



## Course syllabus

Faculty of Social Sciences

Department of Sport Science

2IDÄ04 Verksamhetsförlagd utbildning för ämneslärare i idrott och hälsa I - inriktning mot arbete i gymnasieskolan, 7,5 högskolepoäng

2IDÄ04 Teaching Practice Placement for upper Secondary School Teachers of Physical and Health Education I, 7.5 credits

### **Main field of study**

Sport Science

### **Subject Group**

Sport Science

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2011-12-12

Revised 2016-03-08 by Faculty of Social Sciences. One intended learning outcome added.

The course syllabus is valid from autumn semester 2016

### **Prerequisites**

Physical Education and Health I - for Upper Secondary School Teachers, 1-30 credits, and Physical Education and Health II - for Upper Secondary School Teachers, 31-60 credits, or the equivalent.

## Objectives

After completing the course, students shall be able to:

- formulate clear intended learning outcomes that are appropriate as well as adapted and comprehensible to the pupils
- adapt the choice of methods, activities and material as well as other resources in relation to the learning outcomes and the group of pupils in question
- plan, carry out and evaluate activities in physical education and health
- make use of and consider the safety aspects of the subject during planning, organisation and implementation of teaching of physical education and health in various environments
- promote pupil influence and participation

- evaluate to what extent the intended learning outcomes have been attained
- describe and analyse the individual needs of children and young people in relation to physical education and health, in particular in view of gender, ethnicity and social background
- have an understanding of the principles of assessment and grading in relation to policy documents
- treat pupils and colleagues in a manner that corresponds with the fundamental values of the school policy documents.

## Content

The aim of the course is for students to develop their professional skills, through their own actions and practical teaching. The course is intended to contribute to the student's ability to identify and analyse aspects of the teaching profession in relation to the subject and the subject didactics. Specialised studies in subject didactics are also included by means of a clear specialisation in teaching within the relevant forms of school, where also special educational issues relevant to the subject are discussed.

### **Professional Basis and Professional Progression**

The course deepens the knowledge of the teaching role and the school as a workplace as well as a social institution. Students are given the opportunity to further develop their subject didactic knowledge through the course content which illustrates and problematizes what teaching of physical education and health may entail. Planning and carrying out teaching, as well as documentation, analysis and evaluation are also included as educational activities in various contexts. The aim of the course is to establish an integration of general professional skills, subject didactics and the various contents of the subject, in order to strengthen the knowledge base of the profession.

### **Scientific Approach and Scientific Progression**

The importance of adopting a scientific approach is emphasized in the course, in order to educate the students to make didactic choices at several levels and by this also strengthen the professional teacher competence. The course contributes to the development of a scientific approach by the students practicing critical examination, analysis and evaluation, and by adopting a reflective approach to their own teaching as well as that of others.

## Type of Instruction

The possibilities for the students' learning are created through a variety of methods:

- observations of educators and pupils in different situations in the activities
- planning, implementation and follow-up of teaching and learning situations
- reflective discussions with the placement supervisor and the university lecturer
- discussions with pupils, parents, school management and other educators in the activities.

## Examination

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

Examination of the intended learning outcomes takes place by means of observation of the student's actions in the activities, and through follow-up discussions between the student, placement supervisor and university lecturer. Examination also takes place by means of seminars and written assignments. The number of examination sessions for

the placement studies are limited to two sessions.

### Course Evaluation

At the end of the course, a course evaluation is carried out which is compiled in writing and presented to the students who have completed the course, as well as to new students at the following course date together with any measures taken. The compilation is presented to the departmental bodies and the programme council concerned, and is later filed by the course coordinating department.

### Other

Any additional costs in relation to travels to and from the location of the placement are paid for by the students themselves.

### Required Reading and Additional Study Material

Larsson, Håkan & Meckbach, Jane (Latest edition). *Idrottsdidaktiska utmaningar*. Stockholm: Liber, (100 p.).

Lindqvist, Per (2010). Ödmjuk orubblighet – en avgörande kvalitet i lärares yrkeskunnande. *Didaktisk tidskrift*, Vol.19, No.1 (20 p.).

Rønholt, Helle & Peitersen, Birger (Eds.) (Latest edition). *Idrætsundervisning: En grundbog i idrætsdidaktik*. København: Museum Tusulanum, (200 p.).

Schenker, Katarina (2011). *På spaning efter idrottsdidaktik*. Diss. Lund: Lunds universitet, (200 p.). Available on the Internet.

Current policy documents and commentary for primary and secondary school and upper secondary school. (100 pages). Available on the Internet.

Scientific articles also included.