



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2UVÅ24 Verksamhetsförlagd utbildning för ämneslärare III -  
inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

Teaching practice placement for upper secondary school teachers, 15  
credits

### **Main field of study**

Educational Sciences

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2019-01-30

Revised 2020-03-30 by Faculty of Social Sciences. Clarification and integration of the  
course objectives.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

Subject studies comprising at least 150 credits, of which 22.5 credits within educational  
sciences, and Placement Studies for Upper Secondary School Teachers I and II.

## Objectives

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

- independently plan, carry out and evaluate teaching as well as be attentive to and ensure student influence throughout these processes
- on the basis of the course/subject syllabus, adapt and use different and relevant methods for assessment/feedback to support pupils' learning based on their diverse conditions, as well as for grading
- on the basis of experiences gained through previous teaching and with reference to the course/subject syllabus and the curriculum, independently and critically evaluate and argue for teachers' knowledge and values mission
- demonstrate clear educational leadership and a professional approach by actively aim at creating a climate in the educational setting, characterized by sensitivity and respect
- establish contact, communication and cooperation with teacher colleagues, other school personnel and custodial parents, and through this enable an increased understanding of pupils' diverse conditions and prerequisites for learning as well as socialization.

## Content

### *Student Placement Training*

The course is based on the content of previous courses in educational sciences. By the use of this knowledge and based on the experiences gained during placement studies (VFU) I and II, students are provided with ample opportunities to enhance their professional role. Students are expected to deepen their general didactic as well as subject didactic/methodical competence, relational/communication aspects of the teaching profession, and their analytical/reflective skills.

The period is modelled on the basis of two different perspectives on professional learning. Firstly, on the basis of a participatory perspective where the role of education is to introduce the student to a professional practice and professional community. Students are given the chance to learn in practical situations and through their own as well as their supervisors' experiences. During this period, students are gradually given more responsibilities in the activities. Secondly, students are given the chance to learn the profession on the basis of the spectator perspective. Here, students are given the opportunity to witness typical situations in the profession, which later on may be used as examples and as a basis for reflection.

### *Professional Basis and Professional Progression*

This course is the third stage of the students' professional progression within the placement studies. Major emphasis is placed on the students' ability to design, make use of and communicate various forms of assessment, and the ability to adopt an independent and critical approach to the school policy documents. Major significance is also placed on the students' ability to, in their professional role, structure their teaching based on the pupils' diverse conditions and opportunities and how to establish sustainable teaching. Key elements of the course are also leadership and conflict management in the various school contexts. Students are in this course given the chance to take an independent overall responsibility for their professional competence.

### *Scientific Approach and Scientific Progression*

Students deepen their educational scientific awareness, and organisational issues and problems are put in relation to research-based theories and methods. Students thus learn how to view the disciplinary foundation and best practice in an integrated context.

### *Compulsory elements*

This course includes a period of ten weeks full-time where the students shall participate and follow the work at a school. Students shall by the help of VFU-teachers plan, carry out and evaluate teaching in relation to subject-didactic considerations. In addition to teaching, students shall also together with their VFU-teachers and to the extent possible, participate in all the existing duties, such as faculty staff meetings and discussions on progress.

Student placement training is conducted for at least one of the student's subjects.

### Type of Instruction

Student placement training is a teaching method in which students develop competence relevant to the teaching profession, general as well as didactic. Teaching is also conducted in the form of discussions and reflections upon experiences and teaching situations together with VFU-teachers and teacher instructors at the university. A key element of the placement studies as a form of instruction is that it shall be performed by the help of supervisors.

### Examination

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

(VG).

Examination of the course objectives takes place by means of observations of the student's actions in the educational setting, and through follow-up discussions between the student, the placement supervisor and the university lecturer. A written assignment is used as a supplementary examination in relation to these discussions.

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, the student's performance must be assessed as Pass with Distinction, based on a weighted assessment of all the collected documentation.

Students who fail the practical part of the course have the right to retake the placement studies one more time, unless two examination opportunities have already been used. 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 children/pupils or the confidence of parents is jeopardized. If the student placement training is discontinued in this manner, the student fails the course and one of the placement opportunities has thus been used.

### Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the course evaluation is 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.

### Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 2UVÅ22 - Teaching Practice Placement for Upper Secondary School Teachers III

### Other

Students may conduct this placement training abroad. Additional costs may arise in connection with travel to and from the location of the placement. Students who fail the practical part of the course have the right to retake the placement studies one more time, unless two examination opportunities have already been used. 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 children/pupils or the confidence of parents is jeopardized. If the student placement training is discontinued in this manner, the student fails the course and one of the placement opportunities has thus been used.

### Required Reading and Additional Study Material

Gustavsson, Anders., Måhl, Per., & Sundblad, Bo. (Latest edition). *Betygsättning: en handbok*. Stockholm: Liber, (312 pages).

Edling, Christofer., & Liljeros, Fredrik. (Eds.) (Latest edition). *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Stockholm: Liber, (219 pages).