



Board of Teacher Education
Swedish Language

Syllabus

Swedish for primary school - preschoolclass and year 1-3 II

Course Code:	LPGG17
Course Title:	Swedish for primary school - preschoolclass and year 1-3 II <i>Svenska för grundlärare i förskoleklass och årskurs 1-3 II</i>
Credits:	15
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has at least 60 credits in first-cycle course/s as entry requirements (G2F)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2023-08-14, and is valid from the Spring semester 2024 at Karlstad University.

Prerequisites

Completed courses LPGG00, LPPGG22, and LPGG24, plus at least 30 ECTS credits completed in subject courses LPGG06, LPGG07, and LPGG08, or equivalent

Learning Outcomes

The aim of the course is for students to further develop subject knowledge and subject-specific teaching methodology with relevance to teaching Swedish in preschool and primary school years 1-3. There is a special focus on basic knowledge of documentation and assessment of pupils' learning progress and reading and writing problems. The practical placement period is designed to give students an opportunity to deepen their professional skills by applying their research- and experience-based knowledge of learning and

development in practice with pupils.

Module 1: Documentation, assessment, and reading and writing problems I, 4.5 ECTS cr

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

1. analyse the curricula for Swedish in preschool and primary school years 1-3 on the basis of subject content and subject-specific teaching methodology,
2. based on current research, give an account of how documentation and assessment of pupils' learning can be used in teaching and educational activities with integrated aesthetic learning processes,
3. give an account of basic theories of reading and writing problems with consideration of multilingual and gender perspectives.

Module 2a: Practical Placement II, 7.5 ECTS cr

Upon completion of the second placement, students should be able to:

1. act in accordance with the foundational values stipulated in the Swedish Education Act and the national curriculum,
2. give an account of legislation concerning school obligations to prevent and take measures against bullying and abuse and analyse local school policy on discrimination,
3. under some supervision, implement a norm-critical perspective in pedagogical activities with a special focus on equality and gender equality,
4. communicate professionally with pupils and staff, one-on-one and in groups, in speech and writing, in a functional and adequate way adapted to the context,
5. under some supervision, plan, lead and carry out sequences of teaching on the basis of curricula, subject knowledge, and general and subject-specific pedagogy,
6. plan and conduct teaching with consideration of children's different backgrounds and under supervision reflect on special education needs.
7. analyse their own professional development and give arguments for how it is based on curricula, subject knowledge, and subject-specific teaching methodology,
8. under supervision, assess pupils' knowledge development and social situation in school and discuss how this can be communicated to pupils, guardians, and staff,
9. under some supervision, use digital tools in pedagogical activities, and
10. discuss their own professional development and identify further needs of improvement.

Module 2b: Practical Placement II, 7.5 ECTS cr (when the placement is completed abroad)

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

1. reflect upon the fundamental values that underpin the curricula and classroom practices in Sweden and in the school abroad where the placement is completed,
2. communicate and interact professionally with pupils and staff,
3. under supervision, plan, lead, conduct, and evaluate teaching which promotes learning and includes consideration of children's different backgrounds,
4. describe and reflect upon the assessment practices of the school abroad where the placement is completed, and
5. discuss and assess the experience of completing a practical placement abroad in relation to their future role as teachers in the Swedish school system.

Module 3: Documentation, assessment, and reading and writing problems II, 3 ECTS cr

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

1. discuss and analyse different ways of documenting and assessing literacy skills,
2. give an account of how documentation and assessment of pupils' learning can be used to develop their own teaching of Swedish based on current research and student experiences,
3. discuss different approaches to children with reading and writing problems, and
4. apply linguistic perspectives in the assessment and support of pupils' language development.

Content

Module 1: Documentation, assessment, and reading and writing problems I, 4.5 ECTS cr
The focus is on central theories of assessment and documentation of pupils' literacy development based on literary and linguistic theories and the translation of curricula into teaching. National tests and diagnostic tests are studied with a focus on analysis and assessment of pupils' language development and linked to the teaching of Swedish. Issues related to reading and writing problems are treated. Students prepare for a practical placement in this area of knowledge.

Modules 2a and 2b: Practical Placement II, 7.5 ECTS cr
Students interpret and apply central curricula and local teaching plans and translate teaching theories and subject knowledge into practice with consideration of pupils' varying knowledge and interests. The applications require multimodal forms of expression to be used. In connection with their practical placement, students also collect material for module 3. They meet different groups of school staff and develop communicative and cooperative skills in relation to members of staff as well as pupils, and engage in conflict solution on the basis of core values. Students also discuss and reflect upon the profession and their own professional development, describe special education and student welfare efforts in school, and formulate areas of development for the third practical placement.

The practical placement can be completed abroad.

Module 3: Documentation, assessment, and reading and writing problems II, 3 ECTS cr
The module covers the relation between theory and practice in the subject of Swedish regarding documentation and assessment, as well as reading and writing problems. Ways in which aesthetic learning processes and linguistic perspectives can deepen the assessment and documentation of pupils' learning are treated. The students' experiences of the second practical placement period are discussed and problematised in terms of approach to pupils, subject knowledge in relation to the Swedish subject, and relevant theories.

Reading List

See separate document.

Examination

In all written assignments, students have to use standard language and adequate style in relation to the context.

In all oral assignments, students have to communicate clearly and use adequate style in relation to the context.

Assessment is based on the following mandatory components:

Module 1:

Learning outcomes 1 and 2 are assessed on the basis of individual written hand-in assignments and two seminars.

Learning outcome 3 is assessed on the basis of one individual written hand-in assignment.

Module 2 a:

Learning outcomes 1, 3, 4, 5, 6, 8, and 9 are assessed on the basis of a completed and documented practical placement.

Learning outcomes 2, 7, and 10 are assessed on the basis of oral and written assignments at the university.

Attendance is required for the introduction to the practical placement and for the school placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless there are special circumstances.

The number of assessment opportunities for the practical placement component is limited to two.

A practical placement period can be discontinued immediately if there is a concrete risk that the student will otherwise cause injury to another person or valuable property due to grave and inappropriate behaviour. The decision is made by the examiner in consultation with the administrative manager of the teacher education office and the programme co-ordinator, and means that the student has used and failed one assessment opportunity.

Module 2 b:

Learning outcomes 2, 3, and 4 are assessed on the basis of a completed and documented practical placement.

Learning outcomes 1 and 5 are assessed on the basis of oral and written assignments.

Attendance is required for the introduction to the practical placement and for the school placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless there are special circumstances.

The number of assessment opportunities for the practical placement component is limited to two.

A practical placement period can be discontinued immediately if there is a concrete risk that the student will otherwise cause injury to another person or valuable property due to grave and inappropriate behaviour. The decision is made by the examiner in consultation with the administrative manager of the teacher education office and the programme co-ordinator, and means that the student has used and failed one assessment opportunity.

Module 3:

Learning outcomes 1, 2, and 4 are assessed on the basis of two oral seminars.

Learning outcome 3 is assessed on the basis of an individual written hand-in assignment.

If students have a decision from Karlstad University entitling them to Targeted Study Support due to a documented disability, the examiner has the right to give such students an adapted examination or to examine them in a different manner.

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.

Additional costs for completing the practical placement abroad are covered by the student.

Teacher education: Preschool and Primary School years 1-3