, material and other resources suitable for the pupils and adapted to the intended learning outcomes
- construct or choose forms of assessment suitable for the pupils and adapted to the intended learning outcomes
- communicate expectations to the pupils and demonstrate confidence in their ability to learn
- encourage pupils to broaden their minds and learning
- demonstrate the ability to take action in didactic situations
- account for the importance of activity-related aspects of the pupils' conditions, knowledge and experiences
- account for the aims given in the policy documents and how these may be put into practice in the educational environment
- reflect on the use of digital tools in relation to pupils' learning
- demonstrate the ability to communicate with pupils
- choose or create, as well as maintain, a physical environment for learning that is safe and stimulating
- contribute to a climate in the educational activities that is defined by sensitivity and respect
- demonstrate leadership and a professional attitude
- demonstrate the ability to reflect on and ask questions about the activities
- relate the fundamental values given in the policy documents to the own activities

Content

The aim of this course is to provide the students with extensive opportunities to learn

the profession and fulfil the course objectives. Special emphasis is put on English and the previous UVK courses.

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 the education is to introduce the students to a professional practice and professional community. Students are provided with the opportunity to learn in practical situations and through their own as well as their supervisors' experiences. During the period, the students are gradually given more responsibility in the activities. Secondly, students are given the opportunity to learn the profession on the basis of a spectator perspective. Here, students are given the chance to witness different situations in the profession, which later are used as examples and as a basis for reflection. The previous courses in UVK and English in the programme shall be taken into account in this course.

Professional Basis and Professional Progression

This course is the third stage in the student placement training, professional progression. Major emphasis is put on the students' communicative skills in terms of listening, speaking and writing as a support in the educational activities. Students are also given further opportunities to practice and reflect on digital tools as a resource for pupils' learning and development. During the course, students are given the chance to gradually take an independent overall responsibility for their professional knowledge.

Scientific Approach and Scientific Progression

In terms of the students' scientific progression, this course is a further opportunity to experience the activities' issues and problems and put these in relation to the education as a whole.

Type of Instruction

Possibilities for the students' professional learning are created through a variety of methods:

- Observations of educationalists, children/pupils and situations in the activities.
- Discussions with children/pupils, parents, management and educationalists in the activities.
- Planning, realization and follow-up of educational activities.
- Discussions on progress with supervisors.
- Seminars with instructors/students.

Examination

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

Examination of the course objectives with regard to the participatory perspective takes place through observations of the students' actions in the educational activities and follow-up discussions between student-supervisor-university lecturer. Examination of the course objectives in terms of the spectator perspective takes place by the use of discussions between student-supervisor-university lecturer, seminars or written assignments. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In the event of fail, students have the right to retake the VFU once.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis are presented to the students who have completed the course, as well as to the students at the following course date. The course evaluation is conducted anonymously.

The results are reported to the departments in question and to the programme council concerned.

Other

Any additional costs that may arise in connection with the student placement training are paid for by the students themselves. This course is included in the Primary Teacher Programme with a Specialisation in Years 4-6.

Required Reading and Additional Study Material

Required reading

- Linnéuniversitetet. (2011). *Lokala regler för mål och bedömningsgrunder inom VFU för Grundlära­rprogrammet med inriktning mot årskurs 4-6.*
- Linnéuniversitetet. (2012). *Verksamhetsförlagd utbildning. Grundlära­r­ut­bil­d­ning­en årskurs 4-6. Guide för handledning och bedömning.*
- Local policy and regulatory documents.
- Skolverket. (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet* 2011 Revised 2016. Stockholm: Skolverket.

Works of reference

Literature from the previous courses with special focus on English and previous UVK courses. Literature from the previous courses in the education may also be included.