



Board of Teacher Education  
Music

## Syllabus

### Teacher Training Practice 2 - Music Education

**Course Code:** MUGL22

**Course Title:** Teacher Training Practice 2 - Music Education  
*Verksamhetsförlagd utbildning 2 - musiklärare*

**Credits:** 7.5

**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 2025-02-12, and is valid from the Autumn semester 2025 at Karlstad University.

#### Prerequisites

Completed Music and music teaching 2, 15 ECTS credits, Teacher training practice 1 - Music education, 7.5 ECTS credits, and Educational tools for teachers - Music teachers, 7.5 ECTS credits, plus registered for Music and music teaching 3, 15 ECTS credits, and Teachers' pedagogical approach 1 - Music teachers, 7.5 ECTS credits, or equivalent

#### Learning Outcomes

The aim of the course is for students to develop their professional skills by applying evidence- and experience-based knowledge to learning and development.

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

1. act in accordance with the core values specified in the Education Act and curricula
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. integrate, under some supervision, a norm critical perspective in the pedagogical activities

with a focus on gender equality and equity,

- 4. communicate professionally with pupils and staff, individually and in groups, adopting a language in speech and writing that is functional and adequate to the situation,
- 5. plan, lead, and carry out, under supervision, teaching sequences based on school curricula and knowledge of subject and subject-specific pedagogy,
- 6. plan and carry out teaching sequences taking into account pupils' different needs and under supervision reflect on special education needs,
- 7. analyse their own teaching and present arguments for how its is related to curricula, subject knowledge, and subject-specific pedagogy,
- 8. assess pupils' knowledge development and social situation at school under supervision, and discuss how this can be communicated to pupils, guardians and staff,
- 9. with some instruction, use digital tools in pedagogical activities, and
- 10. discuss their own professional development and identify their need of further development.

### **Content**

Students take part in pedagogical activities in various ways. Central and local directives are related to school activities, planning, and teaching. Students develop communicative skills in interaction with pupils, guardians and school staff. Students carry out sequences of teaching under supervision, apply pedagogical theories and translate subject knowledge into teaching, and reflect on their own teaching and professional development and the relation between theory and practice. Assessment of students' knowledge development and social situation is also included, as is the use of digital tools in pedagogical activities.

### **Reading List**

See separate document.

### **Examination**

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

Learning outcomes 2, 7, and 10 are assessed based on oral and/or written assignments at the university.

Attendance is required 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 examination 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.

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.

Music Teacher Education