



Board of Teacher Education

Programme Study Plan

Secondary Education: Bridging Programme

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| Programme Code: | LAKPU |
| Programme Title: | Secondary Education: Bridging Programme |
| Credits/ECTS: | 90 |
| Approval: | The programme study plan was approved by the Board of Teacher Education on 15 December 2011 and is valid from the Autumn semester of 2012. Revised on 2 February 2012 and 14 February 2013. |
| Language of Instruction: | Swedish |
| Degree Level: | Bachelor's/Master's |
| Degree Qualifications: | Professional |

Prerequisites

General admission requirements and upper secondary level Swedish B/Swedish 2 B, and English A. For admission to the secondary education bridging programme students must in addition meet the following special requirements depending on their choice of future teaching level.

For qualifications to teach in grades 7-9 (lower secondary education):

- qualifications in at least two subjects taught in grades 7-9 corresponding to 90 + 45 ECTS cr (the subjects Swedish, civics and music always require 90 ECTS cr) or three subjects 90 + 45 + 45 ECTS credits
- (see current information at www.kau.se)

For qualifications to teach in upper secondary education:

- qualifications in one subject taught in upper secondary education corresponding to 120 ECTS cr, or two subjects corresponding to at least 120 + 90 ECTS credits (the subjects Swedish, civics and music always require 90 ECTS cr) (see current information at www.kau.se)

All students must also have completed an independent project of 15 ECTS credits. Master-level students are required to have completed a 30 ECTS cr project or two projects of 15 ECTS cr each.

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 solving and 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.

The qualification to teach in grades 7-9, which includes one teaching subject, is earned at Bachelor's level when the student has completed 180 ECTS credits. For the Bachelor's degree, students are required to have completed:

1. bridging programme for teaching in secondary education
2. subject studies 90 ECTS credits in a teaching subject, and
3. at least one independent project (degree project) of 15 ECTS credits.

The qualification to teach in grades 7-9, which includes two teaching subjects is earned at Bachelor's level after completed 225 ECTS cr. In the subjects Swedish, civics and music 90 ECTS cr are always required. For the Bachelor's degree students must have completed:

1. bridging programme for teaching in secondary education
2. subject studies 135 ECTS credits in two teaching subject, and
3. at least one independent project (degree project) of 15 ECTS credits.

The qualification to teach in grades 7-9, which includes three teaching subjects or two of the subjects Swedish, civics or music is earned at Master's level. For the qualification students are required to have completed bridging teaching education.

The qualification to teach in upper secondary education which includes one teaching subject is earned at Bachelor's level when the student has completed 210 ECTS credits. For the Bachelor's degree, students are required to have completed:

1. bridging programme for teaching in secondary education
2. subject studies 120 ECTS credits in a teaching subject, and
3. at least one independent project (degree project) of 15 ECTS credits.

The qualification to teach in upper secondary education which includes two teaching subjects is earned at master's level and requires students to have completed a bridging programme for teaching in secondary education.

Programme Aims

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*.

Knowledge and understanding

For qualifications to teach in grades 7-9 students must be able to demonstrate:

- the subject knowledge required for professional practice, including both broad knowledge 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

For qualifications to teach in upper secondary education students must be able to demonstrate:

- 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 qualifications to teach in upper 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.

Competence and skills

For qualifications to teach in secondary education 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.

Judgement and approach

For qualifications to teach in secondary education students must also 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.

Local degree requirement

For qualifications to teach in secondary education students must also be able to demonstrate:

- the ability to critically and independently give an account of the meaning of an entrepreneurial approach and creatively apply the perspective in a way that is relevant to current school activities.

Programme Structure and Content

The programme comprises general education core studies and practical placement.

General Education Core Studies

The education core studies comprise central and general areas of teaching that are applied and related to the future profession.. The general education core studies 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, totalling 60 ECTS credits, are organised in two thematic areas: *The teaching profession* and *pedagogical leadership*. Subject-specific teaching methodology is integrated throughout the core studies.

Practical Placement

School placement is central to 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 theoretical 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.

Design and content outline

(full-time studies)

| Semester | Course | General education studies | Practical placement | Credits | Progression level |
|----------|----------------------------------|---------------------------|---------------------|---------|-------------------|
| 1 | School as system and idea | 15 | | 15 | G1N |
| 1 | The learner | 15 | | 15 | G1N |
| 2 | Practical placement | | 15 | 15 | G1F |
| 2 | Leading learning | 15 | | 15 | A1N |
| 3 | Assessing and grading | 15 | 7.5 | 15 | A1N |
| 3 | Scientific method and innovation | 15 | 7.5 | 15 | A1N |

Study Abroad

Plans to study abroad must be made well in advance. Information on opportunities to study abroad is available at <http://www.kau.se/lararutbildningen/samverkan/internationalisering>

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

Bachelor/Master of Arts/Science in Secondary Education

Transfer of Credits

Students have the right to transfer credits from other universities in Sweden or abroad. Students also have the right to be credited for knowledge and skills acquired in professional practice. The recognition of previous education as credit for part of a course or a whole course is subject to the approval of the Dean.

Additional Information

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