



# LT1029 Supervising School Placements Students 3.0 credits

Att handleda VFU-studenter

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

The official course syllabus is valid from the autumn semester 2022 in accordance with the decision from the head of school: M-2022-0133

## Grading scale

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

## Education cycle

First cycle

## Main field of study

Technology and Learning

## Specific prerequisites

Completed teacher education or at least 180 higher education credits on teacher programmes.

## Language of instruction

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

## Intended learning outcomes

The course intends to develop the participants' educational skills as supervisors for teacher students.

After passing the course, the student should be able to:

- Give an account of theories and models for learning and supervision and reflect on how these can be applied during the supervision process.
- Give an account of the current regulations of teacher educations and how these can be applied for assessing the knowledge of teacher students.
- Discuss how different assessment forms could be applied to evaluate and feed back the students' knowledge, proficiencies and approaches.
- Actively reflect on one's own supervisor role in meetings with different student groups.

## Course contents

The course addresses secondary and upper secondary school teachers that receive students on a placement for their profession exercise (VFU) .

A supervisor is essential for the development of teaching ability of teacher students and for training in applying their theoretical knowledge. This course intends to develop the participants' educational skills as supervisors for teacher students, partly through seminars and lectures that treat theories and models for learning and supervision and current regulations and how these should be applied at assessment, partly in discussions and reflections around how different assessment forms can be applied for evaluation and feedback, and the students' own supervisor role.

## Examination

- INL1 - Assignments, 2.0 credits, grading scale: A, B, C, D, E, FX, F
- SEM1 - Seminars, 1.0 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.

## 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.