



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1UV207 Lärarens reflektion - verksamhetsförlagd utbildning, 7,5 högskolepoäng

1UV207 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 2014-09-18

Revised 2018-06-04 by Faculty of Social Sciences. Revision of the course literature. The course syllabus is valid from autumn semester 2018

Prerequisites

30 credits in a subject with relevance to the teacher training programme.

Objectives

After completing the course, students shall:

- be able to implement subject knowledge and general educational knowledge within the educational setting,
- highlight and critically examine different school situations using learning theory as well as practice
- critically and constructively study the educational setting from an international point of view,
- be able to reflect on his/her own role as a teacher

Content

During the placement studies, students learn how to plan and carry out teaching, independently as well as together with the teacher instructor. The major part of the course takes place at a school and is carried out in close collaboration with the teacher

instructors at the schools. Students acquire knowledge of how the educational setting is structured and shall account for how the structuring of the setting is related to current requirements and traditions.

Type of Instruction

The course consists of placement studies (VFU) where theory is integrated with practice. Teaching is also conducted in the form of seminars where students learn how to reflect upon their experiences from school based on the course literature included. These reflective seminars are held on a regular basis throughout the entire course. Attendance is compulsory during the entire period of placement studies and at the seminar where the examination assignment is presented and discussed.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

Grade A represents the highest grade, and the subsequent grades follow in descending order, where grade E is the lowest grade that qualifies as a Pass. A grade of F means that the student's performance is assessed as Fail, (i.e. received the grade F).

Students who have not passed (i.e. received the grade of F) at the regular examination will be offered a new examination shortly after the scheduled examination date.

Examination is carried out by testing the student's achievements during the placement studies, and by means of a written assignment. In the assignment, which shall be presented orally, and supervised and evaluated by the university, the student relates the schoolwork and experiences gained to educational insights, and shall on the basis of this demonstrate that they have the ability to reflect critically and constructively on their role as a teacher in relation to the educational setting.

In order to receive a grade of Pass in the course, the course objectives must be attained and the student must present his/her paper at a seminar.

Course Evaluation

At the end of the course, students are given the opportunity to fill out a web-based course evaluation. The evaluation is compiled and filed in accordance with the departmental regulations.

Other

Information about the grading criteria for the A-F scale is given in a separate document in connection with the start of the course, at the latest. Any additional costs for travels to and from the location of the placement are paid for by the students themselves. Placement requires that the student submit an extract from the criminal records in order to prove that they have no criminal record.

Required Reading and Additional Study Material

Required Reading

Friesen, Norm & Osguthorpe, Richard. (2018): Tact and the pedagogical triangle: The authenticity of teachers in relation. *Teaching and Teacher Education*. 70, pp. 255-264

Geertz, Clifford. (1973): *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, (selected parts of pp. 3-54). Available on the Internet.

Niiya, Yu, Ellsworth, Phoebe. C. & Yamaguchi, S. (2006). Amai in Japan and the United States: An exploration of a 'culturally unique' emotion. *Emotion*, 6 (2), 279-295.

Swedish National Agency for Education (2011) Curriculum for the compulsory school, preschool and the recreation centre, ISBN: 978-91-86529-58-1. Available on the Internet.