LT2033 School Placement III with Subject Didactics 15.0 credits

Verksamhetsförlagd utbildning III med ämnesdidaktik

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

Establishment

The official course syllabus is valid from spring semester 2027 as decided by the Director of First and Second Cycle Education. Decision date: 2026-10-22

Grading scale

VG, G, U

Education cycle

Second cycle

Main field of study

Technology and Learning

Specific prerequisites

Admission to the course requires admission to the Civil Engineering and Teaching (CLGYM) programme, as well as the following, or equivalent:

Programme-wide courses
UMK212/UMK213/LT1038 Mathematics Education with Work-based Learning for Upper

Secondary School (7.5 credits)
UMK310/LT1039 Young People's Development and Learning in Science and Technology, LT1080 Didactics of the Natural Sciences or LT1081 Didactics of the Technical Subjects (6 credits)
DIK200/UCK210/LT1036 Learning as a Professional Undertaking (8.5 credits)
UCK300/UCK310/LT1037 The Teacher, the Leader and the School (6 credits)
LT1035 VFU2: Experiments and Informal Learning Environments or LT2036 Work-based Learning 2 (11 credits)
At least 30 credits of mathematics courses or course modules within the programme (courses whose course code begins with 'SF') as well as other courses approved as mathematics courses by the programme coordinator.
Specialisation-specific courses
MAKE – Mathematics and Chemistry specialisation
30 credits of subject-specific courses (within the subject 'chemistry'). These include:
The chemistry component of AL1130/MJ1530 (5 credits)
Courses or course modules on the programme whose course code begins with 'K' or 'C', as well as other courses approved as specialisation courses by the programme coordinator.

MAFY – Mathematics and Physics Specialisation

30 credits of subject-specific courses (within the subject 'Physics'). These include:
The physics component of AL1130/MJ1530 (4 credits)
Courses or course modules on the programme whose course code begins with 'SG', 'SI', 'SH' or 'SK', as well as other courses approved as specialisation courses by the programme coordinator.
TEMI – Mathematics and Technology specialisation with a focus on energy and the environment
30 credits of subject-specific courses (within the subject 'energy and the environment'). These include:

The Energy and Environment module of AL1130/MJ1530 (5 credits)

MJ2612/LT1095 Learning and Sustainable Development (6 credits)
Courses or course modules on the programme whose course code begins with 'MJ', 'SG', 'C' or 'A' (except AL1130/MJ1530, see above) as well as other courses approved as specialisation courses by the programme coordinator.
TEDA/TIKT – Mathematics and Technology specialisation with a focus on computer engineering/information and communication technology
30 credits of subject-specific courses (within the subject 'computer science'). These include:
Courses or course modules on the programme whose course code begins with 'D' or 'I', as well as other courses approved as specialisation courses by the programme coordinator.

Intended learning outcomes

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

Part 1 and Part 3 or part 4:

- account for, discuss and problematise different ways to plan and organise teaching of respective subject

- discuss the application of different assessment forms to evaluate students' knowledge in mathematics and technology or natural science subjects, based on current research and proven experience.

Part 2:

- in communication with students adapt one's listening, talking and writing to different students' background, and evaluate these abilities

- in consultation with supervisor get an overview of how one, in a context adequate and functional language, in writing or orally, communicate with guardians in groups or individually about students' learning and development,

-independently and in different situations respond to students in an empathic and respectful way, in accordance with the fundamental values of the school and critically review and analyse one's own values and attitudes that can be of importance for the treatment of students, and relate these to the fundamental values of the school

- write and justify a longer subject plan with clear aims that are related to didactic theories and relevant national regulations in order to stimulate each student's learning and development in the best possible way, and carry out and together with others evaluate items in the planning with respect to the aims

-independently and responsibly lead and develop teaching, based on adequate subject knowledge, subject didactics and didactic knowledge

-independently, and by means of knowledge of grading and assessment, document, analyse and assess students' learning and constructively communicate the assessment to the students

-independently and based on didactic knowledge use digital tools and media in the educational activities

-use proven strategies to prevent and counteract discrimination or other insulting treatment of students, and promote equal opportunities and equality perspective, according to the fundamental values of the school

-based on one's own experiences and the intended learning outcomes of the course, describe, assess and give examples of own strengths and fields of development prior to future educational work.

Course contents

The course consists of the following parts:

Part 1: Mathematical didactics II 1.5 credits

Part 2: Placement 12 credits

And one of the following parts depending on combination of subjects:

Part 3: The didactics of the natural sciences 1.5 credits

Part 4: Didactics of technology 1.5 credits

Part 1, 3 and 4 include specialised studies of planning, organisation and evaluation of teaching and students' learning in respective subjects, based on current regulations and current didactic research. Language and communication in the classroom are treated. Security and responsibility at laboratory teaching in school is touched. Furthermore, application of different assessment forms is treated, to evaluate students' knowledge in mathematics and technology or the scientific subjects.

Part 2: Placement

The student deepens his knowledge of the activities and organisation of the school, and participate in the daily teaching on relevant level. The course focuses on the teacher's professional role and the school as an educational environment. The studies imply that theory and practice will be integrated, based on experiences, relevant subject knowledge and systematic reflection. The course content is designed based on expected credits awarded and the activities in school.

Examination

- DEL1 - Mathematics education II, 1.5 credits, grading scale: VG, G, U
- DEL2 - School placement, 12.0 credits, grading scale: VG, G, U
- DEL4 - Technology education, 1.5 credits, grading scale: VG, G, U
- DEL3 - Science education, 1.5 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.

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

Other requirements for final grade

Participation in compulsory tuition including placement

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.

Additional regulations

A student who fails DEL2, or who withdraws without valid reason later than three weeks before the start of the work placement period, is entitled to sit DEL2 once more (up to a maximum of two attempts in total, including the first).

The course cannot be included in the degree programme alongside the courses 'Mathematics, Technology and Natural Sciences Didactics' and 'Work-based Learning for Civil Engineers and Teachers' (UMK802), 'Work-based Learning III with Subject Didactics for Civil Engineers and Teachers' (UMK703) or equivalent courses.