



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish

2KP326 Verksamhetsförlagd utbildning I, för ämneslärare i svenska som andraspråk (KPU), 7,5 högskolepoäng

Teaching practice placement I, for subject teachers of Swedish as second language, 7.5 credits

### **Main field of study**

Educational Sciences

### **Subject**

Swedish as a Second Language

### **Level**

First cycle

### **Progression**

G2F

### **Date of Ratification**

Approved 2024-03-08.

The course syllabus is valid from autumn semester 2024.

### **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 subject-didactic knowledge to practical teaching, and by that demonstrate the ability to plan, conduct and evaluate their own teaching,
- adapt their choice of teaching methods, activities, material and other resources, including digital tools, to the learning objectives, the group of pupils and individual pupils,
- demonstrate the ability to build good relationships with pupils and colleagues,
- apply the basic values of policy documents in their own work.

## Content

In this course students develop an understanding of the teaching profession with a special focus on conducting teaching in Swedish as a second language in relation to learning objectives and relevant research. The student participates in and follows the work at a school. Apart from teaching, the student should also, to the extent possible, participate in all tasks the host-school teacher performs at the school, such as teachers' meetings and parent-teacher conferences.

### *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 objectives, with the help of a supervisor. The student is expected to observe the use of digital tools 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. 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. Teaching practice placement must always be supervised.

## Examination

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

In order to receive the grade of Pass, the objectives must be achieved. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

The teaching practice placement is examined through a university teacher's visit at the school in which the student conducts planned teaching and discusses this with the visiting teacher, through the supervisor's reports on conducted teaching during the entire period, through a follow-up seminar in which the teaching is discussed, and through written documentation of the teaching practice placement.

Participation in the work at the school and follow-up seminars is compulsory.

For students who do not pass the teaching practice placement course, only one retake examination is provided.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels. In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

## Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

## 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: 2KP325 (7,5 hp).

## Other Information

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

Jönsson, Annelis & Rubinstein Reich, Lena. 2009. *Redo för läraryrket!*. Lund: Studentlitteratur. 122 s. ISBN 978-91-44050-56-0.

Hajer, Maaïke & Meestringa, Theun. 2014. *\*Språkinriktad undervisning: en handbok\**. Stockholm: Hallgren & Fallgren. 226 s. ISBN: 91-73828-38-6.

Skolverket. 2012. *\*Bedömning och betygssättning i gymnasieskolan\**. 39 s. ISBN: 978-91-87115-74-5.

Skolverket. 2017. *\*Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7-9 och gymnasieskolan\**. 122 s. ISBN: 978-91-7559-276-3.

Skolverket. 2018. *\*Kommunal vuxenutbildning i svenska för invandrare. Kursplan och kommentarer – reviderad 2018\**. 51 s. ISBN: 978-91-3832730-2.

Skolverket. 2011. *\*Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter\**. 58 s. ISBN: 978-91-86529-54-3.

Skolverket. 2011. \*Läroplan Svenska som andraspråk för grundskolan\*. S. 239-257. 18 s. ISBN: 978-91-38325-41-4.

Skolverket. 2012. \*Läroplan Svenska som andraspråk för gymnasiet\*. S. 182-202. 20 s. ISBN: 978-91-38325-94-0.

\*Svenska skrivregler utgivna av Språkrådet\*. 2017. 4:e uppl. Stockholm: Liber. 312 s.

William, Dylan. 2013. \*Att följa lärande: formativ bedömning i praktiken\*. Lund: Studentlitteratur. 200 s. ISBN: 978-91-4408369-8.