



# LT1009 Communication for Teachers in Technology 15.0 credits

## Kommunikationsdesign för teknicklärare

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for LT1009 valid from Autumn 2015

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

First cycle

## Main field of study

Technology

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

On completion of the course, the student should be able to:

- Account for and compare different communication models that can be used to arouse the pupils' interest in technology.
- Create own statements and descriptions where technology is versed in a human, social and global context.
- Describe how communication can create conditions allowing all students, irrespective of background, sex or ethnic origin, to develop personally and learn technology.
- Examine how the collected knowledge and skills of the student group can be used to stimulate each individual pupil's learning and development.
- Design teaching where communication is used to prevent and counteract discrimination and insulting treatment between pupils.
- Suggest own examples of how listening, speaking and writing can influence the pupil's learning and development.
- Analyse, account and reflect on how own strengths/weaknesses in the professional role influence the pupils' comprehension, learning and development.
- Present a plan over how you as a becoming teacher should develop your knowledge, skills and ability as a teacher further.
- Describe and reflect on how an experienced teacher should communicate with and relate to pupils and guardians.

## Course contents

Communication: The teacher's dramaturgic narration in technology instruction. Communication as method to increase understanding, motivation and commitment before technical issues and problems.

## Specific prerequisites

Entry requirements

Second-year students in the program: Subject teacher with a specialisation in technology, school year 7-9 or the equivalent knowledge.

## Course literature

Be stated no later than three weeks before the start of the course.

## Examination

- INL1 - Written Assignment, 5.0 credits, grading scale: A, B, C, D, E, FX, F
- SEM1 - Drama and Storytelling in Technology Education, 5.0 credits, grading scale: P, F
- SEM2 - Developing Communication Processes in Technology Education, 5.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Through a collected assessment of the student's activity, level of submitted assignments and reflections in the course, combined with results of take-home examination.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.