



Course syllabus

Faculty of Social Sciences
Department of Sport Science

2ID01Ä Verksamhetsförlagd utbildning I, för ämneslärare i idrott och hälsa, 7,5 högskolepoäng

Teaching practice placement I, for subject teachers of physical education and health, 7.5 credits

Main field of study

Sport Science

Subject

Sport Science

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2024-01-19.

The course syllabus is valid from autumn semester 2024.

Prerequisites

Subject studies comprising 60 credits:

1ID20Ä Physical and health education I, for upper secondary school teachers, 30 credits and 1ID40Ä Physical and health education II, for upper secondary school teachers, 30 credits, or the equivalent.

Objectives

Upon completion of the course, students should be able to:

- on the basis of a good level of knowledge in the field, plan, carry out and evaluate classes in the subject in accordance with relevant policy documents and

- based on the conditions of the group of pupils in question,
- on the basis of a scientific approach, reflect on their own teaching practice and identify the need for further knowledge and skills relevant to the profession,
 - on the basis of subject knowledge and subject-specific didactic knowledge, analyse and critically reflect on the choice of methods, content and study material, including study resources and digital resources, in relation to the intended learning outcomes and the group of pupils concerned,
 - exercise basic leadership in the classroom, establish and maintain social relations necessary for the profession, and be able to communicate adequately in both written and spoken Swedish,
 - assess the pupils' knowledge development and communicate this assessment to the pupils in a relevant manner.

Content

Students shall during the course observe teaching methods, plan and give classes as well as discuss the performance with their supervisor. The students shall be given the opportunity to further enhance their ability to establish the conditions required for structure, participation and visible learning in the teaching. They should be given the chance to practice guiding and interacting with pupils in a manner relevant to the profession, which for instance entails demonstrating commitment to the pupils and their learning processes, promote their participation in the processes, and communicate expectations that demonstrate confidence in their ability to learn. During conversations with supervisors and during teaching, the role of the teacher is highlighted, concerning promoting a physical and psychosocial environment that is safe and stimulating.

Students shall participate in formal assessment practices and be given the opportunity to reason about the role of assessment in planning, implementation and evaluation of teaching, and in supporting the pupils' learning, preferably together with other professions within the school environment, such as special education teachers.

Students shall also participate in other activities included in the teaching profession, such as internal meetings at the school and meetings held with custodial parents, discussions on progress, teachers' seminars, and field days.

Professional, subject-specific didactic and scientific progression

The placement studies form the core of the professional development. This course is the students' first opportunity to under supervision try out, evaluate and reflect on subject-specific didactic methods in a focused manner and for a longer period of time in a school environment. Based on social and subject-specific didactic skills and skills in assessment, special emphasis is placed on forming a good foundation for the work as a teacher in the subject. In terms of the scientific progression, the students are given the chance to observe any issues and challenges in relation to the practice, and put experiences from the course in relation to the other studies.

Compulsory attendance

Placement studies are carried out equivalent to full-time work in school. The students shall with the help of a placement supervisor plan, implement and evaluate teaching in

relation to subject-specific didactic considerations. In addition to teaching, the students shall also to the extent possible and together with the placement supervisor participate in all the existing assignments, such as staff meetings and discussions on progress.

Type of Instruction

Placement studies is a type of instruction in which the students under supervision are given the opportunity to try out and develop action skills relevant to the teaching profession, general skills as well as subject-specific didactic skills. Instruction also takes place through discussions and reflection on experiences and teaching situations together with the placement supervisor and university teacher visiting the placement.

Essential for placement studies as a type of instruction is that it must be supervised.

Examination

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

Examination of the course objectives takes place by means of observations of the individual student's actions and behaviour in the educational setting, and through follow-up discussions held between the student, placement supervisor and university teacher visiting the placement. Examination takes place after consultation with the placement supervisor. In case written or oral assignments are included in the placement studies, the presentation of these is also used as a basis for the assessment.

A new summative assessment is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University. Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Students who fail a course or module in placement studies have the right to retake the placement studies only one more time. An examiner may decide that a student's placement training shall be discontinued, to take effect immediately, if the student in question demonstrates such serious lack of knowledge, skills or approach that the safety or integrity of the pupils or the confidence of parents is jeopardized. If the student placement training is discontinued in this manner, the student fails the course/module.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date, together with any improvements made.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:
2IDÄ14, 7.5 credits.

Other Information

Any additional costs that may arise in connection with the placement studies are paid for by the students themselves.

Required Reading and Additional Study Material

Insulander, Eva & Selander, Stefan (ed.) (2018). *Att bli lärare*. Stockholm: Liber AB, (342 p.). ISBN: 978-91-47-12285-1.

Larsson, Håkan (2016). *Idrott och hälsa: i går, i dag, i morgon*. Stockholm: Liber, (333 p.). ISBN: 9789147121960.

Larsson, Håkan, Lundvall, Suzanne, Meckbach, Jane, Peterson, Tomas & Quennerstedt, Mikael (eds.) (2016). *Hur är det i praktiken? Lärare utforskar ämnet idrott och hälsa*. Stockholm: Gymnastik och idrottshögskolan, (148 p.). Available on the Internet. ISBN: 978919808628.

Schenker, Katarina (2022). *Idrottsdidaktik för lärar- och tränarutbildningar*. Stockholm: Liber, (264 p.). ISBN: 9789147146789.

Sebelius, Sofia (2018). *Att vara idrottslärare: om de själva får berätta*. Licentiatavhandling Malmö. (117 p.). Available on the Internet. ISBN: 9789171049445.

Curricula for compulsory school and upper secondary school, including course syllabuses for the subjects in question and other relevant policy documents.

The National Education Agency's commentary for course syllabuses and the school's assessment practices.

Scientific publications also included, (100 p.).