



## Course syllabus

Faculty of Social Sciences

Department of Social Studies

2KP340 Verksamhetsförlagd utbildning I för ämneslärare i sociologi (KPU), 7,5 högskolepoäng

Teaching practice placement for upper secondary school teachers of sociology, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/Theoretical Subjects

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved by Faculty of Social Sciences 2019-03-27

The course syllabus is valid from autumn semester 2019

### **Prerequisites**

Subject knowledge in at least one of the teaching subjects in upper secondary school equivalent to subject studies with a specialisation, comprising at least 120 credits, in accordance with the study requirements stipulated by the Board of Teacher Education. As regards examination comprising 300 respectively 330 credits, it is required that the subject studies include an independent project on at least 15 credits.

## Objectives

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

- under supervision, plan, carry out and evaluate teaching in sociology based on the organisational objectives and subject-specific didactic considerations,
- in teaching, demonstrate the subject knowledge required for the professional practice,
- describe how digital tools are used in the educational activities within school,
- treat pupils and school personnel in a professional manner and show an interest in the activities,
- describe the placement school environment on the basis of equality and equal opportunities,
- evaluate the professional experiences gained during the course and identify their individual need for further development.

## Content

In this course, students shall for a period of five weeks full time, participate in and follow the activities at a school. Students shall by the help of a placement supervisor, plan, carry out and evaluate teaching in relation to subject-specific didactic considerations. The students shall also use digital tools in the educational activities. In addition to teaching, they shall also together with their placement supervisors take part in all the existing tasks, to the extent possible.

The placement studies are modelled on the basis of two different perspectives on professional learning, the spectator perspective and the participatory perspective. Students are through the spectator perspective given the opportunity to experience or witness typical situations in the profession, which later on may be used as examples and as a basis for reflection. The task of the placement supervisors are in this view to help the students develop a distanced approach to as well as critically examine and analyse the situations. Through the participatory perspective, students are given the chance to experience the professional practice and professional community through practical situations and through their own as well as their supervisors' experiences. During this period, students practice the ability to reflect on social conditions and structures of possibilities, as well as aspects of equality and equal opportunities in school. They shall also regularly reflect on their own experiences and enhanced skills gained during the placement studies.

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

In the first placement course, students learn, with the help of their supervisors, how to plan, carry out and evaluate teaching sessions on the basis of the organisational objectives. Students are expected to observe the use of ICT in the school activities as well as pay attention to aspects of equality and equal opportunities in the environment. On the basis of their confident knowledge of the subject, students practice teaching methods and their ability to communicate in ways that promote the pupils' learning. The students shall show an interest in the school activities and shall treat pupils and school personnel with respect. The professional experiences offered through the course provide the students with a fundamental basis to be used for reflection on their individual professional development.

### **Scientific Approach and Progression**

On the basis of the content in previous courses, students are in this placement course given the opportunity to apply curriculum theoretical and subject-specific didactic aspects to their teaching.

### **Type of Instruction**

Placement studies are a method of instruction in which the students through practical teaching develop action skills relevant to the teaching profession, general as well as subject-specific didactic skills. Teaching also takes place by means of discussions and reflection on experiences and teaching situations together with placement supervisors and teacher instructors. The key aspect of placement as a method of instruction is that it is 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 within the educational practice, and through follow-up discussions between the student, placement supervisor and university lecturer. The placement supervisor's statement and the student's written and/or oral presentations on a placement related theme are also used as a basis of the examination.

In order to receive a grade of Pass in the course, the course objectives must be attained.

To be awarded a grade of *Pass with Distinction* in the course, it is required that all examination assignments are assessed as *Pass with Distinction*.

### 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. The course evaluation is conducted anonymously.

### Other

Students who fail the course or a module in placement studies (VFU) have the right to retake the course/module only once. An examiner may decide that a student's placement studies 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 children/pupils or the confidence of parents is jeopardized. If the student placement training is discontinued in this manner, the student fails the course and one of the placement opportunities has thus been used. Any additional costs that may arise in connection with the course are paid for by the students themselves.

### Required Reading and Additional Study Material

Skolverket (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm: Fritzes, 700 p. ISBN: 9789138325940

Policy documents, "ämnesplan i sociologi", available on the Internet

Local policy documents, work plans and action plans, approx. 30 pages.

An additional 200 pages of articles and web material.

Additional material provided by the department may be included.