

ÄKPN12, 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 of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-03-01 (U 2424/88). The syllabus comes into effect 2024-03-12 and is valid from the autumn semester 2024.

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

<i>Main field of study</i>	<i>Specialisation</i>
-	A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

On completion of the course, students shall be able to

Knowledge and understanding

- account for and discuss international agreements, existing legislation, national policy documents and current research of relevance to diversity, equality and support for learning (1),
- account for various special education perspectives and the consequences these have for educational activities (2),
- account for previous and current grading systems and different forms of assessment and grading (3)
- account for and discuss issues associated with educational assessments,

- based on relevant knowledge, give an account of individual pupils' preconditions for development and learning (5)
- give an account of and critically review methods and choices of procedure in connection with evaluation, quality and development work within schools (6),
- give an account of and critically review the relation between evaluation, objectives and results management and lärarprofessionalism (7),
- 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 (8)
- account for and critically review different examples of qualitative and quantitative research methods (9),

Competence and skills

- be able to discuss how preventative work can remove impediments and difficulties in different learning environments at the levels of individuals and groups (10),
- be able to discuss how schools can counteract and prevent discrimination and other forms of victimisation (11),
- during the course, demonstrate communicative ability in writing, listening and talking in relation to support for didactics (12),
- plan, carry out, report and evaluate diagnostic, formative and summative assessment in a specialised manner (13)
- apply theoretical arguments to assessment in teaching and learning (14),
- discuss opportunities to support pupils' knowledge development through assessment (15),
- create learning situations that develop knowledge and promote pupils' engagement and participation (16)
- identify and support pupils' development and learning based on their individual circumstances (17)
- communicate essential aspects of work at school in different contexts to the relevant parties (18)
- adapt the leadership style to a specific group of pupils and lead in a way the engenders trust (19)
- use the grading system in practical teaching work and illustrate how feedback in connection with assessment can be used to promote learning (20)
- plan, discuss and analyse quality and development work in teaching (21),
- discuss and analyse how requirements of evaluation in a target and results-led school influence the preconditions for teachers' work and the conditions for the teaching profession (22),
- during the course, demonstrate communicative ability in writing, listening and speech in relation to curriculum theory and didactics (23),
- discuss and analyse qualitative and quantitative research methods in relation to knowledge claims, issues and empirical material (24),
- review research projects with regard to their research method and theoretical basis (25),
- plan a scientific study in educational science (26),

- demonstrate communicative ability in writing, listening and speaking in relation to researching educational practise (27),

Judgement and approach

- evaluate different forms of assessment and their importance for learning (28),
- reflect on different ways to document and communicate pupils' achievements for assessment and grading (29),
- reflect on exceptions and individualisation in assessment and grading (30),
- analyse learning situations and reflect on the outcomes of teaching (31)
- critically reflect on their own professional role with regard to subject knowledge, subject didactics expertise and teaching practice (32)
- reflect on how the core values of the Swedish school system permeate their own teaching (33),
- on a scientific basis and based on proven experience be able to evaluate methods and strategies for quality and development work in teachings (34),
- based on own and others' experiences and relevant research results be able to reflect on the function and the importance of evaluation work in an educational context (35),
- evaluate studies in educational sciences based on methodological, ethical and theoretical considerations (36),
- reflect on the different opportunities to carry out research and development in their own profession (37).

Course content

The course builds upon 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 five modules:

Module 1. Support for learning (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. 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. Grading and assessment (5 credits)

The module deals with assessment and grading in the school of today and from a historical perspective.

Module 3. Work Placement II (7.5 credits)

The course consists of a five-week school placement including supervision with regard to the professional role.

Module 4. Educational Evaluation and Development (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. General curriculum goals concerning quality aspects in school e.g. sexuality, agreement and relations and sustainable development are covered in this module.

Module 5, 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

In modules 1,2, 4 and 5, the teaching consists of lectures, 2-5 compulsory seminars per module, and other studies both individually and in groups.

If, due to circumstances beyond their control, such as accidents, sudden illness or similar, students are unable to carry out a the compulsory component, the University is responsible for ensuring that an equivalent alternative or another time for the component is offered. This also applies to students participating in activities in an elected position as a student representative.

In module 3, School Placement, the student receives guidance from the supervisor on their future professional role. The student follows the supervisor's daily work, plans and carries out teaching activities and, as far as possible, takes responsibility for the teacher's other duties. In relation to placement 1, there is a strong emphasis in placement 2 on the student's ability, in dialogue with the supervisor and pupils, to develop and understand their professional role. A major emphasis is placed on the student's ability to independently act as a leader and create good learning situations for all pupils. Emphasis is also placed, in dialogue with the supervisor, on the development of a didactic approach to teaching and the subject, including assessment. There is also a particular focus on the student's ability to put the school system's core values into practice in teaching sessions.

Assessment

The assessment of the different modules is based on:

1. Support for learning and assessment (5 credits): An individual written report to be presented and worked on in groups. Assesses intended learning outcomes 1, 2, 10, 11 and 12.
2. Assessment and grading (5 credits): Seminars and individual written assignment. Assessment of learning outcomes 3, 4,13, 14, 15, 28, 29 and 30.
3. Work Placement II (7.5 credits): The course is examined through a placement visit, i.e. a teaching session appraisal followed by a three-party conversation (reflective conversation between the student, supervisor and teaching staff member responsible for the placement) and a placement report. Placement visits are made by the higher education institution's teaching staff member responsible for the placement. The supervisor's evaluation emerges in the three-party conversation and the placement report and forms part of the basis for assessment. If the student does not pass the regular school placement period, an opportunity is provided for one more school placement period for the same course. If the student does not pass after two periods, no further opportunities are offered. Assesses intended learning outcomes 5, 16, 17, 18, 19, 20, 31, 32 and 33.

4. Quality Assurance (7.5 credits): Individual written exam. Assesses intended learning outcomes 6, 7, 21, 22, 23, 34 and 35.
5. Researching the Placement (7.5 credits): Individual written exam. Assesses intended learning outcomes 8, 9, 24, 25, 26, 27, 36 and 37.

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

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 five 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 or ÄKPN11.

Further information

- The course is given at Lund University's Department of Educational Sciences.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- For further details, see current registration and information material.
- A course evaluation takes place in accordance with Lund University instructions and regulations.
- Module names in Swedish:

1. Stöd till lärande
2. Betygsättning och bedömning,
3. VFU II
4. Att kvalitetssäkra verksamheten
5. Att beforska praktiken