

MULM64, Internship: Upper Secondary School 2, 9 credits

VFU: Gymnasieskola 2, 9 högskolepoäng

Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2022-06-08. The syllabus comes into effect 2024-08-26 and is valid from the autumn semester 2024.

General information

Course type and place in education system: The course is included in the second cycle degree in music teaching with a specialisation in upper-secondary school. The course is given semester 9 in subject 1.

Included subjects: Placement (VFU): Upper-secondary school 2

Language of instruction: Swedish

Main field of study

Specialisation

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

Learning outcomes

After completing this course, the student should be able to:

- based on pupils' different paths to learning, plan, carry out, evaluate and assess coherent teaching sequences based on the school's steering documents and based on relevant subject didactics.
- lead and organise musical activities on the basis of consciously choosing working methods and strategies that promote each pupil's needs and learning
- show depth and width in subject knowledge and utilise these in teaching
- show good communicative ability that promotes pupils' learning and development, create dialogue and evaluate teaching together with pupils
- establish a positive and democratic leadership by making each pupil feel seen and let every pupil express themselves.

- reflect on their leadership, analyse and draw relevant conclusions, as well as see patterns in different learning situations and on the basis of these, compare learning theories and choose alternative methods

Course content

During the course, the student carries out a placement at an upper-secondary school and participates in the workings of the school on the basis of the conditions that prevail in that school.

The student is expected to take responsibility for developing their educational leadership in planning, implementation, documentation and evaluation of coherent teaching together with pupils. Another focus of the course is the assessment of pupils' knowledge development.

The student should reflect on their placement and professional development continuously through the course, both independently and supported by a supervisor. In addition, opportunity will be given to discuss themes taken from courses in educational sciences, subject studies and didactics.

A special assignment in the course "Assessment and grading" is connected to this course.

Course design

The course consists of a placement (VFU) in upper-secondary school. VFU is carried out full-time for six weeks, about 35 scheduled hours/week of which about 15 hours/week is in the form of own teaching and auscultation. The placement school should offer time and a place for planning, supervision and individual reflection.

Working methods are developed based on the aim of the course in collaboration between the student and VFU supervisor. The student takes active part in the continuous workings of the school regarding planning, teaching, assessment and grading, mentorship, evaluation, team meetings and continuing professional development days. The student should also make use of the digital learning environments of the placement school.

During the course, the student carries out teaching observed by university lecturers. In a subsequent discussion, the student should reflect on their professional development together with university lecturers and the supervisor in order to evaluate the student's progression against the intended learning outcomes. The student should every week reflect in writing on their experiences during the placement.

A more comprehensive description of the course can be found in the study guide.

Assessment

Assessment of the learning outcomes is based on:

- observations made by the university lecturer's during their teaching sessions
- the student's own reflections over their teaching and professional development
- a written statement by the supervisor based on observations of completed teaching and in addition to supervision discussions that have taken place over the course of the whole placement period
- completed VFU placement (see the course description), documented by the student

The university lecturer can with immediate effect discontinue a student's placement if the student shows serious deficiencies in knowledge, skills or approaches to children/pupils' safety and integrity, or if trust in the school is jeopardised. Should a placement be discontinued in this manner, the student will receive the grade Fail on the course.

The number of examinations is limited to three.

The course includes opportunities for assessment at a first examination, a re-examination close to the first examination and a second re-sit for courses completed in the past year (catch-up exam).

If a student with disabilities requires an equivalent examination alternative, this must be requested by the student no later than two weeks before the examination.

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.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

For the grade of Pass, students must satisfy all intended course learning outcomes. For the grade of Pass with Distinction, the student should in addition be able to:

- in dialogue with pupils, choose working methods and strategies and show flexibility and creativity in their teaching
- enthuse and inspire pupils' learning at different levels and in different subject areas by choosing and applying different ways of communicating musically, verbally and non-verbally
- independently and critically review and problematise their professional development and identify and formulate areas of development

Entry requirements

Grade of Pass in all courses semester 1-4 in the upper-secondary teacher training programme in music (LAMGY INEN).

Further information

Course evaluation

The course evaluation includes formative (oral) evaluation where results can directly influence ongoing teaching and lead to discussions on learning between teachers and students, as well as a written evaluation that is carried out anonymously on completion of the course. The results of the written evaluation are to be made available to the students. The focus is on learning outcomes, contents and types of instruction. Important views and experiences from the course evaluations are passed on at the end of the course. The teachers are responsible for ensuring that the evaluations are carried out. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

Reading list

Reading list and other study resources are presented in a separate list.