



Board of Teacher Education
Educational Work

Syllabus

Professional Approach in Teaching

Course Code:	VIG003
Course Title:	Professional Approach in Teaching <i>Lärarens professionella förhållningssätt - verksamhetsintegrerad utbildning</i>
Credits:	15
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has only upper-secondary level entry requirements (G1N)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2019-03-10, and is valid from the Autumn semester 2019 at Karlstad University.

Prerequisites

General admission requirements plus either

- field-specific eligibility A6 b (upper secondary school level Mathematics 2a or 2b or 2c, Natural Science 1b or 1a1 + 1a2, Civics 1b or 1a1 + 1a2), or

- field-specific eligibility 6 b (upper secondary school level English B, Mathematics B, Natural Science A, Civics A) .

Learning Outcomes

The aim of the course is that students acquire knowledge of ways in which teachers create conditions for learning in school. The emphasis is on the significance of the teacher's professional approach and the relationship between theoretical perspectives on learning and lesson planning.

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

1. describe and compare key theories of and perspectives on learning, the teacher's professional role, and teaching,
2. give an account of different factors that affect pupils' learning potential,
3. give an account of and discuss basic special education perspectives and concepts,
4. give an account of educational perspectives on multilingualism and approaches that support pupils' learning processes in a multilingual classroom,
5. discuss what it means that "education is based on science and proven experience" from a theory of science perspective,
6. describe and discuss concrete teaching situations in terms of the main theories and perspectives covered in the course,
7. give an account of assessment as part of the process to plan, conduct, and evaluate teaching, and
8. use correct standard English and adequate academic language appropriate for the context.

Content

The course covers the following:

- Key theories of and perspectives on learning, including behaviourism, constructivism, the sociocultural perspective, and the cognitive perspective.
- Aspects of the home and school environments and other factors that affect pupils' different learning potential in various educational contexts, such as gender, language background, and cognitive development.
- Educational theories focused on the teacher's professional role, lesson planning, and follow-up.
- Teachers' professional ethics as part of their professional role.
- Special education perspectives and concepts used to analyse challenges and conditions in relation to learning at the levels of organisations, groups, and individuals.
- Multilingualism as a challenge and a resource in lesson planning.
- Theory of science perspectives on education as based on science and proven experience, and on the discussion of evidence-based teaching practices.
- Academic writing as a tool for learning, development, and professional dialogue.

Course content related to pupils' different learning potential and the teacher's professional role, lesson planning, and follow-up will be related to the students' own experiences of teaching.

Reading List

See separate document.

Examination

Learning objective 1 is assessed based on a written exam and an individual written hand-in assignment.

Learning objectives 2, 4, and 5 are assessed based on a text seminar.

Learning objective 3 is assessed based on an oral group presentation and a text seminar.

Learning objectives 6, 7, and 8 are assessed based on an individual written hand-in assignment.

If students have a decision from Karlstad University entitling them to special pedagogical 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.

Core course for Teacher Education: Primary School