



Board of Teacher Education

Syllabus

Governing learning - KPU

Course Code:	LPAK04
Course Title:	Governing learning - KPU <i>Leda lärande - KPU</i>
Credits:	15
Degree Level:	Master's level
Progressive Specialisation:	Second cycle, has only first-cycle course/s as entry requirements (A1N)

Major Field of Study:
UVA (Educational Science)

Course Approval

The syllabus was approved by the Board of Teacher Education 2017-09-04, and is valid from the Spring semester 2018 at Karlstad University.

Prerequisites

Admission to teacher education bridging programme and registered for the courses LPGK08 and LPGK02, or admitted to the VAL programme

Learning Outcomes

The aim of the course is that students develop knowledge and understanding of teacher leadership for pupils' knowledge development and democratic and safe learning environment from a theoretical and practice-based perspective with consideration of different subject-specific theories of teaching and learning.

Upon completion of the course, students should be able to:

1. give an account of current theories on teacher leadership
2. problematise how leadership can be conducted in a diversity perspective
3. give an account of and problematise the importance of communication, group processes and core value integration in a school context,
4. problematise how norms and values can affect methods and content of teaching,
5. problematise how teacher leadership can contribute to students' engagement in their own learning processes,
6. problematise teacher leadership based on different subject-specific theories of learning and teaching, and
7. demonstrate communicative skills in listening, speaking and writing appropriately and adequately in various situations.

Content

The course deals with:

- leadership for promoting pupils knowledge development
- teacher leadership in relation to school governance and leadership
- teacher approaches to pupils' differences
- teachers' communicative ability, including communicating in digital environments, and exercises in conversation techniques and other cooperation skills
- theories on group processes and conflicts and strategies for addressing conflicts as well as preventing discrimination and harassment in different environment and dealing with such incidents
- teacher leadership in relation to teachers' role as a norm setter, which includes power and democracy issues problematised in relation to student participation and influence
- professional ethics and the limitations of the teacher profession
- cooperation with guardians, authorities and other community actors
- factors of importance to pupils' motivation
- pedagogical and subject-specific learning and teaching considerations.

Reading List

See separate document.

Examination

Learning outcomes 1 - 5 and 7 are assessed on the basis of an individual, written assignment, preceded by group discussions, presented orally.

Learning outcome 6 is assessed on the basis of an individual, written assignments discussed in seminars.

Submissions for assessment must clearly indicate individual contributions.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Required course for the teacher education bridging programme.