



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FL004 Verksamhetsförlagd utbildning i förskolan, period IV, 7,5 högskolepoäng

Work-based Education in Pre-school, Period IV, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Social Sciences 2013-09-19

The course syllabus is valid from autumn semester 2014

Prerequisites

NO VALUE DEFINED

Objectives

The intended learning outcomes for courses in the student placement training (VFU) have been formulated on the basis of the document Local Regulations for Objectives and Assessment Criteria within VFU for the Early Years Education Programme. The document describes a progression on four levels: Introductory, General, Advanced, and Specialised and Applied.

After completing the course, students shall - on at least the general level - be able to:

- establish professional relations with colleagues with the aim to promote the development of the activities
- communicate with legal guardians about children's learning and/or their social situation
- contribute to making learning visible to the children
- reflect on and ask questions about the activities on the basis of ethical arguments
- reflect on and ask questions about the activities on the basis of experience-based arguments
- demonstrate awareness of how sustainable teaching is created

Students shall also - on at least the advanced level - be able to:

- make the learning content comprehensible to the children in a clear and

understandable manner, and in a correct manner with regard to the subject/subject field

- encourage and make visible the children's own initiatives to expand their learning
- reflect on to what extent the organisational objectives have been fulfilled
- create as well as maintain a climate that promotes healthy relations in the children's group
- create and carry out educational activities for children's learning that are safe and stimulating
- demonstrate awareness of the influence and participation of legal guardians on the educational activities

Students shall also - on at least the specialised and applied level - be able to:

- act on the basis that care, education and learning form a whole in the educational activities
- create stimulating and fulfilling learning processes for the children that promote their learning individually as well as part of a group
- observe and document learning activities and interpret these in relation to the organisational objectives and the educational environment
- communicate expectations on the children's learning that are challenging and stimulating for their continuous development
- make use of the children's knowledge, experiences and interests to stimulate each individual child's learning and development
- use play to stimulate children's learning
- relate didactic choices in the activities to the policy documents
- contribute to a climate in the educational activities that is defined by sensitivity and respect and which makes children's influence and participation possible
- establish and maintain healthy relations with the children
- demonstrate a professional attitude in their leadership
- relate the fundamental values given in the policy documents to the educational activities and their own approach
- reflect on and ask questions about the activities on the basis of theoretical and practical arguments

Content

The course provides the students with extensive opportunities to be introduced to the profession/fulfill the course objectives. 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 student to a professional practice and professional community. Students are provided with the opportunity to learn in practical situations and by their own, as well as their VFU teacher's, experiences. During this period, students are gradually given more responsibility in the activities. Secondly, students are given the opportunity to learn the profession on the basis of the spectator perspective. Here, students are given the chance to witness typical situations in the profession which later are used as examples and a basis for reflection.

Professional Basis and Professional Progression

The students have during previous student placement training as well as during courses given at the university, gained their initial experiences with regard to the objectives that shall be fulfilled on the general level. Thus, their reflections and actions are now expected to demonstrate such experiences. Students shall at this point to some extent be able to present and realize their own ideas on content and forms. They are also expected to be able to value activities in relation to policy documents and the children/children's group.

Activities and reflections in relation to the objectives that shall be attained on the advanced level shall at this point have clear features of subject-related/subject didactic competences and competences in the preschool educational field which the students

have acquired during the courses given at the university. Concerning these objectives, students should demonstrate a variety of working methods and forms to apply in order to be able to acknowledge children's diverse conditions and needs.

In connection with the objectives to be fulfilled on the specialised and applied level, students shall demonstrate that they have taken the step from students to preschool teachers. Students behave in a deliberate and independent manner as colleagues in a team.

Scientific Approach and Scientific Progression

The course gives the students the opportunity to experience the activities and its issues as well as identify any areas of problems in practice, which can be followed up in the degree project. Students shall be able to relate issues regarding the practical activities to research results and theoretical perspectives, to promote their own development as well as reflect on the development of the activities. Furthermore, connections between scientific and educational methods shall also be included. Students have through the courses given at the university acquired a scientific approach which should be demonstrated by them being able to critically review the activities and their own actions.

Type of Instruction

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

- Observations of educationalists, children and situations in the activities.
- Discussions with children, parents, management and educationalists in the activities.
- Planning, realization and follow-up of educational activities.
- Supervisory discussions with VFU teachers/instructors.
- Seminars with VFU teachers/instructors/students. Students document their professional learning in the previously introduced professional portfolio.

Examination

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

Examination of the course objectives is carried out through observations of the students' actions in the educational activities, and by follow-up discussions between student - VFU teacher - university lecturer, and through seminars and written assignments. In order to receive a grade of Pass, the student's performances must have been assessed as sufficient for the general, advanced, respectively the specialised and applied level in accordance with the document Local Regulations for Objectives and Assessment Criteria in VFU for the Early Years Education Programme. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In case of interruption or fail of the VFU, 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. The results are reported to the departments in question and to the programme council concerned, and are later filed by the course coordinating department.

Other

Any additional costs that may arise in connection with assignments or such activities are paid for by the students themselves. Information about the criteria for reimbursement of travel expenses is given in the VFU manual.

Required Reading and Additional Study Material

Required reading

- Municipal preschool or school plans
- Local working plans, action plans and rules of conduct
- Local management manuals or equivalent

- *Läroplan för förskolan, Lpfö 98*. [New, rev. ed.] (2010). Stockholm: Skolverket. (16 p.). ISBN: 9789138325384. Available on the Internet: <http://www.skolverket.se/publikationer?id=2442>
- Handbok för verksamhetsförlagd utbildning (VFU) inom lärarutbildningen. Linnéuniversitetet Kalmar/Växjö. (13 p.)

Works of reference

- Works of reference from the previous courses
- Lokala regler för mål och bedömningsgrunder inom VFU för Förskolläraryrket
- VFU i förskolläraryrket - guide för handledning och bedömning