

Practicum/School Placement 3: Primary School, Years 4-6

Fall 2019

The overarching purpose of this assignment is to help you develop professionally as a teacher. In order to do this, it is important that teachers take the time to listen to the students so that you can understand where they are in their development and knowledge.

The writing assignment in Practicum 3 consists of two parts. The *first* part, is that you should write a subject integrative lesson plan that you will carry out during your practicum period. You will plan 6–8 lessons that you present in the first part of the writing assignment (your lesson planning that is carried out in reality may contain more lessons).

In the *second* part, you will reflect on recorded selected sequences in your teaching. In this exercise, you will practice evaluating your own teaching and reflect on the outcome. You will focus on a small part of the teaching, analyze this and draw conclusions that you can use formatively. Another purpose is that you will be acquainted with a research method which is frequently used to learn more about teacher practice.

Important about the recording!

Remember to inform students and legal guardians that you will audio record a student discussion. In the consent form, there needs to be information about the purpose of the recording, how it will be used, that all participants will be anonymous, and that the participation is voluntary and that they can interrupt their participation at any time. You inform them of how the recording is stored, and that it will be destroyed after completion of the task.

Part 1: Overarching goal description for the subject integrative lesson plan

The lesson plan should be designed so that it could be handed out in class. The description should be targeted towards students in your classroom.

- Use the title of the lesson plan as the heading and estimate the required time for the whole lesson plan.
- Specify what skills from each syllabus that the students should develop (refer to Lgr11)
- Specify the specific content of the various disciplines which should be covered in the lesson plan (refer to Lgr11)

- Describe how you explain the purpose of the lesson plan to the students
- What kinds of teaching methods will be used?
- How might the students show their skills?
- When and what are the criteria for assessment?

At some point in time, you should plan at least one activity when students orally (in pairs or in smaller groups) discuss something that you have worked with in the lesson plan.

Part 2: Analysis of student discussion

You will audio record a student discussion (in a group of 2–3 students) and analyze the recording. The question the students should discuss should come from the subject integrative lesson plan and linked to the knowledge requirements from the syllabus.

The recording should be 5–10 minutes. Listen carefully to the recording, preferably several times. Then select the sequences that (in your opinion) shows evidence of learning, and transcribe the selected sequences. The recording and the transcriptions help you to be specific in your analysis. Listen for evidence (patterns, repetitions, explanations, reasoning) that gives you information about the learning that is taking place.

Attach the transcript as an appendix to the analysis when you hand it in. *Remember that all participants in the discussion should be anonymous.*

The following topics should be addressed in the analysis:

- a) Describe assignment that the students were engaged in, and how the teaching was organized.
- b) What thoughts and reflections did you think of, and who could you help the students to develop further?

References and assessment criteria

References to the course literature are required. Part 2 should be no more than two A4 pages, 1, 15 spacing, Times New Roman 12. The assessment criteria are “fail”, “pass”, or “pass with distinction”.

| Pass | Pass with distinction (in addition to the requirements for “pass”) |
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| <p>Part 1 contains a subject integrative lesson plan which is designed according to the instructions.</p> <p>Part 2 contains a description, an analysis and a reflection on the learning in the student discussion.</p> <p>Part 2 provides suggestions on what the next step will be for these students to develop further.</p> <p>There are relevant references to Lgr 11 and course literature in part 1 and 2.</p> <p>The text is clear for the most part, and meets the standards of academic writing.</p> | <p>Part 1 contains a subject integrative lesson plan which is designed according to the instructions.</p> <p>Part 2 contains a description, an analysis and a reflection on the learning in the student discussion. In this description, analysis and reflection, an overall and nuanced train of thought concerning the complexities of learning should be clearly visible.</p> <p>Part 2 provides suggestions on what the next step will be for these students to develop further that show an awareness of pros and cons of different pedagogical methods that might be fruitful for the further development of the students’ learning.</p> <p>There are relevant references to course literature from earlier courses in the program as well as Practicum 3.</p> <p>The text is clear and independent in all reasoning, and meets the standards of academic writing. The references are integrated into the discussion.</p> |

