



Faculties of Humanities and Theology

## ÄKPN01, The Subject Teacher Profession in Society and School, 30 credits

*Ämneslärarprofessionen i samhälle och skola, 30 högskolepoäng*  
Second Cycle / Avancerad nivå

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### 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 2017-03-02 and was last revised on 2020-01-27. The revised syllabus applied from 2020-01-27, spring semester 2020.

### General Information

The course is part of the supplementary teacher training programme (KPU) at Lund University. It comprises the first of a total of three semesters.

*Language of instruction:* Swedish and English

*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

### Learning outcomes

On completion of the course, students shall be able to

#### Knowledge and understanding

- account for the main aspects of the profession of subject teacher and the history of the school system in relation to societal change (1)
- explain how school and the teaching profession are governed and regulated at different levels on the basis of the core values of Swedish society (2)
- compare the main features of theories of the development and learning of children, adolescents and adults (3)
- problematise theories of the living conditions, needs, development and learning of growing individuals from the perspective of class, gender and ethnicity (4)
- use theory to analyse communication processes in teaching and identify how teachers can build trusting relationships in teaching (5)

- account for and discuss the relevant policy documents and didactic applications (6)

### **Competence and skills**

- use theories to describe how children, adolescents and adults assimilate values, attitudes, knowledge and skills in different contexts (7)
- supported by the work placement supervisor, plan, carry out and evaluate occasional teaching sessions on the basis of stated learning outcomes (8)
- convert acquired subject knowledge into practical teaching focused on pupils' learning (9)
- communicate with colleagues and pupils concerning the work at school (10)
- use different theoretical perspectives to identify and analyse different forms of violations and conflicts (11)

### **Judgement and approach**

- assess democratic aspects in the development history of schools (12)
- take a critical position on theories and their applicability to the profession of subject teacher (13)
- exhibit respect and sensitivity in the contact with colleagues and pupils (14)
- assess and take a critical position on different didactic strategies to create environments conducive to learning (15)

### **Course content**

The course is divided into four modules.

#### **Module 1. Societal and Organisational Aspects of the Teacher Profession (7.5 credits)**

This module applies a perspective of education history and profession theory to the compulsory and optional school types and to the teaching profession in relation to their political, economic and social context.

#### **Module 2. Development and Teaching (7.5 credits)**

This module introduces theories of development and learning as a knowledge base to understand and explain the conditions for learning of adolescents and adults. From this knowledge base, the students develop professional knowledge and skills for application in teaching.

#### **Module 3. Work Placement 1 (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 student is guided in the future professional role by a work placement supervisor and follows the daily work of the supervisor. Focus is placed on the student's ability to establish a basis for developing a professional role as a teacher and an independent view of this role in dialogue with the supervisor and pupils. This means that the student starts to develop a didactic approach to teaching and the subject in dialogue with the teacher training lecturer.

#### **Module 4. Leadership in the Classroom (7.5 credits)**

The students are made aware of the significance of developing leadership in teaching that contributes to both individual and group learning. A part of this leadership is to observe and develop social relations that are of importance to teaching and learning. The module therefore focuses on theories of leadership, group dynamics, roles and communication.

## Course design

The teaching consists of lectures, 2-5 compulsory seminars in module 1, 2 and 4, supervision in the professional role and other studies both individually and in groups. Compulsory participation is required in module 3, Work Placement.

## Assessment

The assessment of the different modules is based on:

Module 1: Societal and Organisational Aspects of the Teacher Profession (7.5 credits). Individual written assignment assessing learning outcomes 1, 2 and 12.

Module 2: Development and Teaching (7.5 credits). Individual written assignment assessing learning outcomes 3, 4, 6, 7 and 13.

Module 3: Work Placement 1 (7.5 credits). The work placement is assessed by the teacher training lecturer at a placement visit and on the basis of a placement report. Assessment of learning outcomes 8, 9, 10, 14 and 15.

Module 4: Leadership in the Classroom (7.5 credits). Individual written assignment assessing learning outcomes 5, 11 and 13.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*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.

For a grade of Pass, the students must have completed all compulsory components of the course and passed all the assessed assignments. For a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade for three of the four modules of the course.

## Entry requirements

To be admitted to the course, students must meet the general entry requirements and the specific entry requirements for supplementary teacher training (KPU).

## Further information

1. The course is offered at the Department of Educational Sciences, Lund University.
2. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.
3. The module titles in Swedish:

1. Samhälleliga och organisatoriska villkor för lärares arbete (7.5 credits)
2. Utveckling och lärande (7.5 credits)
3. VFU 1 (7.5 credits)
4. Ledarskap i klassrummet (7.5 credits)

## Subcourses in ÄKPN01, The Subject Teacher Profession in Society and School

Applies from V17

- 1701 Social and Organizational Conditions for the Work of Teacher, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1702 Development and Learning, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1703 Teaching Practice, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1704 Leadership in the Classroom, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction