



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

2KP415 Verksamhetsförlagd utbildning II för ämneslärare i musik (KPU), 7,5 högskolepoäng

Teacher practice placement for secondary and upper secondary school teachers of music, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Music

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,

2KP315 Teaching practice placement for secondary- and upper secondary school teachers of music (KPU), or the equivalent.

Specific entry requirements as follows:

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:

- plan, conduct and evaluate teaching in music 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,
- demonstrate sufficient knowledge of music to be able to conduct teaching.

Content

In this course the student observes and conducts music teaching and possibly other music work, with the help of supervision. The student participates in the everyday work at the school. The course focuses especially on pupils' varying abilities to learn, as well as equality. In their teaching, the student should demonstrate sufficient musical knowledge and knowledge of ICT in music 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 supervisor at the school, the student plans, carries out 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 supervisor performs at the school, such as teachers' meetings and parent-teacher conferences.

Examination

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

The course is examined through:

- the student's oral and written presentation of the planning, implementation and evaluation of teaching and other activities, in relation to the course literature,
- the student's written analysis of their own learning needs,
- a visit at the teaching-practice school by a representative from the university. In consultation with the supervisor at the school, the university teacher assesses the student's professional approach and subject knowledge, as well as their abilities to apply this knowledge didactically.

In order to receive the grade of Pass, the student must have achieved the course objectives and participated in the work at the school at a full-time basis. 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. Students who fail the course have the right to take it again. The number of times to take the course is limited to two.

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

Fautley, Martin & Philpott, Chris. Assessment in the Secondary Music Classroom. In McPherson, Gary & Welch, Graham F. *The Oxford Handbook of Music Education, vol. 1*. Oxford: Oxford University Press (pp. 478–494; 17 p), the latest edition

Odena, Oscar. Creativity in the Secondary Music Classroom. In McPherson, Gary & Welch, Graham F. *The Oxford Handbook of Music Education, vol. 1*. Oxford: Oxford University Press, (pp. 512–528; 17 p), the latest edition.

Skolverket. *Lgr 11 or Gyll*; the introductory chapter and applicable subject descriptions and syllabi. (ca 20 p)

Skolverket. (2014). *Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. (80 p). Available at: <http://www.skolverket.se/publikationer?id=3299>

Skolverket. *Bedömningsstöd i musik för åk 9*. Online resource. Ca 100 p.

Skolverket. *Bedömningsstöd i musik för åk 6*. Online resource. Ca 50 p.

Skolverket. *Stödmaterial i musik Digitala verktyg i musikundervisningen*. Online resource. 70 p.

Swedish and international research literature relevant to the subject (ca 100 p.) and digital material available at the online learning platform.