



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2KP310 Verksamhetsförlagd utbildning I för ämneslärare i engelska och moderna språk (KPU), 7,5 högskolepoäng

Teaching practice placement for secondary school teachers of English and modern foreign languages, 7.5 credits

Main field of study

English, French, Spanish, German, Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2019-01-31

The course syllabus is valid from autumn semester 2019

Prerequisites

For teaching in school years 7–9: Subject knowledge in at least one subject of teaching in school years 7–9 equivalent to subject studies of at least 90 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 240 or 270 credits, the subject studies must include an independent project of at least 15 credits.

For teaching in upper secondary school: Subject knowledge in at least one subject of teaching in upper secondary school equivalent to subject studies of at least 120 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 300 or 330 credits, the subject studies must include an independent project of at least 15 credits.

Objectives

After completing the course, the student should be able to:

- connect relevant theories of language learning, language didactics and literature didactics to practical teaching, and by that demonstrate the ability to plan, conduct and evaluate their own teaching,
- in accordance with current policy documents formulate clear learning outcomes which are suited to their purposes and adapted to and made clear to the pupils,
- assess the extent to which the learning outcomes have been achieved,
- with the help of supervision adjust their choice of teaching methods, activities, material and other resources, including ICT, in relation to the learning outcomes and the group of pupils,

- confidently use their teaching language,
- demonstrate the ability to take initiatives and cooperate, and follow general rules at the host school,
- demonstrate the ability to build good relationships with pupils and colleagues,
- describe the professional experiences gained in the course and identify their own needs to develop,
- describe their teaching practice placement school from the perspective equality.

Content

This course provides the student with numerous opportunities to acquire knowledge in the profession and achieve the intended learning outcomes. The course focuses specifically on teaching a language in a way which relates to both objectives within the subject and language-didactic and literature-didactic theory, as well as the evaluation of teaching.

The organisation of the period is based on two different perspectives on professional teaching: On the one hand, it is organised from a *participation perspective*, in which the role of the placement is to introduce the student to a professional placement and community. The student is given the opportunity to learn in practical situations and through their own and their supervisors' experience. During the period the student is given more and more responsibility in the work.

On the other hand, the student is given the opportunity to learn about the profession from the *observer perspective*. The student is given the chance to witness typical situations within the profession, which can later work as examples and form the basis for reflections. Didactic issues are discussed and previous didactic courses in the Teacher Education Programme should be taken into consideration in the course.

Professional basis and professional progression

In this first teaching practice placement course the student practises planning, conducting and evaluating teaching on the basis of the school's objectives, with the help of a supervisor. The student is expected to observe the use of ICT and be attentive to aspects of equality at the school. On the basis of solid subject knowledge, the student practises teaching methods and their ability to communicate to support pupils' learning. The student demonstrates an interest in the work conducted at the school and treat both pupils and staff with respect. The work-related experiences gained in the course provide the student with a foundation for reflections of their own professional development.

Scientific approach and progression

In the teaching practice placement the student has the opportunity to form theoretical, curriculum-related and subject-didactic aspects on teaching, on the basis of previous courses.

Type of Instruction

Teaching practice placement is a type of instruction in itself, in which the student develops relevant general and subject-didactic competence for the teaching profession through practical teaching. Teaching is also delivered in the form of discussions and reflections of experiences and teaching situations with the supervisor at the school and the teacher at the university. An important part of the teaching practice placement is that it must be supervised.

Examination

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

The objectives are examined through observations of the student's performance in the educational work and through a follow-up discussion between the student, the host-school supervisor and the teacher from the university. Reports from the supervisor and the student's written and/or oral presentation of a theme related to their teaching practice placement also form the basis for examination.

In order to receive the grade of Pass, the student must achieve the intended learning outcomes.

In order to receive the grade of Pass with Distinction, the student must achieve the intended learning outcomes, and apply their skills and abilities independently in more complex contexts and situations. The student must also be able to adjust to new routines, use appropriate strategies in difficult teaching situations, choose efficient methods and conduct critical and independent analyses of the relation between theory and practice.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous.

Other

Students who fail a course or module in teaching practice placement have the right to conduct the teaching practice placement one more time. The examiner can immediately disrupt a student's teaching practice placement if the student demonstrates such lack of knowledge, skills or perspectives that risk influence pupils' safety or integrity or parents' confidence in the school. This kind of disruption results in the student receiving the grade of fail.

Any costs in connection to the course are paid by the student.

Required Reading and Additional Study Material

Skolverket. 2011. *Kommentarmaterial till kursplanen i engelska (Grundskolans läroplan 2011)*. Stockholm: Norstedts juridik. Available on www.skolverket.se. 26 p.

Skolverket. 2011 (revised 2017). *Kommentarmaterial till kursplanen i moderna språk (Grundskolans läroplan 2011)*. Stockholm: Norstedts juridik. Available on www.skolverket.se. 26 p.

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Stockholm: Fritzes. Available on www.skolverket.se. 77 p.

Skolverket, 2011. *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011 (inklusive ämnesplaner)*. Stockholm: Fritzes. Available on www.skolverket.se. 204 p.

Skolverket. 2018. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Norstedts Juridik. Available on www.skolverket.se. 260 p.