



LUND
UNIVERSITY

Faculties of Humanities and Theology

ÄKPN02, The Subject Teacher as a Reflective Practitioner, 30 credits

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

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2017-09-11 and was last revised on 2020-05-08. The revised syllabus applies from 2020-05-08, autumn semester 2021.

General Information

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

Language of instruction: Swedish

Main field of studies

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Depth of study relative to the degree 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 the steering documents of relevance to the subject's didactic, including methodological, applications in the encounter with individual 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 work relating to schools, teaching and school 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

- based on current knowledge of multiculturalism and intercultural teaching and learning, discuss attitudes and approaches in specific 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 previously acquired subject knowledge 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

- critically evaluate and approach different didactic, subject-specific and methodological strategies to create positive learning environments (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 approach towards pupils (16)
- compare and evaluate different forms of school development and quality systems in teaching from different perspectives (17)

Course content

The course extends on the knowledge, skills and judgement developed in the first course "The Subject Teacher Profession in Society and School" (KPU 1). 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 analyses 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.

The course consists of four modules:

Part 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 placement with supervision in the professional role. The placement is to be located in activities and a subject of relevance to the student. The student receives continued guidance from their supervisor in the future professional role and follows the supervisor's daily work, planning and carrying out

teaching with an increased level of independence. Emphasis is placed on the student's ability to progress in their development towards a professional teacher role in dialogue with their supervisor and pupils. In dialogue with their supervisor, the student continues to develop a didactic approach to teaching and the subject.

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 worked on in groups. Assessment of learning outcomes 2, 7, 8, 12, 13 and 16.
2. Work Placement II (7.5 credits): Assessment of the work placement is based on a placement visit by a teacher training lecturer and a placement report. Assessment of learning outcomes 1, 9, 10, 11, 12, 14 and 15.
The student has, in addition to the ordinary placement period, the right to re-take the placement over two (2) periods. In total, the student can therefore undertake three placement periods in a course.
3. Quality Assurance (7.5 credits): Individual written exam. Assessment of learning outcomes 3, 4, 5, 14 and 17.
4. Researching the Placement (7.5 credits): Individual written exam. Assessment of learning outcomes 6 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.

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

Entry requirements

To be admitted to the course, students must have successfully completed at least 22.5 credits from the course The Subject Teacher Profession in Society and School. To be eligible for the work placement (Work Placement 2), students must also have successfully completed Work Placement 1 from ÄKPN01.

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. For further details, see the current registration information and other relevant documentation.
3. A course evaluation takes place in accordance with Lund University instructions and regulations.
4. Module titles in Swedish:
 1. Stöd till lärande
 2. VFU II
 3. Att kvalitetssäkra verksamheten
 4. Att beforska praktiken

Subcourses in ÄKPN02, The Subject Teacher as a Reflective Practitioner

Applies from H17

- 1701 Support for Learning, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1702 Work Placement Experience II, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1703 Educational Evaluation and Development, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1704 Researching the Educational Practice, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction