Linnæus University

Jnr: 2014/1037-3.1.2

Course syllabus

Faculty of Social Sciences
Department of Education

1UV206 Lärarens reflektion - verksamhetsförlagd utbildning, 7,5 högskolepoäng

Using a reflective approach - school-based training, 7.5 credits

Main field of study
Educational Sciences

Subject Group
Educational Sciences/General Didactics

Level of classification
First Level

Progression
G1F

Date of Ratification
Approved by Faculty of Social Sciences 2014-05-21
The course syllabus is valid from spring semester 2015

Prerequisites
30 hp (credits) in a subject with relevance to the teacher training program

Objectives

After completing the course, the students should:

- be able to convert subject knowledge and educational knowledge into school praxis,
- illuminate and critically examine different school situations using learning theory as well as praxis perspectives,
- critically and constructively study school praxis from an international standpoint,
- be able to reflect upon his/her own role as a teacher

Content

During the internship the student is trained to teach on his/her own as well as together with the teacher educator at the local school. The training is located to a local school and carried out in co-operation with this school. An important part of the training is that the student understands the educational setting and can explain how learning activities fit within existing requirements and traditions.

Type of Instruction

The course consists of internship where theory is integrated with practice. The course also consists of seminars where the student is trained to reflect upon school-based experiences using the course literature. These reflecting seminars are scheduled regularly throughout the course.

Presence is compulsory during the full period of internship and at the seminar where the assignment is presented and discussed.

Examination

The course is assessed with the grades Fail (U) or Pass (G).
Examination is done by testing the student's achievements during internship and with a written assignment. In the assignment, which should be presented orally and supervised and evaluated by the university, the student relates the schoolwork to educational insights and shows that she/he can reflect critically and constructively upon her/his role as a teacher in relation to the educational setting.
The mark "Passed" requires that learning goals are fulfilled and that the student has presented her/his paper at a seminar. The student is entitled to have the grade translated to an ECTS-grade. To have the grade translated, the student must request such a grade at the beginning of the course.
Reexamination is made within six weeks after the first examination (within ordinary term). Internship can the most be examinated twice.

Course Evaluation

After the course, students are given the opportuntiy to fill out anevaluation. The result of the evaluation is reported to the students and the document is archived according to the policy of the department.

Required Reading and Additional Study Material

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

Kurzman, K. (1998). Reflection. *The English Journal*, 87(3), 28-29.

Lindqvist, P. & Nordänger, U.-K. (2012). Three Domains of Teachers' Expertise In *Placement. Primary and lower Secondary school teacher training.* Kalmar/Växjö: Linnaeus University page 5-10.

Lundin, M. (2007). Building a common platform on students' participation. A descriptive sudy of a human biology school project. *Journal of Science Education and Technology*, 16(5), page 369-377.

Swedish National Agency for Education (2000). *Democracy in Swedish Education* Stockholm: Skolverket. ISBN 91-89314-05-0

Swedish National Agency for Education (2011). *Curriculum for the compulsory school, preschool class and the recreation centre, 2011* ISBN: 978-91-86529-58-1 Online Internet: www.skolverket.se/publikationer?id=2687

Zwiers, J. (2008). *Building Academic language: Essential practices for content classrooms, grades 5-12*. San Fransisco: Wiley, page 1-17.