



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

2SSÄ14 Verksamhetsförlagd utbildning för ämneslärare i svenska som andraspråk I - inriktning mot arbete i gymnasieskolan, 7,5 högskolepoäng

Teaching practice placement for lower secondary school teachers of Swedish as a second language I, 7.5 credits

Main field of study

Swedish as a Second Language

Subject Group

Swedish as a Second Language

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2019-02-12

Revised 2019-02-12 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2020

Prerequisites

Swedish as a second language, 75 credits

Objectives

General intended learning outcomes

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

- plan and carry out teaching and compare this with previous experience of teaching,
- plan learning activities in cooperation with colleagues in order to share teaching experiences,
- apply the basic values of policy documents in their own work.

Subject-specific intended learning outcomes

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

- plan, conduct and evaluate coherent teaching in the subject of Swedish as a second language,
- adapt their teaching practice to current policy documents and the pupils' language and repertoire development.

Content

This course provides the student with opportunities to acquire knowledge in the profession and achieve the intended learning outcomes. The module focuses specifically on teaching a language in a way which relates to both objectives within the subject and relevant research results.

The organisation of the period is based on two different perspectives on professional teaching:

On the one hand, it is organised from a *participation perspective*, in which the role of the placement is to introduce the student to a professional placement and community. The student is given the opportunity to learn in practical situations and through their own and their supervisors' experience. During the period the student is given more and more responsibility in the work.

On the other hand, the student is given the opportunity to learn about the profession from the *observer perspective*. The student is given the chance to witness typical situations within the profession, which can later work as examples and form the basis for reflections. Didactic issues are discussed and previous didactic modules in the Teacher Education Programme should be taken into consideration in the course.

The student works full-time and follows the work in a school for five weeks. Apart from teaching, the student should also, to the extent possible, participate in all tasks the host-school teacher performs at the school, such as teachers' meetings and parent-teacher conferences.

Participation in the work at the school and follow-up seminars is compulsory.

Professional basis and professional progression

The course constitutes the second step in the student's professional progression in the form of teaching practice placement. The students have the opportunity to plan and conduct teaching on their own and in consultation with the supervisor, and to test, evaluate and reflect on the pupils' learning. The teaching must relate to objectives and policy documents.

Scientific approach and scientific progression

The students continuously develop and strengthen their theoretical competence by studying and critically reviewing relevant research. The course provides the student with the opportunity to observe questions and problems at the placement and relate these to other parts of the programme.

Type of Instruction

Teaching practice placement is a type of instruction in itself, in which the student develops relevant general and subject-didactic competence for the teaching profession. Teaching is also delivered in the form of discussions and reflections of experiences and teaching situations with the supervisor at the school and the teacher at the university. An important part of the teaching practice placement is that it must be supervised.

Examination

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

The teaching practice placement is examined through a university teacher's visit at the school in which the student conducts planned teaching and discusses this with the visiting teacher, through the supervisor's reports on conducted teaching during the entire period, through a follow-up seminar in which the teaching is discussed, and through written documentation of the teaching practice placement.

In order to receive the grade of Pass, the objectives must be achieved. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

For students who do not pass the teaching practice placement course, only one retake examination is provided.

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 and the students who are taking the course when it is offered the next time.

The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

Travels to and from the teaching practice placement may include extra costs for the student.

Required Reading and Additional Study Material

Hajer, Maaïke & Meestringa, Theun. 2014. *Språkinriktad undervisning: en handbok*. Stockholm: Hallgren & Fallgren. 226 p. ISBN: 91-7382-838-6

Jönsson, Annelis & Rubinstein Reich, Lena. 2009. *Redo för läraryrket!*. 1st ed. Lund: Studentlitteratur. 122 p. ISBN: 978-91-44-05056-0

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. 39 p. ISBN: 978-91-87115-74-5

Skolverket. 2017. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7-9 och gymnasieskolan*. 122 p. ISBN 978-91-7559-276-3

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. 58 p. ISBN: 978-91-86529-54-3

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN: 978-91-38325-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182–202. 20 p. ISBN: 978-91-38325-94-0

Skolverket. 2012. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. 51 p. ISBN: 978-91-8652954-3

Svenska skrivregler utgivna av Språkrådet. 2017. 4th ed. Liber. 312 p.

William, Dylan. 2013. *Att följa lärande: formativ bedömning i praktiken*. Studentlitteratur. 200 p. ISBN: 978-91-4408369-8

Material provided by the department, ca 50 p.