



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN045 Verksamhetsförlagd utbildning i förskoleklass/årskurs 1-3, period IV, 7,5 högskolepoäng

1GN045 Teaching Practice in Primary Teacher Programme with a Specialisation in Pre-school and Years 1-3, Period IV, 7.5 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2014-02-19

The course syllabus is valid from spring semester 2015

Objectives

The intended learning outcomes for courses within the 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 Pre-School and Years 1-3". The document describes a progression on four levels: Introductory, General, Advanced and Specialised and Applied. This final course in placement studies has no new objectives stated for the introductory level, but all objectives introduced in previous student placement studies are also applied on the higher level. For this course are applied objectives which the student shall know on a general level, advanced level or specialised and applied level.

In the course VFU III, the following objectives were assessed on the introductory level. After completing the course, students shall - on at least the general level - be able to:

- make learning visible
- reflect on to what extent the intended learning outcomes have been attained
- understand and communicate relations between the previous learning content, the present learning content, and the content that 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 and 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 experienced-based arguments
- demonstrate awareness of how sustainable teaching is created

Furthermore, the objectives assessed on the introductory level in the course VFU II are also included. After completing the course, students shall - on at least the advanced level - be able to:

- present 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, and give feedback to the pupils in order to support their learning process and adapt the learning activities based on what may be required for the particular situation
- use their time efficiently in order to promote pupils' learning
- promote pupils' and parents' influence and participation

Furthermore, the objectives assessed on the introductory level in the course VFU I are also included. After completing the course, students shall - on at least the specialised and applied level - be able to:

- formulate clear intended learning outcomes appropriate for and adapted to the pupils
- construct or select methods, activities, material and other resources suitable for the pupils and adapted to the intended learning outcomes
- construct and select 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 the pupils to broaden their minds and learning
- demonstrate the ability to take action in didactic situations
- account for the importance of activity-related relevant aspects of the pupils' conditions, knowledge and experiences
- account for the aims given in the policy documents and in what ways these may be put into practice in the educational environment
- reflect on the use of digital tools in relation to the 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
- establish a climate within 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

This is the fourth and final course in student placement training (VFU) which entails that students shall embrace the previous courses given in the education; UVK

(development, learning and knowledge) courses and subject courses. The course shall provide the students with extensive opportunities to independently take a comprehensive responsibility for the profession on the basis of the course objectives. Students shall during this period independently and together with others plan, carry out, evaluate and develop teaching and other educational activities.

The period is modelled on the basis of two different views on professional learning. Firstly, based on a participatory perspective where the role of the education is to introduce the student to a professional practice and professional community. Students are provided with the opportunity to learn from practical situations and by their own experiences as well as that of their supervisors. During the period, students are gradually given more overall responsibilities in the activities. Secondly, opportunities are provided in order for the students to learn the profession on the basis of the spectator perspective. Here, students are given the chance to witness different situations in the profession, which later on are used as examples and as a basis for reflection.

Professional Basis and Professional Progression

This course is the fourth and final part of the students' placement training in professional progression. The course entails that students shall be able to independently take a comprehensive responsibility. This means that this placement training course cannot be focused on certain subjects and/or UVK courses, but the entire course is intended to have an impression on the student placement studies. Major emphasis is put on students' communication skills with regard to listening, speaking and writing as a support to the educational activities.

Scientific Approach and Scientific Progression

In terms of students' scientific progression, the course is a further possibility for deeper studies in relation to learn from issues and problems within the activities, and put these in relation to the education as a whole. Major emphasis is put on students combining their knowledge on theory with their experiences from the activities, that they are able to see how these are connected, but also - and perhaps most importantly - that they ask questions which may result in further studies as well as in development of knowledge and the activities as a whole.

Type of Instruction

The possibilities for 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 within 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 as regards the participatory perspective is carried out through observations of the students' actions in the educational activities, as well as through follow-up discussions between student-supervisor-university lecturer.

Examination of the course objectives as regards the spectator perspective is carried out by the use of discussions between student-supervisor-university lecturer, and through

seminars or written assignments. Irrespective of examination method, it is the performance of the individual student that is assessed and graded. In case of failure, students have the right to retake the VFU once.

Course Evaluation

After completing the course, a course evaluation is carried out, which is compiled in writing and presented to the students who have attended the course. It is also presented to students at the following course date, together with any measures taken. The results are reported to the department in question and to the programme council concerned, and are then filed by the course coordinating department.

Other

Any additional costs that may arise in connection with the placement studies are paid for by the students themselves. This course is included in the Primary Teacher Programme with Specialisation in Pre-School and Years 1-3.

Required Reading and Additional Study Material

Required reading

- Linnéuniversitetet. (2011). *Lokala regler för mål och bedömningsgrunder inom VFU för Grundlärarprogrammet med inriktning mot förskoleklass och grundskolans årskurs 1-3.*
- Linnéuniversitetet. (2012). *Verksamhetsförlagd utbildning. Grundlärarutbildningen förskoleklass – årskurs 1-3. Guide för handledning och bedömning.*
- Local policy and regulatory documents.
- Skolverket. (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011.* Stockholm: Skolverket.

Works of reference

The list of references from the previous courses within the education is applied.