



LUND
UNIVERSITY

Faculties of Humanities and Theology

ÄKPM22, The Subject Teacher as a Reflective Practitioner, 30 credits

Ämnesläraren som reflekterande praktiker, 30 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus is an old version, approved by the pro-dean for first-cycle studies at the Faculties of Humanities and Theology on 2013-03-06 and was valid from 2013-03-06, spring semester 2013.

General Information

The course is included in the top-up programme in Education (KPU) offered jointly by Kristianstad and Lund universities. The course takes up the second of a total of three semesters. It builds on the knowledge, skills and judgement acquired by the students in the course The Subject Teacher Profession in Society and School. The aim of the course is to make the students aware of the importance of reflection and assessment to enable them to carry out critical analysis and constructive planning, implementation, evaluation and development of their own teaching in accordance with centrally and locally approved steering documents and the ability to participate in local quality enhancement and development in schools.

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree requirements

A1N, Second cycle, has only first-cycle course/s as entry requirements
A1F, Second cycle, has second-cycle course/s as entry requirements
A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- account for and discuss steering documents of relevance to the subject and the didactic applications of the subject in meetings with different pupils and groups of pupils (1)
- account for the current grading system and different forms of assessment and grading (2)
- define quality aspects and quality indicators of relevance to teaching (3)
- account for research and development connected to schools, teaching and subjects nationally and internationally (4)
- account for theories and research-based perspectives on the development and quality assurance of education (5)
- provide a specialised account of qualitative and quantitative research methodology and of the links between disciplinary foundation and proven experience and their importance for teaching (6)

Competence and skills

- informed by current knowledge of multiculturalism and inter-cultural teaching discuss attitudes and approaches in actual teaching practice (7)
- identify and analyse different forms of victimisation and conflict from different theoretical perspectives (8)
- identify at a basic level the difficulties experienced by pupils in their studies (9)
- apply the subject knowledge acquired previously to teaching practice focusing on pupils' learning (10)
- plan, carry out and evaluate teaching on the basis of learning outcomes and grading criteria and in consultation with the work placement supervisor (11)
- apply different forms of assessment as motivational support for the pupil's learning and development (12)
- communicate essential aspects of work at school in different contexts and to the parties concerned (13)

Judgement and approach

- assess and take a critical position on different strategies of didactics and subject didactics as tools to create favourable environments for learning (14)
- argue for the core values of the Swedish school system in meetings with individual pupils and groups of pupils (15)
- reflect on and analyse the impact of their own approach, values and norms on their teaching and attitude to the the pupils (16)
- compare and evaluate different forms of school development and quality systems in teaching from different perspectives (17)

Course content

The course consists of four modules:

Module 1. Learning Support (7.5 credits)

This module highlights the different backgrounds of pupils and their significance for the subject teacher's work to support the pupils' development and learning. Furthermore, the module deals with the current systems of assessment and grading in schools. Major emphasis is placed on the students' ability to develop the learning of

both the pupils and themselves, to treat the pupils as individuals and establish good learning situations, and to strengthen their own leadership in teaching.

Module 2. Work Placement II (7.5 credits)

The module consists of five weeks of coherent and supervised work placement. The placement is to be located in activities and a subject of relevance to the student. The work placement supervisor (LUF) will provide the student with continued guidance in the future professional role and the student will shadow the daily work of the supervisor, and plan and carry out teaching with increasing independence. Focus is placed on the student's ability to pursue the development towards a professional teacher role in dialogue with the supervisor and pupils. In this process, the student is to develop a didactic approach to teaching and the subject in dialogue with the supervisor.

Module 3. Quality Assurance (7.5 credits)

The course deals with evaluations, quality systems and quality concepts that are used in schools and other educational organisations. The course provides students with skills to investigate, describe and analyse quality systems associated with teaching.

Module 4. Researching the Placement (7.5 credits)

This module is a preparation for the final degree project in subject didactics. The course includes partly theory of science of relevance to educational science and partly a specialised overview of research ideas highly relevant to research on teaching.

Course design

The teaching consists of lectures, seminars, supervision in the professional role and other studies both individually and in groups.

Assessment

The assessment of the different modules is based on:

1. Learning Support (7.5 credits): An individual written report to be presented and processed in groups. Assessment of learning outcomes 2, 7, 8, 12, 13 and 16. The grades awarded are Fail, Pass and Pass with Distinction.
2. Work Placement II (7.5 credits): A work placement visit by the teacher training lecturer and an individual written placement report. Assessment of learning outcomes 1, 9, 10, 11, 12, 14 and 15. The grades awarded are Fail, Pass and Pass with Distinction.
3. Quality Assurance (7.5 credits): Individual written exam. Assessment of learning outcomes 3, 4, 5, 14 and 17. The grades awarded are Fail, Pass and Pass with Distinction.

4. Researching the Placement (7.5 credits): Individual written exam. Assessment of learning outcomes 6 and 13.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

To be awarded the grade of Pass, students must have passed all the assessed components of the course. To be awarded Pass with Distinction on the whole course, students must also have been awarded this grade on at least three of the modules.

Entry requirements

To be admitted to the course, students must have passed at least 22.5 credits of the course The Subject Teacher Profession in Society and School including 7.5 credits for Work Placement 1.

Further information

1. Course evaluation takes place in accordance with Lund University instructions and regulations.
2. Module titles in Swedish:
 1. Stöd till lärande
 2. VFU II
 3. Att kvalitetssäkra verksamheten
 4. Att beforska praktiken

Subcourses in ÄKPM22, The Subject Teacher as a Reflective Practitioner

Applies from V13

- 1301 Examination, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1302 Examination, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1303 Examination, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1304 Examination, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction