

Teaching Practice, 8 cr

Verksamhetsförlagd utbildning, 8 hp
8 credits

Single subject course

924G07

Valid from: 2024 Spring semester

Determined by	Main field of study	
The Board of Educational Science	Pedagogical Work	
Date determined	Course level	Progressive specialisation
2008-12-16	First cycle	GXX
Revised by	Disciplinary domain	
Course Syllabus Board at the Faculty of Educational Sciences	Placement	
Revision date	Subject group	
2021-03-08; 2019-09-10; 2023-09-11	Educational Sciences/General Didactics	
Offered first time	Offered for the last time	
Spring semester 2009		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

- Previous teaching practice during at least 2 years of teacher education.
- Documented knowledge of English equivalent to Engelska B. Exemption from Swedish 3/B.

Intended learning outcomes

After completing the course the student should

- have basic knowledge about Swedish school politics, the Swedish school system and school cultures
- be familiar with different teacher identities and leadership styles
- be able to describe and reflect on similarities and differences in different countries' views on education and learning
- be able to plan, carry out and evaluate sequences of teaching in the curriculum
- be able to reflect on his/hers professional development as a teacher

Course content

The course offers a brief introduction to current political and pedagogical perspectives on education, teaching and learning. Research on teacher identities and leadership styles is presented and discussed. The course has a comparative approach where students are encouraged to share their knowledge and experiences in seminars and through group-work. The course comprises 20 days of teaching practice and field studies at a school or pre-school. Class-room observations, interviews and active participation in teaching and other school activities provide a framework for analysis of the issues presented in the course.

Teaching and working methods

Lectures, literature studies, seminars, field studies and teaching practice.

Examination

The final grade on the course is determined by the grade of the written exam.

Examination of applied social and didactic abilities is limited to three (3) occasions.

A student may be compelled to interrupt education in the workplace prematurely and be given a fail grade if there is a palpable risk that the student, as a result of serious impropriety, risks harming a person in the operations, such as a pupil, patient or equivalent. The student may not return to participate in the education in the workplace until the examiner has determined and confirmed that the student has the knowledge and skills required such that the risk of harm to

another person does not arise. A student has the right to a maximum of two such episodes.

Education in the workplace requires work equivalent of about 40 hours per week for a full-time student.

On the condition that sufficient grounds for assessment of the performance of a student during education in the workplace relative to the objectives of the course are available, a grade may be set even if the student has been partially absent from the education in the workplace or has interrupted it prematurely.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

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Grades

ECTS, EC

Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.