



Faculties of Humanities and Theology

ÄVFN03, Workintegrated Learning 3 Secondary School, 7.5 credits

Verksamhetsförlagd utbildning, VFU 3, 7-9, 7,5 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 2019-01-27 to be valid from 2019-01-27, spring semester 2019.

General Information

The course is included in the Master's programme in Secondary Education at Lund University.

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

Learning outcomes

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

Knowledge and understanding

- with specialised understanding, account for the conditions for development and learning of individual pupils (1)

Competence and skills

- create learning situations in their own teaching that develop knowledge and stimulate pupils communicatively (2)
- identify and support development and learning of pupils based on their individual conditions (3)

- exhibit a confidence-inspiring leadership and adapt the leadership style to different groups of pupils (4)
- analyse learning situations and reflect on the outcomes of teaching (5)
- apply the core values of Swedish schools (6)
- use the grading system in the practice of teaching (7)

Judgement and approach

- take a position of assessment and reflection vis-à-vis the task of the teacher (8)
- critically test and discuss their own professional role based on their need of development with regard to subject knowledge and teaching expertise (9)

Course content

The course consists of a work placement of five weeks including supervision with regard to the professional role.

Course design

A supervisor will guide the student with regard to the future professional role. The student follows the supervisor's daily work, plans and carries out teaching, as far as possible taking responsibility for the teacher's other duties.

Compared with placement 2, placement 3 strongly emphasises the student's ability, in dialogue with supervisor and pupils, to develop and understand their professional role, their ability to independently function as a leader and create good learning situations for all pupils, and, in dialogue with their supervisor, develop a didactic approach to teaching and the subject. Special focus is also placed on the student's ability to practise the core values of schools in teaching.

Assessment

Together with a visit by the visiting lecturer from the programme, the supervisor's assessment serves as documentation for the grade, which comprises learning outcomes 1-9. The visit and assessment will be made by a visiting lecturer from the programme. The assessment at the visit comprises all the learning outcomes.

The supervisor's assessment and documentation from a visit, including a three-party dialogue, are documented in an assessment form.

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.

Entry requirements

To be admitted to the course, students must have at least 90 credits from subject studies and 30 credits from core courses in educational sciences, and passes work placement 1 and 2.

Subcourses in ÄVFN03, Workintegrated Learning 3 Secondary School

Applies from V19

1901 Workintegrated Learning 3 Secondary School, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction