



# LT1057 School Placement 2 14.0 credits

## Verksamhetsförlagd utbildning 2

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 2024 in accordance with decision by Head of School : M-2023-1880. Date of decision: 2023-10-11

## Grading scale

VG, G, U

## Education cycle

First cycle

## Main field of study

## Additional regulations

The course is taken in close connection to other courses during the same semester.

Assignments for these courses, such as observation exercises and data collection, will be set during the placement. A student who failed in the course may take it once again (in total no more than two attempts, including the first).

## Specific prerequisites

Knowledge of teaching in schools, equivalent to the contents of the course LT1055.

Knowledge of general aspects of the didactics of technology and mathematics, the teaching process, and assessment and evaluation of teaching of technology and mathematics equivalent to INL1 and INL2 in the course LT1052 and INL1 and INL2 in the course LT1053

## 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. under supervision, but with a high level of independence, use constructive alignment in practice; plan intended learning outcomes and teaching, learning and assessment activities aligned in a longer sequence of lessons, on the basis of the regulatory documents as well as the pupils' prior knowledge, interests and needs,
2. under supervision, but with a high level of independence, show leadership in the classroom with a balance of orientation towards results and relationships.
3. under supervision, but with a high level of independence, discuss and analyse planned and implemented teaching, based on educational research and proven experience and give examples of their own strengths and areas for improvement in their coming professional life
4. demonstrate a professional approach, suitable for the school context in different situations, communicate and cooperate with pupils and school staff, approaching them in a suitable and respectful way in accordance with the fundamental values of the school
5. identify and analyse their own values and attitudes with potential importance for a professional approach
6. create both a task on which to base the assessment (a pupil task for assessment, included in the formal assessment) and assessment instructions for themselves as a teacher. These should be related to the longer teaching module that is carried out, and be in accordance with national regulations, scientific knowledge and proven experience.
7. use and evaluate both analogue and digital learning resources to support their teaching
8. integrate interdisciplinary perspectives in the teaching such as the fundamental values of the school, equality, equal opportunities, sustainable development and ethics of the school. The student should also be able to evaluate this integration.

## Course contents

The student spends a longer period of time at a school to participate in the daily activities, both in the classroom and in other activities at the school.

During this placement period, the student is expected to plan, carry out and evaluate a longer teaching module in one of their subjects, under supervision – but with a high degree of independence. In that respect, compared to VFU1, there is a stronger focus on assessment of the pupils' learning. Assessment.

Much attention is also given to practical leadership for learning and development, which requires knowledge about communication, social relationships and conflict management, as well as about different pupils' preconditions and needs.

How the student treats others, and the student's communication skills, in accordance with the fundamental values of the school, is equally important as in VFU1.

## Examination

- VFU2 - School placement, 14.0 credits, grading scale: VG, G, U

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.

## Other requirements for final grade

Passed (at least P or G) on all included items.

## 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.