



LT1050 Teachers in Continuous Development 6.0 credits

Lärare i kontinuerlig utveckling

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

Establishment

The official course syllabus is valid from the autumn semester 2024 in accordance with the decision by the Head of School:M-2024-0566. Date of decision: 2024-04-15

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. relate their previous educational and professional experiences to their studies and their future mission as a teacher
2. describe the school's procedures for systematic quality assurance, and continuously evaluate their own work and their need of additional knowledge, continuously develop their skills and create routines for lifelong learning
3. give an account of teaching content, in addition to the subject content, determined by the curriculum, such as equal opportunities, equality, ethics, and language-integrated approaches, and communicate and reflect on questions that concern identity, sexuality and relations
4. give an account of the democracy mission and the fundamental values of the school, the components of these, and how these could be practically integrated in the subject teaching, and also analyse the consequences of the approaches proposed
5. give an account of teaching content pertaining to sustainable development, its components, and how these components could be practically integrated in the subject teaching, and also analyse the consequences of the approaches proposed
6. describe the common theme in the degree programme (or create their 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 form a personal overall picture of parts included in the degree programme.

Course contents

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

Secondly, in order to be successful in the teaching profession in the ever-changing society of today, both a willingness to change and constant, active, development are required. Hence, a special focus in this course is the **assessing** stage of the teaching process. Moreover, teaching content other than the subject content is discussed at the program level in this course. Such content might stem from e.g. society's proneness to change and its needs (so-called reforms).

The course runs over the whole duration of the education programme.

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.

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

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.