



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

2KP425 Verksamhetsförlagd utbildning II för ämneslärare i svenska som andraspråk (KPU), 7,5 högskolepoäng

2KP425 Teacher practice placement for secondary and upper secondary school teachers of Swedish as a second language, 7.5 credits

### **Main field of study**

Educational Sciences

### **Subject Group**

Swedish as a Second Language

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2020-09-08

The course syllabus is valid from spring semester 2021

### **Prerequisites**

2KP001 Perspectives on School and Teaching Conditions For Subject Teachers or the equivalent

2KP325 Teaching practice placement for upper secondary school teachers of Swedish as second language or the equivalent

## Objectives

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

- plan, conduct and evaluate teaching of Swedish as a second language, on the basis of relevant goals and subject-didactic considerations using pupils' knowledge and experiences,
- use digital tools in varying teaching situations and evaluate the pedagogical adequacy for different pupils,
- organise teaching that promotes equality in the classroom,
- identify pupils' different prerequisites and participate in a constructive way in special pedagogical reflections promoting learning and development,

- take an intercultural approach where second language pupils' cultural backgrounds and languages are used in learning situations,
- take a relational approach in how they approach multilingual pupils,
- prepare a development talk,
- evaluate their own professional role in terms of empathy and professional approach.

## Content

### *Professional basis and professional progression*

The students get the opportunity to use their knowledge in practice by planning, realising, documenting and evaluating teaching situations; reading national and local policy documents; and problematising their teaching on the basis of their observations. The students should use and organise their own and others' experiences of the teacher profession, and use relevant research as a basis in developing the teaching of Swedish as a second language. The students are expected to use digital tools for communication in their teaching, in a reflective and efficient way.

In this second teaching practice placement course the students practise their ability to create a beneficial learning environment, handle conflicts and exercise leadership. Special focus lies on how to stimulate each pupil's learning and development. When the students plan, realise, evaluate and develop teaching, they consider and apply didactics, subject-didactics and methodology. The student initiates collegial reflections about special pedagogical needs, as well as about equality aspects and the role of digital environments in school. The student practises making and communicating assessments of pupils' learning and exhibits a communicative ability that promotes learning. The course also includes practice in making ethical assessments as part of the professional role. The student uses digital tools in several parts of their pedagogical work. The student reflects upon the professional role in relation to empathy and a professional approach – and not least their own professional approach – and exhibits self-knowledge.

### *Scientific approach and scientific progression*

The student applies scientific aspects to relational work in school.

## Type of Instruction

In this course, the student participates in and observes work in a school. Aided by a supervisor, the student should plan, realise and evaluate teaching in relation to subject-didactic considerations. Apart from teaching, the student should also, together with the supervisor, participate as far as possible in all teacher duties, such as teachers' meetings and development talks. Follow-up teaching practice placement seminars are also obligatory.

## 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 report, dialogues, assignments and follow-up 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.

If the student fails the course, there is only one re-examination opportunity.

### Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation 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 has failed a course or a module within the teaching practice placement has the right to take it only once more. The examiner may interrupt a student's practice placement, effective immediately, if the student exhibits such grave shortcomings in terms of knowledge, skills or approach that the pupils' safety or integrity, or the parents' confidence for the school, is at risk. When a practice placement is interrupted in this way, the student has automatically failed the course/module. Any costs in connection to the course are paid by the student.

### Required Reading and Additional Study Material

Hajer, Maaïke & Meestringa, Theun. 2010. *Språkinriktad undervisning: en handbok*. 1st ed. Stockholm: Hallgren & Fallgren. 226 p. ISBN 9173828386

Jönsson Annelis & Rubinstein Reich, Lena. 2009. *Redo för läraryrket!*. 1st ed. Lund: Studentlitteratur. 122 p. ISBN:9789144050560

Lahdenperä, Pirjo & Sundgren, Eva. (2016). *Skolans möte med nyanlända*. Stockholm: Liber. 245 p. ISBN 9789147122196

Skolverket 2012. *Bedömning och betygssättning i gymnasieskolan*. 39 p. ISBN: 9789187115745

Skolverket 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. 58 p. ISBN: 9789186529543

Skolverket 2010. *Ämnesplan Svenska som andraspråk för gymnasiet*.

Material provided by the department, ca 50 p