



GUIDANCE AND ASSESSMENT REPORT IN PRACTICAL TRAINING

FOR

MASTER PROGRAM
**Teacher Education in Practical and Aesthetic Subjects for
Years 1 – 13, Design, Arts and Crafts**

2. Academic Year, MLEST2300

Department of Art, Design and Drama Faculty of Technology,
Art, and Design

The Students name:

Assessment of the Practical Training Period

The practice teacher's assessment is based on observation and guidance with the student in the practice group, as well as individual mid-term discussions and further development. The following learning outcome descriptions from the course plan form the basis for comprehensive guidance and final assessment:

The Student

- has knowledge of curricula within the subject area and the interdisciplinary themes of basic education.
- has knowledge of the teacher's role as a cultural mediator.
- can plan, implement, and evaluate teaching aimed at a specific target group.
- can use a wide range of teaching methods and materials in teaching and in various learning environments.
- can discuss teaching, learning and subjects based on current societal issues, relevant research and professional perspectives.
- can assess and critically reflect on their own teaching competence and learning needs.
- can meet the requirements for health, environment and safety within their own subject area.

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| Student name: | Course: |
| Place of practice: | Practice teacher: |
| Supervisor from OsloMet: | Collaborative meeting (date): |
| Leave of absence (date): | Agreed attendance (date): |
| Midway oral assessment(date): | Final oral assessment (date): |
| Mark if practice is assessed as passed : | Mark if practice is assessed as failed : |
| | |
| Signature by practice teacher: <i>Confirmed automatically by digital hand-in.</i> | Signature by supervisor from OsloMet: <i>Confirmed by concluding with practice teacher.</i> |
| Signature student: <i>Digital/physical.</i> | |

Practice Tasks and Guidance Topics

The topics listed below provide direction for students, practice teachers, and supervisors from EST for guidance and implementation of the practical training period. Everyone shares the responsibility to ensure that the topics for reflection are addressed throughout the period as a whole. The order may vary.

Practice day 1-2

Topic: Confidentiality Agreement, Getting to Know the Framework and Tasks of the Practice Site

Students review and sign the confidentiality agreement together with the practice teacher. Students get to know the practice site and, together with the practice teacher, plan the tasks for the practice period. Tours, observation of the daily operations of the practice site, and any necessary training can start this week. What can students contribute with their own competencies in the tasks? What kind of communication product should students develop during the practice period?

Practice day 3-6

Topic: Planning and process work

Students actively participate in the planning and implementation of teaching and communication work related to the practice site's area of work, as well as actively engage in guidance for their own development. The practice teacher guides the students, and the practice supervisor from OsloMet provides guidance as needed. How have the students distributed tasks? How is the practice site's target group being considered in the work so far? What tools are used in the planning, and how do these facilitate further learning and progress? What is working well, and how can collaboration be strengthened going forward? Feel free to use a practice contract/collaboration contract to reflect on the group's cooperation.

Practice day 7-8

Topic: Your own development and teacher competence through midterm assessment

Students actively participate in the planning and implementation of teaching and communication work related to the practice site's area of work, as well as actively engage in guidance for their own development. The practice teacher conducts an individual mid-term assessment with the students. The practice supervisor from EST visits the practice site and provides guidance to the students as agreed. The practice teacher and supervisor have a separate conversation. How does the student experience the practice work so far? How is HSE (Health, Safety, and Environment) being maintained through the practice work? What does the student excel at, and what does the student wish to develop further? How can the student and practice teacher facilitate the student's desired development?

Practice day 9-12

Topic: Communication targeted at a specific audience

Students actively participate in the planning and execution of teaching and communication work related to the practice site's area of work, and actively engage in guidance for their own development. The practice teacher guides the students, and the practice supervisor from OsloMet provides guidance as needed. How does it feel to communicate to the targeted audience? What methods/strategies/approaches in teaching/communication can the students try out in their further work? How can the teacher be a cultural mediator through work at the practice site?

Practice day 13-15

Topic: Ending communication work and final assessment

Students actively participate in the planning and final execution of teaching and communication work related to the practice site's area of work, and actively engage in guidance for their own development. The practice teacher guides the students collectively and assesses them individually through a written final evaluation. The practice supervisor from OsloMet provides guidance as needed. What is the product, the final communication work or the teaching? How should this be completed and evaluated?

Checklist for Practice Implementation

The student has

signed a confidentiality agreement at the start of the practice.

attended meetings and gained insight into the practice site's area of work.

had weekly contact with the target group throughout the practice period and worked to develop the selected problem area in the process towards a product.

conducted an individual oral mid-term evaluation during the practice period.

conducted mid-term guidance with the supervisor from EST, OsloMet.

participated in regular group guidance based on their own development.

observed, discussed, reflected on, and worked with various methods and approaches related to the area.

reviewed the assessment report individually and signed it in the final conversation on the last day of practice.

Any comments:

Assessment of the Student's Professional Competence

Provide a descriptive assessment of the student's professional competence in relation to the framework of the practice site.

Assessment can be related to the student's ability to:

- meet at the agreed time and be prepared for the workday
- show participation and take responsibility for activities related to the practice
- collaborate with fellow students, the practice teacher, and other partners
- receive guidance and provide constructive feedback to fellow students
- assess and critically reflect on their own development, teaching competence, and any professional ethical issues
- meet the health, environment, and safety requirements at the practice site

Assessment of the student's areas of mastery:

Assessment of the student's further development areas:

Assessment of the Student's Communicative Competence

Provide a descriptive assessment of the student's competence in relation to the practice site's professional objectives, area of work, and target audience.

The assessment can be related to the student's ability to:

- apply framework plans/curricula or other structural/professional frameworks
- work interdisciplinarily and refer to interdisciplinary themes and reflections
- develop their own teacher role as a subject/cultural mediator
- work in process by planning, implementing, and evaluating targeted at the audience
- use a wide range of methods and teaching aids
- discuss learning and subjects based on current societal issues, relevant research, and/or professional ethical perspectives
- provide professional justifications for choices

Assessment of the student's areas of mastery:

Assessment of the student's further development areas:



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Procedure for Guidance and Assessment of Students at Risk of not Passing Practice Training - Department of Art, Design and Drama

It is assumed that the guidance procedures and assessment criteria for practice training are known to the students, and that the practice teacher has continuously guided the students during the first part of the practice period. Each student should have received specific and concrete guidance on the tasks and activities that the practice teacher has been able to observe the student performing.

If the practice teacher is in doubt about whether the student will be able to meet the work requirements formulated by the Department of Art, Design and Drama assessment report in order to have the practice training assessed as passed, the practice teacher must contact the practice supervisor from the EST department to inform them of the doubt. If there is agreement on such doubt, the further procedure for doubt regarding passing practice is followed.

Assessment Criteria

To receive a "Passed" grade in the practice training period, the student must:

- have demonstrated sufficient skill in planning, justifying, preparing, and evaluating teaching.
- have demonstrated sufficient skill in conducting, organizing, leading, and evaluating learning processes.
- have demonstrated sufficient skill in interacting and communicating with pupils, fellow students, the practice teacher, and the supervisor.
- have demonstrated sufficient skill in reflecting on and discussing practice experiences from a professional, pedagogical, didactic, subject didactic, and ethical professional perspective.
- have demonstrated sufficient ability and willingness to receive guidance, work on, and reflect on their own development as a teacher, based on feedback.
- have demonstrated sufficient enthusiasm, engagement, and initiative in interactions with the pupils.
- have participated in mandatory and agreed-upon attendance for the practice period.

In case of doubt regarding passing practice

The student shall have received a written notification about the doubt in the **Form for Notification of Doubt Regarding Passing Practice** (see the next page) within the middle of the practice period. A completed and signed notification of doubt regarding passing practice is communicated to the practice supervisor from the department. The student must then demonstrate improved, satisfactory activity on all the points raised in the doubt during the second half of the practice training to have the practice period assessed as passed. If there is continued lack of development, the practice will be assessed as failed on the last day of practice. This is documented in the Guidance and Assessment Report for the period.

If there is also doubt about the student's suitability as a future teacher due to professional or personal qualities, the practice teacher must report doubt about suitability to OsloMet. The suitability officer will then arrange a meeting about the content of the doubt notification and the assessment of the practice period, where the student's self-assessment and reflections will be expressed. Note: Students can be assessed as failed practice without showing doubt about suitability. If the situation is the opposite and the student shows doubt about suitability, the practice should also be assessed as not passed.

Form for Notification of Doubt Regarding Passing Practice

Student's name

Study program

With this message, we inform you that you are at risk of not having your practice training assessed as passed. The message is a confirmation that you have been made aware that the practice teacher and practice supervisor are in doubt about whether you will achieve the university's goals for practice training in your current study unit. You can read the content of the doubts in the points below. You now have the second half of the practice period to potentially address the issues raised in the message.

Content of the doubt:

Place of practice and date

Student

*Pre-approved by the supervisor in dialogue
with the practice teacher*

Practice teacher

Supervisor from EST