



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2KP405 Verksamhetsförlagd utbildning II för ämneslärare i bild (KPU), 7,5 högskolepoäng

Teacher Practice Placement II for Secondary and Upper Secondary School Teachers of Art (KPU), 7.5 credits

Main field of study

Art Education

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Arts and Humanities 2019-06-18

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 Perspectives on School and Teaching Conditions – For Subject Teachers (KPU), or the equivalent,

2KP305 Teaching practice placement for secondary and upper secondary school teachers of art and design (KPU), or the equivalent.

Objectives

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

- plan, conduct and evaluate teaching in art on the basis of the school objectives and subject-didactic considerations of pupils' knowledge and experience,
- use digital tools in various teaching situations and evaluate how different pupils make pedagogical use of these,
- identify pupils' varying conditions and participate constructively in reflections of special education in order to promote learning and development,
- organise teaching taking into account equality in the classroom,
- prepare a parent-teacher conference,
- evaluate their own professional role in the balance of empathy and a professional approach.

Content

The students are given the opportunity to apply their knowledge in practice, by planning, conducting, documenting and evaluating teaching situations, reading national and local policy documents, and problematising pedagogical work on the basis of their own observations. They should utilise and systematise their own and others' experiences of the teaching profession and use relevant research results as a basis for developing art teaching.

Professional basis and professional progression

In this second teaching-practice-placement course, the students practise their abilities to create a good learning environment, manage conflicts and practise leadership. A special focus is practising how to stimulate each pupil's individual learning and development. The students plan, conduct, evaluate and develop teaching, considering and applying didactics, subject didactics and methodology. The students take initiatives for reflections on special-educational needs, perspectives of equality and the role of digital tools in school. The students practise making assessments of pupils' learning and communicating these, and demonstrate communicative skills supporting learning. The course also includes practice in making ethical decisions as a teacher. The students use digital tools in several parts of their pedagogical work. The students reflect on the relation between an empathic and a professional approach, and reflect on and demonstrate an awareness of their own professional approach.

Scientific approach and scientific progression

The students adopt scientific perspectives to relational work in school.

Type of Instruction

In this course the student works full-time and follows the work at a school for five weeks. With the help of a teacher, the student plans, conducts and evaluates their teaching in relation to subject-didactic considerations. 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. Follow-up seminars are also compulsory.

Examination

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

The course is examined through the supervisor's reports, discussions between the student, the supervisor and the visiting teacher, assignments and follow-up seminars.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

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. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. 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, (2012). *Läroplan för grundskola, förskoleklass och fritidshemmet, Lgr 11*. ISBN 97838325940, 30 p.

Skolverket, (2017). *Kommentarmaterial till kursplanen i bild*. ISBN 9789138325469, 25 p.

Skolverket, (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. ISBN 9789138325940, ca 20 p.