



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

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

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 2021-05-11 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2022

### **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, conduct and evaluate teaching in the subject of Swedish, on the basis of the school objectives and subject-didactic considerations using pupils' knowledge and experience,
- use digital tools in different teaching situations and evaluate their pedagogical utility for different pupils,
- identify pupils' varying potential and participate constructively in reflections on special education in order to promote learning and development,
- organise teaching that takes into account equality in the classroom,
- prepare a parent-teacher conference,
- evaluate their own professional role in relation to empathy and a professional approach,
- adapt their teaching practice to current policy documents, taking into account the pupils' language and repertoire development.

## 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. The students are expected to use and systematise their own and others' experiences of the teacher profession, and use relevant research results as a basis for developing the teaching of Swedish. The students are expected to use ICT in their teaching in a well-reasoned and efficient way.

### *Professional basis and professional progression*

In this second teaching practice placement course, the student practises their ability to create a good learning environment, manage conflicts and practise leadership. Special focus lies on practising how to stimulate each pupil's individual learning and development. The student plans, conducts, evaluates and develops teaching, considering and applying didactics, subject didactics and methodology. The student initiates discussions among co-workers about special-educational needs, equality issues and the role of digital environments in school. The student practises making assessments of pupils' learning and communicating these assessments, and demonstrates communicative skills that promote learning. The course also includes practice in making ethical decisions as a teacher. The student uses digital tools in several parts of their pedagogical work. The student reflects on the relation between an empathic and a professional approach, and not least on their own professional approach, demonstrating self-awareness.

### *Scientific approach and scientific progression*

The student applies aspects to relational work in school.

## Type of Instruction

In this course the student follows and participates in the work at a school for five weeks, full time. With the help of a VFU teacher, the student plans, conducts and evaluates teaching in relation to subject-didactic considerations. Apart from teaching, the student should also, to the extent possible, participate in all tasks that the host-school teacher performs at the school, such as teachers' meetings and parent-teacher conferences. Follow-up VFU seminars are also compulsory.

## 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, VFU assignments and follow-up VFU 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, retake 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

Students who fail a course or module in teaching practice placement (VFU) have the right to do it only once more. The examiner can discontinue a student's teaching practice placement effective immediately, if the student demonstrates such lack of knowledge, skills or appropriate approach that pupils' safety or integrity, or parents' confidence in the school is at risk. This kind of discontinuation 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

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Lund: Studentlitteratur. 129 p. ISBN:978-91-44-05936-5