



Course syllabus

Faculty of Arts and Humanities
Department of Languages

2TYÄ04 Verksamhetsförlagd utbildning för ämneslärare i tyska I -
inriktning mot arbete i gymnasieskolan, 7,5 högskolepoäng

Teaching practice placement for upper secondary school teachers of
German I, 7.5 credits

Main field of study

German

Subject Group

German

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2011-12-05

Revised 2015-05-27 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2015

Prerequisites

German I – German for upper secondary teachers, 1–30 credits and German II –
German for upper secondary school teachers 31–60 credits, or the equivalent.

Objectives

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

- in accordance with current policy documents formulate clear learning objectives which are suited to their purposes and adapted to and made clear to the pupils,
- evaluate the extent to which the learning objectives have been achieved and adapt choices of teaching methods, activities and material and other resources to the learning objectives and the current group of pupils,
- connect modern theories of language learning, language didactics and literature didactics to practical work, and by that demonstrate the ability to plan, conduct and evaluate their own teaching,
- confidently use German as their teaching language,
- demonstrate the ability to take initiatives and cooperate, and follow general rules at the host school,
- demonstrate the ability to build good relationships with pupils and colleagues.

Content

The course provides the student with numerous 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 language-didactic and literature-didactic theory, as well as evaluation of teaching.

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

On the one hand, it is organised from a *participation perspective*, in which the role of the education 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 a *spectator's perspective*. The student is given the chance to witness typical situations within the profession, which later can 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.

Professional basis and professional progression

The course constitutes the first step in the student's professional progression in the form of teaching practice placement. Much focus is put on the student's communicative skills in listening, speaking and writing, as a support for the educational work. This is also the first opportunity for the student to test, evaluate and reflect on language-didactic and literature-didactic methods in practical educational work.

Scientific approach and scientific progression

With regard to the student's scientific progression, the course gives the student their first opportunity to observe questions and problems at the placement and relate these to other parts of the education.

Compulsory attendance

During the teaching practice placement the student must attend and actively participate in the work at the school on a full-time basis for five weeks.

With the help of a supervisor at the school, the student plans, carries out and evaluates their teaching in relation to subject-didactic considerations. Apart from teaching, the student should also, to the extent possible, participate in all tasks the supervisor performs at the school, such as teachers' meetings and parent-teacher conferences.

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 should be supervised.

Examination

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

The objectives are examined through observations of the student's performance in the educational work and through a follow-up discussion between the student, the host-school supervisor and the teacher from the university. Reports from the supervisor and the student's active participation in a compulsory follow-up seminar also form the basis for examination.

Special rules apply for examination of courses or parts of courses which include teaching practice placement. Students who fail such courses or parts of such courses have the right to do the teaching practice placement part only one more time.

In order to receive the grade of *Pass*, the intended learning outcomes must be achieved.

Course Evaluation

The teaching is continuously evaluated during the semester.

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Students who have completed the course with the grade of *Pass* can receive a course certificate upon request.

Any costs for travel to and from the school are paid by the student.

Required Reading and Additional Study Material

Jönsson, Anders (2011 or later edition). *Lärande bedömning*. Malmö: Gleerups. 180 p.

Regeringskansliet (2010). *Gymnasieförordning (SFS 2010:2039)*.
(www.riksdagen.se/webbnav/?nid=3911&bet=2010:2039)

Skolverket (2011). *Ämnesplaner för moderna språk steg 1–7*.
([www.skolverket.se/forskola_och_skola/gymnasieutbildning/2.2954/](http://www.skolverket.se/forskola_och_skola/gymnasieutbildning/2.2954/amnesplaner_och_kurser_for_gymnasieskolan_2011)
[amnesplaner_och_kurser_for_gymnasieskolan_2011](http://www.skolverket.se/forskola_och_skola/gymnasieutbildning/2.2954/amnesplaner_och_kurser_for_gymnasieskolan_2011))

Skolverket (2010). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes. 281 p.

Skolverket (2011). *Allmänna råd med kommentarer om planering och genomförande av undervisningen – för grundskolan, grundsärskolan, specialskolan och sameskolan*.
(www.skolverket.se/forskola_och_skola/Grundskoleutbildning/2.3064/allmantrad1.122646). 32 p.

Skolverket (2011). *Kommentar till kursplanen i moderna språk (Grundskolans läroplan 2011)*. Stockholm: Norstedts juridik. 23 p.

Lokala skolplaner, arbetsplaner och handlingsplaner

Additional Study Material

Butzkamm, Wolfgang (2007 or later edition). *Lust zum Lehren, Lust zum Lernen : eine neue Methodik für den Fremdsprachenunterricht*. Tübingen : Francke. 403 p. (100 p. in selection)

Europarat (2001). *Gemeinsamer Europäischer Referenzrahmen für Sprachen Lernen, Lehren, Beurteilen; [Niveau A1, A2, B1, B2, C1, C2]*. Berlin München Wien [u.a.]: Langenscheidt.

Tornberg, Ulrika (2006). *Om lärarskapets personliga dimension: några fallstudier*. 1st ed. Malmö: Gleerup. 116 p.