



Faculty Board for Teacher Education

## **Programme Study Plan**

### **Secondary Education Programme**

<b>Programme Code</b>	LAALP
<b>Programme Title</b>	Secondary Education Programme
<b>Credits/ECTS:</b>	270/300/330
<b>Programme Approval</b>	The Programme Study Plan was approved by the Faculty Board for Teacher Education on 14 December 2010 and is valid from the autumn term of 2011 at Karlstad University.
<b>Language of Instruction:</b>	Swedish
<b>Degree Level:</b>	Master's
<b>Degree Type:</b>	Professional
<b>Prerequisites</b>	General admission requirements and field-specific eligibility 6c, and eligibility for the chosen, future teaching subjects.

#### **Introduction**

Teacher education is an academic professional qualification. At Karlstad University this means that the whole programme is characterised by a clear professional perspective. The education comprises specific as well as general teaching knowledge, combining the critical perspective of research with the need for problem solution, subject knowledge and methodology in the daily school practice.

There are many routes to becoming a good teacher. The education aims to promote action-oriented problem awareness. An independent teacher identity requires good knowledge and an open, reflective and ethical approach. Karlstad University has

designed a teacher-training programme based on three competencies: *content competence*, *methodological competence* and *leadership competence*.

*Content competence* emphasises the knowledge aspect of learning. Teaching at all educational levels and areas requires advanced subject knowledge. The premise of *methodological competence* is the need to consider each individual's capacity and circumstance as well as the challenges involved in different subjects. Special efforts are made at Karlstad University to relate subject studies to the teaching profession. *Leadership competence* involves the skills to create comfortable and challenging learning environments. Teacher education must also prepare students for the task of evaluating school activities and their own learning as well as that of others.

Teacher education at Karlstad University has the ambition to meet and challenge school needs. This entails not only preparing students for specific school activities but also providing the tools and confidence needed to examine accustomed conceptions of learning and teaching. The Secondary Education Programme at Karlstad University is committed to providing students with many opportunities to prepare for a future profession that is complex, responsible, and changeable. Students are also prepared for further academic studies.

### **Aims and Learning Outcomes**

The qualification of Master of Arts in Secondary Education is awarded for two specialisations: for teaching in grades 7-9, when students have completed 270 ECTS credits, and for teaching in upper secondary education, when students have completed 300 or 330, if required.

The following areas must be included in the degree programme: courses in subject and subject learning and teaching methodology with relevance to teaching in a school subject for which there is an adopted syllabus or curriculum, a core of general education studies totalling 60 ECTS credits, and practical placement totalling 30 ECTS credits in relevant institutions and subject.

The Secondary Education programme designed for teaching in secondary education grades 7-9 must include subject and subject learning and teaching methodology studies worth 195 ECTS credits in three teaching subjects. When two of the teaching subjects are Swedish, social science or music, only these two teaching subjects are required. The subject and subject teaching methodology studies must include 15 ECTS credits for practical placement and at least one major specialisation of 90 ECTS cr in relevant subject or subject area. Other subjects included must encompass at least 45 ECTS cr. The subjects Swedish, social science and music always require studies of 90 ECTS cr in areas relevant to these subjects. This programme specialisation for teaching in secondary education grades 7-9 is offered with a limited number of subject options.

The Secondary Education programme designed for teaching in upper secondary education must include subject and subject learning and teaching methodology studies worth 225 ECTS credits in two teaching subjects, or if required, 255 ECTS cr. The subject and subject teaching methodology studies must include 15 ECTS credits for practical placement and at least one major specialisation of 120 ECTS cr in relevant

subject or subject area and one major specialisation of 90 ECTS cr. The subjects Swedish, social science and music always require studies of 120 ECTS cr in areas relevant to these subjects. This programme specialisation for teaching in upper secondary education is offered with a limited number of subject options. Possible combinations of subjects are regulated in *The Higher Education Ordinance* SFS 2010:544.

For a Degree in Secondary Education, students must demonstrate the knowledge and skills required to work autonomously at the level of the educational system for which the qualification is awarded and for any other form of teaching that the degree qualifies for. The requirements for a Master of Arts degree in Secondary Education are specified in *The Higher Education Ordinance* SFS 2010:541.

**Learning outcome requirements for a Master of Arts/Science in Secondary Education for teaching in grades 7-9:**

On completion of the degree programme, students must be able to demonstrate:

*Knowledge and understanding*

- the subject knowledge required for professional practice, including both an overview of the main fields of the subject studied and specialised knowledge in certain areas of the fields, as well as insight into current research and development work,

**Learning outcome requirements for a Master of Arts/Science in Secondary Education for teaching in upper-secondary school:**

- the subject knowledge required for professional practice, including both broad knowledge of the main fields of the subject studied and considerably specialised knowledge in certain areas of the fields, as well as specialised insight into current research and development work

**For a Master of Arts/Science in Secondary Education students must also be able to demonstrate:**

- the knowledge of the subject-specific and general learning and teaching methodology required for professional practice, and knowledge of adult learning,
- specialised knowledge of the theory of science and of qualitative and quantitative research methods as well as of the relation between scientific basis and proven experience and its relevance to professional practice,
- the knowledge of children's and young people's development, learning, needs and circumstances required for the specialisation for which the qualification is awarded,
- knowledge and understanding of social relations, conflict management and leadership,
- knowledge of the organisation of the school system, relevant regulatory documents, syllabus theory and different educational and teaching and learning perspectives as well as knowledge of the history of the school system.
- specialised knowledge of assessing and grading.

*Skills and abilities***Learning outcome requirements for a Master of Arts/Science in secondary Education for teaching in grades 7-9:**

On completion of the degree programme, students must be able to demonstrate:

- specialised ability to create conditions in which all students can learn and develop,
- specialised ability to critically and independently consider, systematise and reflect on their own experience and that of others and on relevant research findings and thereby contribute to professional development and the knowledge formation in subjects, subject areas and subject-specific learning and teaching,
- ability to build on students' knowledge and experiences to stimulate their learning and development,
- the ability to plan, implement, evaluate and develop teaching and educational activities individually and together with others in order to stimulate the learning and development of every student in the best possible way,
- the ability to identify and in cooperation with others deal with special educational needs,
- the ability to observe, document and analyse their students' development and learning in relation to educational objectives and to inform and cooperate with students and their caregivers,
- the ability to communicate and instil core educational values, including human rights and the fundamental democratic values,
- the ability to prevent and restrain discrimination and other forms of harassment of children,
- the ability to respect, communicate and instil a gender equal and equal rights perspective in educational processes,
- communicative skills in listening, speaking and writing to support educational processes,
- skills in using digital tools confidently and critically in educational processes and ability to consider the role of different media and digital environments in these processes, and
- the ability to acquire, in the educational processes, the skills that are valuable for professional practice.

**For a Master of Arts/Science in Secondary Education students must also be able to demonstrate:**

*Judgement and approach*

On completion of the degree programme, students must be able to demonstrate:

- self-awareness and emphatic ability
- the ability to adopt a professional approach to students and their caregivers,
- the ability to make assessments of educational processes on the basis of relevant scientific, social and ethical aspects with special consideration of human rights,

- especially children's rights according to the Convention on the Rights of the Child, and sustainable development, and
- the ability to identify their need for further knowledge and to develop their skills in pedagogical practice.

#### *Independent project (degree project)*

For the award of a Master of Arts/Science in Secondary Education the student must complete an independent project (degree project) for at least 30 ECTS credits or two such projects for at least 15 ECTS credits in one or two of the subjects studied within the different specialisations.

### **Programme Structure and Content**

The programme comprises three parts, *general education core studies*, *practical placement* and *subject/subject-specific teaching methodology*. Also included is an independent project (degree project).

#### *General Education Core Studies*

The education core studies comprise central and general areas of teaching that are applied and related to the future profession. These areas are integrated and alternate with subject-based studies and with practical placement periods throughout the programme to form the basis of the professional identity. The general education core studies (totalling 60 ECTS cr) cover the following areas:

- history of the school system, its organisation and conditions as well as core educational values, including fundamental democratic principles and human rights
- syllabus theory and subject-specific teaching and learning
- theory of science and research methodology
- development, learning and special needs education
- social relationships, conflict management and leadership
- assessing and grading, and
- evaluation and development processes.

The education core studies at Karlstad University are organised in two thematic areas: *The teaching profession* and *pedagogical leadership*. These areas alternate with subject studies and practical placement periods.

#### *Subject/Subject-Specific Teaching Methodology*

Theory, teaching methodology and practical placement are integrated in the single subject studies, which means that the studies are related to the teaching profession. Issues of interpreting and translating learning outcomes into teaching practice, different methods to support learners, and ways of assessing and giving feedback on learning development are addressed. These issues require specialised subject knowledge. Detailed information of subject content is specified in each respective syllabus.

### *Practical Placement*

School placement is a crucial part of teacher education. In this part of the training, students problematise and transform acquired knowledge into teaching practice. Experiences gained are then included and discussed in the subject studies. The purpose of the school placement is that teacher trainees should gain an understanding of the multifaceted nature and complexity of the teaching profession and develop their teaching skills. The trainees participate in different pedagogical activities such as planning, teaching and follow-up. They are also expected to be involved in parent interaction, in development conversation, in interpreting and realizing guidelines, and in local development projects.

Teacher training at Karlstad University collaborates with a great number of municipalities in the region and beyond. Practical placement is organised in partner districts. The trainee is placed in the same partner district throughout the education to guarantee continuity and progression in the student's development towards a teacher identity.

### *Design and Content outline*

The first two terms of the programme consist of courses in one of the chosen subjects and includes a five-week placement period in the second term. The upper-secondary specialisation continues with a third term of studies in the first subject, while the 7-9 specialisation offers courses in the second subject. The fourth term centres on general education core courses on the teaching profession, education as system and idea, syllabus theory, the history of school and seminal texts in the history of pedagogy. Students are also introduced to socio-cultural and development psychological perspectives on learning.

In terms five, six and seven, students in the upper-secondary specialisation study their second subject, which offers the opportunity to complete an independent project of 15 ECTS cr, and requires practical training placement in the second subject.

The general education core courses in term eight deal with pedagogical leadership, conflict management, and how to promote a democratic, safe and stimulating learning environment. Issues of assessment, grading and evaluation are also treated.

Terms nine and ten involve subject studies, which are concluded with a degree project of 15 ECTS cr. These studies are interwoven with a longer practical placement period (15 ECTS cr). Students have the opportunity to carry out a degree project of 30 ECTS cr in their subject major.

The specialisation for teaching in grades 7-9 requires studies in a third subject in term five, followed by a further 15 ECTS cr in this subject and 15 ECTS cr in the second subject in the form of an independent project in term six. Term seven includes subject studies and a practical placement period (7.5 ECTS cr). Term eight is identical in structure with the upper-secondary specialisation (see above). The concluding term involves a longer practical placement period (15 ECTS cr) and a degree project (15 ECTS cr).

## Secondary Education subjects at Karlstad University

Karlstad University has been granted the right to award degrees in the following subjects:

Swedish	English	Spanish
Social Science	History	Religious Studies
Geography	Biology	Chemistry
Mathematics	Physics	Technology
Music		

Go to [www.kau.se](http://www.kau.se) for information on current application options, subject combinations and prerequisites. The upper-secondary Music Teacher Education has a separate programme study plan. Below is a survey of the Secondary Education Programme and its specialisations:

### Specialisation: Teaching in Grades 7-9

Term 1	<ul style="list-style-type: none"> <li>•Subject 1/Subject-Specific Teaching Methodology,30 ECTS cr</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>•Subject 1/Subject-Specific Teaching Methodology, 22.5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>•Subject 2/Subject-Specific Teaching Methodology,30 ECTS cr</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>•General Education Studies: The Teaching Profession, 30 ECTS cr</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>•Subject 3/Subject-Specific Teaching Methodology, 30 ECTS cr</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>•Subject 3/Subject-Specific Teaching Methodology, 15 ECTS cr</li> <li>•Subject 2/Subject-Specific Teaching Methodology, 15 ECTS cr, Independent Project</li> </ul>
Term 7	<ul style="list-style-type: none"> <li>•Practical Placement, 7.5 ECTS cr</li> <li>•Subject 1/Subject-Specific Teaching Methodology,, 22.5 ECTS cr</li> </ul>
Term 8	<ul style="list-style-type: none"> <li>•General Education Studies: Pedagogical Leadership, 15 ECTS cr</li> </ul>
Term 9	<ul style="list-style-type: none"> <li>•Practical Placement, 15 ECTS cr</li> <li>•Subject 1/Subject-Specific Teaching Methodology, Degree Project 15 ECTS cr</li> </ul>

Survey of courses, higher education credits and progressive specialisation are specified in attachment.

## Specialisation: Teaching in Upper-Secondary School

Term 1	<ul style="list-style-type: none"> <li>•Subject 1/Subject-Specific Teaching Methodology, 30 ECTS cr</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>•Subject 1/Subject-Specific Teaching Methodology, 22.5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>•Subject 1/Subject-Specific Teaching Methodology, 30 ECTS cr</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>•General Education Studies: The Teaching Profession, 30 ECTS cr</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>•Subject 2/Subject-Specific Teaching Methodology, 30 ECTS cr</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>•Subject 2/Subject-Specific Teaching Methodology, 22.5 ECTS cr</li> <li>•Practical Placement, 7.5 ECTS cr</li> </ul>
Term 7	<ul style="list-style-type: none"> <li>•Subject 2/Subject-Specific Teaching Methodology, 30 ECTS cr</li> <li>•possibly incl. an Independent Project, 15 ECTS cr</li> </ul>
Term 8	<ul style="list-style-type: none"> <li>•General Education Studies: Pedagogical Leadership, 15 ECTS cr</li> </ul>
Term 9	<ul style="list-style-type: none"> <li>•Practical Placement, 15 ECTS cr</li> <li>•Subject 1 or 2 Degree project, 15 ECTS cr</li> </ul>

Survey of courses, higher education credits and progressive specialisation are specified in attachment.

### **Degree Project**

The aim of the independent degree project is that students acquire basic knowledge of research and development work. The project must be relevant to the future professional practice. Students formulate a research question related to theory and previous research, and carry out an investigation. The result is presented in writing and discussed at a seminar.

### **Study Abroad**

Students are encouraged to study abroad towards the end of their programme, for instance, in connection with the practical placement module or the degree project. More information on opportunities is available at

<http://www.kau.se/lararutbildningen/samverkan/internationalisering>.

It is important to make plans for studying abroad well in advance.



**Instruction and Examination Formats**

Instruction and examination formats vary. Examples of instruction formats are seminars, lectures, group and laboratory work. Examples of examination formats are written exams, take-home exams, oral presentations, aesthetic performance. Mandatory components are specified in course syllabuses.

**Degree Title**

Master of Arts/Science in Secondary Education

**Transfer of Credits**

Students have the right to transfer credits from other universities in Sweden or abroad. The recognition of previous education as credit for part of a course is subject to approval by the examiner. The recognition of previous education as credit for an entire course is subject to approval by Student Centre officers.

**Additional Information**

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

The Swedish Riksdag has decided (SFS 2008:53) that, effective from 1 April 2008), teacher trainees and students in municipal adult education who are required to complete practical placement modules must be subjected to background checks. The vetting procedure is carried out to safeguard the welfare of children and young adults and minimize the risk of their being abused by personnel in preschool, school and after-school care.

All students are responsible for submitting a valid, and recent extract of record (Request to the Swedish Police for an extract from the criminal record, RPS 442.5 05-10) to the school principal (or equivalent) when they are assigned a placement. The request should be made to the Police well in advance of the start of the placement period since the processing normally takes two weeks.

Failure to present the criminal record extract can mean that the student is denied admittance to their placement, which in turn can result in a failure to meet degree requirements. It is the principal (or equivalent) in the partner district who decides whether or not to admit students, not the university.