



Course syllabus

Faculty of Social Sciences

Department of Sport Science

2KP435 Verksamhetsförlagd utbildning II för ämneslärare i specialidrott (KPU), 7,5 högskolepoäng

Teaching practice placement II for secondary and upper secondary school teachers of physical education, 7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Social Sciences 2020-02-05

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 Perspectives on School and Teaching Conditions - For Subject Teachers (KPU/bridging teacher education programme), 7.5 credits, or the equivalent,

2KP335 Placement Studies I for Upper Secondary School Teachers of Special Sport (KPU/bridging teacher education programme), 7.5 credits, or the equivalent.

Objectives

Upon completion of the course, students shall be able to:

- plan, carry out and evaluate teaching in special sport based on the organisational objectives and subject-specific didactic considerations, making use of the pupils' knowledge and experiences,
- demonstrate the ability to observe, document and analyse pupils' learning and development in relation to the organisational objectives, and further on be able to inform and cooperate with pupils and their custodial parents concerning their continued learning,
- use digital tools in varying teaching situations and evaluate the educational appropriateness for different pupils,
- structure teaching sessions that take into consideration equality and equal opportunities in the classroom environment,
- evaluate their own ability to adopt a professional approach towards pupils and their custodial parents.

Content

Professional Basis and Professional Progression

In this second placement course, students learn how to create a sound learning climate, how to handle conflicts and exercise their leadership. Special emphasis is placed on practicing how to stimulate each individual pupil's learning and development. When the student plans, carries out, evaluates and develops teaching, didactics, subject-specific didactics and methodology are applied and taken into consideration. The student takes the initiative for collegial reflections on special needs and the perspective of equality and equal opportunities as well as the role of digital environments in school. Students practice how to assess pupils' learning and how to communicate this, as well as demonstrate communicative skills that promote learning. The course also includes practicing how to carry out ethical assessments in the professional role, and the student will use digital tools in certain parts of the educational practice. The student shall also reflect on their own professional approach as well as demonstrate self-knowledge.

Scientific Approach and Scientific Progression

In the placement training, students are given the opportunity to apply curriculum theoretical and subject-specific didactic aspects to the teaching, based on previous courses completed. The students shall also apply scientific aspects to the relational work in school and are provided support in applying scientific approach and methods in order to be able to observe, document and analyse the pupils' learning.

Type of Instruction

Teaching is conducted in cooperation with supervisors in the educational practice. The instruction methods used in the course are supervision and seminars. Attendance is compulsory during the entire placement period as well as at any meetings afterwards.

Examination

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

Examination of the placement training takes place by means of assessment of the student's ability to implement knowledge in practice and adequate actions, in relation to pupils and the school's mission. The student teacher's professional approach is assessed in consultation with teacher instructors in the activities, and through a written didactic reflection which is directly related to the teaching situation.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the student's achievements have been assessed as Pass with Distinction, based on a weighted assessment of the collected basis for assessment.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Other

Students who fail a course or a module in the student placement (VFU) have the right to retake the placement studies one more time. An examiner may decide that a student's placement training shall be discontinued, to take effect immediately, if the student in question demonstrates such serious lack of knowledge, skills or approach that the safety or integrity of the pupils or the confidence of parents is jeopardized. If the student

placement training is discontinued in this manner, the student fails the course/module. Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Brolin, Magnus. (2017). *Perspektiv på hälsa – att bredda vägen*. Stockholm: Liber, (230 p.), (selected parts). ISBN: 9789147122479

Larsson, Håkan. (2016). *Idrott och hälsa: i går, i dag, i morgon*. Stockholm: Liber, (333 p.) ISBN: 9789147121960.

Larsson, Håkan, Lundvall, Suzanne, Meckbach, Jane, Peterson, Tomas & Quennerstedt, Mikael (Eds.) (2016). *Hur är det i praktiken? Lärare utforskar ämnet idrott och hälsa*. Stockholm: Gymnastik och idrottshögskolan, (148 p.) Available on the Internet. ISBN978919808628.

Lindqvist, Per (2010). Ödmjuk orubblighet – en avgörande kvalitet i läraresyrkeskunnande. *Didaktisk tidskrift*, Vol.19, No.1 (20 p.)

Current policy documents and commentary for the subject physical education and health in compulsory school and upper secondary school. Available on the Internet, (100 p.)

Stambulova, Natalia; Engström, Cecilia; Frank, Alina; Linnér, Lucas (2013). "På väg att bli vinnare i långa loppet" *Riksidrottsgymnasieelevers upplevelser av dubbla karriärer under sitt första skolår*. FOU-rapport 2013:3. Riksidrottsförbundet, (50 p.)

Scientific publications also included, approximately 100 pages.