



LT1037 Educational Leadership

6.0 credits

Läraren, ledaren och skolan

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

On 17/4/2023, the Dean of the ITM School has decided to establish this official course syllabus to apply from autumn semester 2023 (registration number M-2023-0877):

Grading scale

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

Education cycle

First cycle

Main field of study

Technology

Specific prerequisites

Language of instruction

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

Intended learning outcomes

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

1. give an account of and discuss different theoretical perspectives with respect to leadership and group processes that concern democracy, power structure, control and influence
2. analyse different learning situations with a focus on leadership in relation to organisation, both in formal educational organisations and in other forms of learning structures,
3. critically reflect on questions about how leadership is designed in relation to power structure, control and the professional assignment in school within the technical, scientific and mathematical fields.
4. discuss the professional educational leadership in technology, natural sciences or mathematics tuition based on questions that concern educational dilemmas, social relations, conflict management and professional conversations.

Course contents

The course introduces and treats a number of theoretical perspectives on educational leadership and group processes. The course gives opportunities to critically review and reflect on leadership as a concept, how it is designed in relation to other concepts such as power, gender and culture, as well as to questions that concern management of and in organisations. In the course, preconditions and possibilities for leadership are studied, with special focus on learning and educational organisations, where the challenges of the professional educational leadership are discussed in relation to educational dilemmas, conflict management, professional conversations and social relations.

A part of the course is placement (VFU) equivalent to 1.5 higher education credits, that includes a study of the leadership in technical, scientific or mathematical education environments, and an update for the central fields of the course.

Examination

- INL1 - Examination assignment, individual, 4.5 credits, grading scale: A, B, C, D, E, FX, F
- VFU1 - Pre-service Placement, 1.5 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.

Based on the recommendation from the KTH office of support to students with disabilities, the examiner has the right to agree on adapted forms of examination for students with a documented, permanent disability.

The examiner may permit other examination formats at the re-examination of individual students.

The assessment in the course is done partly through an individual written assignment, partly through a placement report. For detailed information see the study guide for the course. In the course, a seven-step criterion-referenced grading scale is used, based on the individual written examination: Passing grades are (in falling order) A = excellent; B = very good; C = good; D = satisfactory; E = sufficient. Fail grades Fx = Failed, additional work is required F = Failed, much more work is required

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.