



Faculties of Humanities and Theology

**ÄKPP11, The Subject Teacher Profession in Society and
School, 30 credits**
Ämneslärarprofessionen i samhälle och skola, 30 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by the dean for first-cycle studies at the Faculties of Humanities and Theology on 2015-01-21 and was last revised on 2015-04-24 by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology. The revised syllabus applies from 2015-04-24, spring semester 2015.

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 first of a total of three semesters and replaces the course ÄKPM11.

The language of instruction is Swedish, but elements in English may be included.

The aim of the course is to provide students with a general educational sciences introduction to the profession of subject teacher.

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

The course is included in the top-up programme in Education (KPU) offered jointly by Kristianstad and Lund universities. The course takes up the first of a total of three semesters. It replaces ÄKPM11

The language of instruction is Swedish, but elements in English may be included.

The aim of the course is to provide students with a general educational sciences introduction to the profession of subject teacher.

Knowledge and understanding

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

- 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 relevant regulatory documents and didactic applications (6)

Competence and skills

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

- 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 victimisation and conflict (11)

Judgement and approach

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

- assess democratic aspects in the development 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. The social and organisational conditions for the profession of teacher (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, learning and didactics (7.5 credits)

This module introduces students to theories of development and learning as knowledge required to understand and explain the conditions for learning of adolescents and adults and to develop professional knowledge and skills to use in teaching.

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.

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, seminars, supervision in the professional role and other individual and group study.

Assessment

The assessment of the different modules is based on:

Module 1: The social and organisational conditions for the profession of teacher (7.5 credits). The assessment is based on active participation in compulsory group exercises and seminars (2.5 credits) and on an individual written assignment (5 credits). Assessment of learning outcomes 1, 2 and 12. The available grades are Fail, Pass or Pass with Distinction.

Module 2: Development and learning (7.5 credits). The assessment is based on active participation in compulsory group exercises and seminars (2.5 credits) and on an individual written assignment (5 credits). Assessment of learning outcomes 3, 4, 6, 7 and 13. The available grades are Fail, Pass or Pass with Distinction.

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. The available grades are Fail or Pass.

Module 4: Leadership in the classroom (7.5 credits). The assessment is based on active participation in compulsory group exercises and seminars (2.5 credits) and on an individual written assignment (5 credits). Assessment of learning outcomes 5, 11 and 13. The available grades are Fail, Pass or Pass with Distinction.

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 a grade Pass, students must have successfully completed all assignments included in the course. To be awarded a grade of Pass with Distinction, students must also have been awarded this grade on modules 1, 2 and 4. The assessment will take into special account what students focus on and how these focus areas are discussed, problematised and related to the learning outcomes of the course.

Entry requirements

To be admitted to the course, students must satisfy the general entry requirements and be admitted to the top-up programme in Education at Lund University.

Subcourses in ÄKPP11, The Subject Teacher Profession in Society and School

Applies from V15

- 1501 Societal and organizational conditions for the work of teach, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1502 Development and Learning, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1503 VFU1, 7,5 hp
Grading scale: Fail, Pass
- 1504 Leadership in the classroom, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction