



LT1054 The Teaching Process: Plan, Implement and Evaluate 6.0 credits

Undervisningsprocessen: Planera, genomföra, utvärdera

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 by the Dean of school: M-2022-0957. 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:

Part 1: Planning and assessment

1. use relevant regulations to plan teaching that supports pupils' learning
2. give an account of the meaning of key concepts (and their mutual relationships), such as: formative, summative and formal assessment; legal certainty, reliability, validity and equivalence; assessment documentation, weighting and grading.
3. critically review these assessment factors and give an account of how one can apply them in a constructively aligned plan for teaching and assessment with explanation about how it promotes pupils' learning.

Part 2: Design of learning

4. Plan a longer lesson sequence with constructively aligned teaching and assessment activities, clarifying formative, summative and formal assessment with explanations to made choices.
5. Evaluate qualities and weaknesses in their own design of learning.

Course contents

The course has a focus on the teaching process (Plan - Carry out - Evaluate) and give a common basis for the different didactic courses. The course is given throughout the whole education programme and consists of two items:

Item 1, Planning and assessment focus on the more theoretical aspects of planning, assessment and grading that constitutes a common basis for the different didactic courses. Concrete planning of single lessons takes place during the autumn semester, on the basis of the regulations. Thereafter, focus is on practical skills for key concepts in assessment and grading, such as: knowledge and criterion-referenced assessment; formative, summative and formal assessment; assessment forms; legal certainty, reliability, validity, equivalence; assessment documentation, reliable weighting and grading.

Item 2, **Design of learning**, has its focus on application. This implies for example training in applying constructive alignment with formulation of intended learning outcomes when designing learning activities and different forms of examination and choice of appropriate physical and digital teaching resources. During the spring semester, a longer teaching sequence that is integrated with the placement during VFU2 is planned.

Examination

- INL1 - Hand in assignment, 3.0 credits, grading scale: A, B, C, D, E, FX, F

- INL2 - Hand in assignment, 1.0 credits, grading scale: A, B, C, D, E, FX, F
- SEM1 - Seminars, 1.0 credits, grading scale: P, F
- SEM2 - 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.