



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

2KP420 Verksamhetsförlagd utbildning II för ämneslärare i svenska (KPU), 7,5 högskolepoäng

2KP420 Teacher practice placement for secondary and upper secondary school teachers of Swedish II, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2019-12-17

Revised 2023-09-08 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2024

Prerequisites

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

2KP320 Teaching practice placement for secondary- and upper secondary school teachers of Swedish (KPU), or the equivalent.

Objectives

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

- plan, implement, and evaluate teaching in Swedish based on the teaching objectives and subject-didactic considerations that utilise pupils' knowledge and experiences
- use digital tools in different teaching situations and assess their pedagogical suitability for different pupils
- identify pupils' varying prerequisites and engage constructively in special educational reflections to promote learning and development
- organise teaching that considers equality and gender equality in the classroom

environment

- prepare a student progress meeting
- evaluate their own professional role in relation to empathy and a professional approach
- adapt their teaching practice according to current policy documents, considering pupils' language and repertoire development.

Content

The students are given the opportunity to apply their knowledge in practice by planning, implementing, documenting, and evaluating teaching situations, engaging with national and local policy documents and, based on their observations, problematising the pedagogical work. They are expected to harness and systematically organise their own and others' experiences of the teaching profession and use relevant research findings as a foundation for the development of Swedish teaching. Students are expected to use ICT in teaching in a reflective and purposeful manner.

Professional basis and professional progression

In this second work-based learning (WBL) course, the student practises their ability to create a positive learning environment, manage conflicts, and exercise leadership. Particular emphasis is placed on fostering each pupil's learning and development. When the student plans, executes, evaluates, and refines teaching, they apply and consider didactics, subject-specific didactics, and methodology. The student takes the initiative for collegial reflections on special educational needs, as well as on perspectives of equality, gender equality, and the role of digital environments in school. The student practices assessing pupils' learning and communicating these assessments, demonstrating a communicative ability that promotes learning. The course also includes training in making ethical assessments in the professional role. In several parts of the pedagogical work, the student uses digital tools. The student reflects on the relationship between an empathetic and professional approach, especially regarding their own professional approach, and demonstrates self-awareness.

Scholarly approach and scholarly progression

The student applies scholarly aspects to relationship building in school.

Type of Instruction

For this course, students will, over a span of five full-time weeks, participate in and observe work at a school. With the guidance of a WBL teacher, the student should plan, implement, and evaluate teaching in relation to subject-specific educational considerations. In addition to teaching, the student should also, as far as possible, participate in all common duties and responsibilities with the WBL teacher, such as teacher meetings and pupil progression meetings with children and their parents. Follow-up WBL seminars are also mandatory.

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 student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

The course is examined through the supervisor's reports, dialogues, WBL assignments and follow-up WBL seminars.

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.

For students who do not pass their first examinations, resit examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluations are promptly 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

A student who fails a WBL course or module has the right to retake it only once. The examiner can immediately terminate a student's WBL if the student displays such serious deficiencies in knowledge, skills, or attitude that the safety or integrity of pupils is jeopardised, or parents' trust in the school is compromised. If WBL is terminated in this manner, it means that the student has failed the course/module. Any additional costs associated with the course are paid by the student.

Required Reading and Additional Study Material

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Lund: Lund: Studentlitteratur. 129 pp. ISBN: 9789144059365.

Hirsch, Åsa. 2020. *Relationellt ledarskap i klassrummet: Så skapas magi*. Stockholm: Natur & Kultur. ISBN: 9789127827936.

Insulander, Eva & Selander, Stefan (eds.). 2023. *Att bli lärare*. Stockholm: Liber. ISBN:9789147143467.

Policy documents for teaching Swedish in compulsory and upper-secondary school. Relevant documents are found at www.skolverket.se, in accordance with instructions from the teacher. Approx. 100 pp.