



Programme Syllabus

For

The Teacher Training Programme for Lower-secondary School, Grades 4-6, 240 HE credits

| | |
|-----------------------------|-------------------------------|
| Programme Code: | LGGRY |
| Specialisation Code: | GRUN |
| Level: | Second Cycle |
| Valid from: | Autumn Semester 2011 |
| Established: | 2011-06-16 |
| Latest Revised: | 2011-09-09 |
| Diary Number: | Diary No: HIG 2011/915 |
| Established by: | The Board of Teacher Training |

Entry Requirements

Qualified for the Teacher Training Programme for Lower-secondary School, Grades 4-6, are those who both fulfil the conditions for general entry requirements for higher educations stated in the Higher Education Ordinance and fulfil specific entry requirement 6b.

Required Courses:

English B
Mathematics B
Social Studies A
Natural Sciences A

Expected Learning Outcomes

General Expected Learning Outcomes According to the Higher Education Act¹

First-cycle studies should essentially expand upon the knowledge that pupils acquire on national programmes in upper-secondary school or equivalent knowledge. However, the government may grant exemptions concerning programmes in fine, applied and performing arts.

First-cycle studies should develop the students

- ability to make independent and critical assessments
- ability to independently discern, formulate and solve problems, and

¹ Chapter 1, Section 8, 9

- preparedness to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills, develop the ability to

- search and evaluate knowledge at a scholarly level
- follow the knowledge development, and
- exchange knowledge also with individuals without expertise in the area. Law (2009:1037).

Second-cycle studies should essentially expand upon the knowledge that students acquire in first-cycle studies or equivalent knowledge.

Second-cycle studies should imply a development of knowledge, skills and abilities in relation to first-cycle studies and should, in addition to the expected learning outcomes of first-cycle studies

- further develop the students' ability to independently integrate and use knowledge,
- develop the students' ability to handle complex phenomena, issues and situations, and
- improve students' conditions for work with high demands on independence or for research and development. Law (2006:173).

Expected Learning Outcomes for the Teacher Training Programme for Lower-secondary School, Grades 4-6, According to the Higher Education Ordinance²

For a teacher qualification for lower-secondary school, the student must demonstrate the knowledge and abilities required to independently work as a lower-secondary school teacher in the activities intended by the education. The student should also demonstrate knowledge and skills in other kinds of teaching, for which the higher education qualification may fulfil the entry requirements, according to current regulations.

Knowledge and Understanding

For a teacher qualification for lower-secondary school, grades 4-6, the student should

- demonstrate the subject knowledge required for the professional practice, including understanding of current research and development.
- demonstrate the subject-didactic and didactic knowledge required for the professional practice,
- demonstrate advanced knowledge of reading, writing and mathematical development,
- demonstrate knowledge of practical and aesthetic learning processes,
- demonstrate knowledge of theory of knowledge and qualitative and quantitative research methods, and about the relation between disciplinary foundation and best practice and its importance for the professional practice, and
- demonstrate advanced knowledge of assessment and grading.
- demonstrate the knowledge about children's development, learning, needs and conditions required for the professional practice,
- demonstrate knowledge and understanding of social relations, conflict management and leadership, and

² The Higher Education Ordinance (2010:1064), Appendix 2: Degree Ordinance

- demonstrate knowledge of the organisation of the school system, relevant control documents, the curriculum theory and different educational and didactic perspectives, and demonstrate knowledge of the history of the school system.

Skills and Abilities

For a teacher qualification for lower-secondary school, grades 4-6, the student should

- demonstrate an advanced ability to critically and independently utilise, systematise and reflect on own and others' experiences and relevant research results, in order to contribute to the development of the profession and the knowledge development within the sector,
- demonstrate the ability to communicate and reflect on issues concerning identity, sexuality and relations,
- demonstrate a deeper ability to create conditions for all pupils to learn and develop,
- demonstrate the ability to use pupils' knowledge and experiences to stimulate each pupil's learning and development,
- demonstrate the ability to independently and together with others, plan, carry out, evaluate and develop teaching and educational activities in general, with the purpose of stimulating each pupil's learning and development in the best possible way,
- demonstrate the ability to identify and handle special educational needs, in collaboration with others,
- demonstrate the ability to observe, document, analyse and assess pupils' learning and development in relation to the aims of the profession, and inform and cooperate with pupils and their guardians,
- demonstrate the ability to communicate and apply the fundamental values of the school, including human rights and basic democratic values,
- demonstrate the ability to prevent and counteract discrimination and other insulting treatment of pupils,
- demonstrate the ability to observe, communicate and apply a gender equality and equality perspective in the educational activities,
- demonstrate communicative skills in listening, talking and writing, as support in the educational activities,
- demonstrate the ability to skilfully and critically use digital tools in the educational activities, and to observe the importance of the role of different media and digital environments for this, and
- demonstrate the ability to acquire skills in the educational activities that are valuable for the professional practice.

Judgement and Approach

For a teacher qualification for primary and lower-secondary school, the student should

- show self-knowledge and empathy,
- adopt a professional approach towards pupils and their guardians,
- demonstrate the ability to make assessments based on relevant scientific, social and ethical aspects in the educational work, with specific consideration to human rights, and children's rights according to the Convention on the Rights of the Child in particular, and a sustainable development, and
- demonstrate the ability to identify the own need of additional knowledge and develop the own skills in the educational work.

Thesis - Degree Project

For a teacher qualification for lower-secondary school, grades 4-6, the student must have successfully completed an individual assignment, degree project, of at least 30 HE credits within the framework of the course requirements, or two such projects of at least 15 HE credits each, in one or two of the subjects that are studied within respective specialisation.

The Contents and Arrangement of the Programme

Extent (According to the Higher Education Ordinance)

The teacher qualification for lower-secondary school, grades 4-6, constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 240 HE credits.

For higher education qualification, the education must include the following fields: subject and subject-didactic studies relevant to teaching in one of the subjects of the school system, for which there is an established course or subject syllabus, educational sciences of 60 HE credits and 30 HE credits of placement, located to relevant activities and subject.

For a teacher qualification for lower-secondary school, grades 4-6, subject and subject-didactic studies must constitute 165 HE credits in Swedish, mathematics, English and an elective subject for advanced studies. For Swedish, English and mathematics, at least 30 HE credits in each subject are required. In addition, 30 HE credits are required in one of the elective fields, chosen by the student:

1. natural sciences and technology,
2. social studies,
3. one or two practical or aesthetic subjects.

15 HE credits of the subject and subject-didactic studies should constitute a subject-related placement.

Educational Sciences

The studies in educational sciences should be linked to the future professional practice and include the following:

- the history, organisation and conditions of the school system and the fundamental values of the school, including the basic democratic values and human rights,
- curriculum theory and didactics,
- theory of knowledge and research methodology,
- development, learning and special needs education,
- social relations, conflict management and leadership,
- assessment and grading, and
- evaluation and developmental work.

Furthermore, educational sciences should provide didactic skills and specific knowledge of work in the grades intended by the primary and lower-secondary qualification, i.e. grades 4-6.

Subject Studies

Through the subject studies stated in the arrangements, the student will acquire knowledge and skills in a knowledge or subject area focussed on education in primary and lower-secondary school. The subject studies and subject didactics provide skills with focus on primary and lower-secondary school, grades 4-6.

Placement

The placement includes a total of 30 HE credits, of which 15 HE credits are linked to the educational sciences and 15 HE credits to subject studies. The higher education institution's cooperation with schools is regulated by a specific agreement.

Teaching and Examination

The teaching on the programme consists of a campus-based part and a placement part. During the campus-based part, the teaching is mainly given as lectures and seminars. Other occurring instruction formats are field trips, study visits, laboratory sessions, group and theme work. The teaching is supported through the use of IT, such as digital learning management systems, open learning resources and distance-spanning technology. During the placement, the student should lead educational activities with a high degree of independence and participate in the collective teacher work, with support from the local teacher educator. Throughout the education, a progression occurs through a scholarly work, where both educational sciences and teaching are included.

Courses are examined in various ways according to relevant course syllabus. The examination formats vary and are chosen based on the contents of the courses. Examination of courses that include placement is carried out by examiners at the higher education institution. The local teacher educator will give an assessment of the student's performance during the placement period as a basis for examination.

Degree Project

An important part of the examination is the final degree project, where the student may defend an individual work and publicly discuss another work at a seminar.

The degree project may either be carried out in one subject of 30 HE credits, or in two subjects of 15 HE credits each. The degree project/projects are carried out as second-cycle studies. The degree project should have a clear professional relevance and be carried out in a subject with subject-didactic specialisation. It may be carried out with connection to a theme group, which works with both research and development issues and supervision of degree projects. Themes and issues of a theme group are developed in collaboration with the schools in the region.

Courses

| Semester | Course Name | HE credits | Level |
|-------------------|-------------------------------------------------------------------------------|------------|-------|
| SEMESTER 1 | Subject Studies 30 HE credits | | |
| | Swedish for Teachers, Grades 4-6 | 30 | G1N |
| SEMESTER 2 | Educational Sciences 30 HE credits | | |
| | The Organisational and Historical Background of the School System | 7.5 | G1F |
| | Knowledge and Learning in a Historical and Contemporary Perspective | 7.5 | G1F |
| | Democracy and Sustainable Development | 7.5 | G1F |
| | Group Processes and Educational Leadership | 7.5 | G1F |
| SEMESTER 3 | Subject Studies 30 HE credits | | |
| | Mathematics for Lower-secondary School, Grades 4-6, Part 1 | 7.5 | G1F |
| | Mathematics for Lower-secondary School, Grades 4-6, Part 2 | 7.5 | G1F |
| | Basic Algebra for Teachers in Lower-secondary School, Grades 4-6 | 7.5 | G1F |
| | Mathematics for Teachers in Education and Research | 7.5 | G1F |
| SEMESTER 4 | Educational Sciences, 15 HE credits and Subject Studies, 15 HE credits | | |
| | Placement in Mathematics | 7.5 | G2F |
| | Special Needs Education for Grades 4-6 | 7.5 | G2F |
| | Educational Documentation, Assessment and Evaluation | 7.5 | G2F |
| | Literature Studies and the Reader 7.5 HE credits | 7.5 | G2F |
| SEMESTER 5 | Subject Studies 30 HE credits | | |
| | English I for Teachers in Grades 4-6 | 15 | G2F |
| | English II for Teachers in Grades 4-6 | 15 | G2F |
| SEMESTER 6 | Subject Studies, 4 Alternative Elective Courses | | |
| | Natural Sciences and Technology for Teachers in Grades 4-6, | 30 | G2F |
| | Creating Art and Art Education for Teachers in Grades 4-6, | 30 | G2F |
| | Social Studies for Teachers in Grades 4-6 | 30 | G2F |
| | Physical Education and Health | 30 | G2F |
| SEMESTER 7 | Educational Sciences 30 HE credits | | |
| | The Teacher and the Teaching | 15 | A1N |
| | Placement | 15 | G2F |
| SEMESTER 8 | Subject Studies 30 HE credits | | |

Degree Project 30 HE credits or Degree Project 15 HE credits +
15 HE credits

30

A1E

Higher Education Qualification

The programme results in a teacher qualification for grades 4-6. The higher education qualification constitutes second-cycle studies and is achieved when the student has successfully completed course requirements of 240 HE credits in accordance with the arrangements of the programme. The student should have successfully completed one second-cycle individual assignment (degree project) of 30 HE credits within the framework of the course requirements, or two second-cycle degree projects of 15 HE credits each.

Degree Certificate

A student who fulfils the requirements for a higher education qualification will receive a degree certificate on request. The degree certificate should state which specialisation the student had completed.

Student Influence and Evaluation

Students participate with representatives in the programme's council for educational affairs. The students should feel included in the regular courses and exercise influence, e.g. through course and programme evaluations. Student representatives are expected to participate in work groups for development within the programme.

The students should feel included in the regular courses and exercise influence e.g. through course and programme evaluations. The programme evaluation should be carried out through the use of an evaluation tool common for all higher education institutions. A compilation of the evaluation results should be submitted to the Faculty Board.

Other

Requirements for Continued Studies in the Programme

Previous placement periods must be approved before the next placement may begin. Additional entry requirements within the programme are stated in the course syllabi.

Dissuasion

A student may be dissuaded from continued studies if the person concerned is considered unsuited for the pre-school teaching profession. If dissuaded, the student concerned should be given the opportunity to discuss alternative educations with the study adviser.