



LT1027 School Placement 1 12.0 credits

Verksamhetsförlagd utbildning 1

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

Establishment

Course syllabus for LT1027 valid from Spring 2017

Grading scale

VG, G, U

Education cycle

First cycle

Main field of study

Specific prerequisites

Minimum grade E in the Curriculum Theory and Subject Didactics course, or equivalent..

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:

- communicate with pupils and school staff by listening, giving feedback, speaking, and writing, and reflect on these abilities.
- be able to respond respectfully to pupils in different situations, with supervision if necessary. Such responses should take into account the fundamental values of schools according to national policy documents for primary and lower-secondary school, upper-secondary school, and/or adult education. The student is also expected to describe his/her own values and attitudes that can be important for the treatment of pupils.
- be able to write and justify his/her own lesson plans with clear aims, with supervision. These lesson plans should be related to national policy documents for the primary and lower-secondary school, the upper-secondary school and/or adult education.
- be able to lead teaching and reflect on leadership, with supervision.
- be able to describe, assess and give examples of his/her own strengths and areas of development based on experiences and the expected learning outcomes of the course. This assessment of the role of the teacher should be an ongoing process, but it should take place formally before the next placement course.

Course contents

The student is introduced to the activities and organisation of the school, and participates in the daily teaching of relevant subjects at the relevant level in the school system. The course focuses on the teacher's professional role and the school as an educational environment. The course requires the integration of theory and practice based on the student's own experiences, relevant subject knowledge, and systematic reflection.

Disposition

The course is read in close connection to other courses that are read during the same semester. Assignments such as observation exercises and data collection will be set during the placement.

The course is planned and carried out in dialogue between the student, the placement supervisor (an active teacher in a municipal or independent school), and the course coordinator.

The grading scale is Fail, Pass, and Pass with distinction.

Course literature

To be shared no later than three weeks before the start of the course.

Parts of the reading list are in English.

Examination

- VFU1 - School Placement, 12.0 credits, grading scale: VG, G, U

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.

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

The course is examined on the following basis:

- the student's documentation of the placement.
- the student's oral presentations at a reflective seminar.
- the placement supervisor's written assessment of the student's actions and knowledge.

Grading criteria are distributed at the beginning of the course.

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.