



# LT1050 Teachers in Continuous Development 6.0 credits

Lärare i kontinuerlig utveckling

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 dean of school: M-2022-0952. Decision date: 10/06/2022

## Grading scale

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

## Education cycle

First cycle

## Main field of study

## Specific prerequisites

General entry requirements for higher education

## 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. from established didactic models and the teaching process, give an account of and analyse general didactic aspects in technology and mathematics
2. relate previous education and professional or vocational experiences to the studies and the future task as teacher
3. describe the systematic quality assurance procedures of the school and continuously evaluate his own work and his need of additional knowledge, continuously develop his skills and create routines for a lifelong learning
4. give an account of curriculum controlled teaching content in addition to the subject content, such as equal opportunities, equality, ethics, sex and interpersonal relations, language integrated working methods, etc.
5. give an account of the democracy assignment and the fundamental values of the school, their components and how one could integrate these practically in the teaching and analyse the consequences of proposed working methods
6. give an account of teaching content about sustainable development, its components and how one could integrate these in the teaching practically and analyse the consequences of suggested working methods
7. describe the common theme in the degree programme (or create an own) and see the progression in both subject knowledge and generic skills in relation to the objective of the course and the teaching profession, and create a personal overall picture of parts included in the education

## Course contents

The aim of this course is primarily programme integrating; to give the students an increased understanding of how the degree programme is built-up and how the included courses contribute to provide the combined knowledge that is required for a teacher's degree. The programme in that respect is based on the didactic triangle and the teaching process - their parts and how these stick together.

Secondly, in the changing society of today, both inclination to change and active constant development is required for success in the teaching profession. Hence, a special focus in this course is the stage **Assess** in the teaching process. Also other teaching content than the subject content that is added for example on the basis of the mutability and needs (so-called reforms) of the society, is kept together at the common program level in this course.

The course is given during the whole training period.

## Examination

- INL1 - Hand-in assignment, 2.0 credits, grading scale: A, B, C, D, E, FX, F
- INL2 - Hand-in assignment, 2.0 credits, grading scale: P, F
- INL3 - Hand-in assignment, 1.0 credits, grading scale: P, F

- INL4 - Hand-in assignment, 1.0 credits, grading scale: A, B, C, D, E, FX, 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.