



LT1016 Communication, Leadership and Learning Design 7.5 credits

Kommunikation, ledarskap och design av lärande

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for LT1016 valid from Spring 2019

Grading scale

A, B, C, D, E, FX, F

Education cycle

First cycle

Main field of study

Specific prerequisites

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

Within communication and leadership, the student should, on completion of the course, be able to

- suggest and discuss strategies to in a respectful and ethical way communicate about pupils' learning, development and social situation with colleagues, the pupils alone and their guardians
- inform pupils, guardians, colleagues and the public about the activities, fundamental values and goals of the school in an ethical and professional way
- analyse methods to organise the work in various types of teaching situations and project work
- discuss and evaluate methods to prevent conflicts in working parties in, for example, school classes.

Within design of learning, the student should, on completion of the course, be able to

- analyse preconditions for learning dependent on basic educational view, prior knowledge and context
- use constructive scaffolding in practice i.e. plan learning activities, aims and assessment that are coherent
- develop own and use others' learning resources, both analog and digital, and choose appropriate technology for learning dependent both on context and individual
- evaluate qualities and deficiencies in one's own and other's learning design.

Course contents

The course contributes to develop the student's ability in professional communication with pupils, guardians and colleagues, as well as leadership and co-workership. The communication can be both oral and written and treat, for example, educational and social cases. In addition to his or her leadership in the teaching is included in the teacher's assignment to contribute to the pupils taking in the democratic fundamental value of the school, which implies respect for fellow humans and human rights.

The course also treats procedures and processes for design of learning with a focus on application. This includes exercises to apply constructive scaffolding with goal formulation in design of learning activities and different forms of examination. Physical and digital learning resources are developed, used and evaluated.

Disposition

The teaching is carried out partly at distance and is carried out in the form of lectures, seminars, and role plays- both in physical meetings and via a web platform.

Course literature

Anges senast tre veckor före kursstart.

Delar av kurslitteraturen är på engelska.

Equipment

Computer with Internet connection.

Examination

- INL1 - Written assignment, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- INL2 - Written assignment, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- SEM1 - Seminars, 1.5 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Other requirements for final grade

Passed grade on all in the course included components.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.