



Course syllabus

Board of Teacher Education

Department of Education and Teachers' Practice

1FL008 Förskolebarns läsande och skrivande, 7,5 högskolepoäng
1FL008 Pre-school Children's Reading and Writing, 7.5 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2012-02-06

Revised 2016-11-23 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2017

Objectives

After completing the course, the students shall be able to:

- explain theories and account for research performed on children's reading and writing development in pre-school
- analyse methods that may stimulate children's reading and writing development
- synthesize the work with play, learning and care in relation to children's reading and writing
- have an approach to research ethical principles and analyse and account for empirical material

Content

The course covers theories and current research on children's reading and writing development in relation to the pre-school assignment, where the basis is a holistic perspective on play, learning and care. Theories and current research are discussed based on a critical approach. Major emphasis is placed on presenting how children's curiosity and interest can be stimulated and challenged within the pre-school activities with the aim to encourage children's reading and writing. Different forms of communication such as art, music and digital media are illustrated as content as well as method within the pre-school activities in order to encourage children's work with reading and writing. The content of the course emphasises the importance of starting from a meaningful context in the view of the child, such as the importance of narrative,

listening and conversation for children's early literary language development. Children's multilingualism in relation to early reading and writing is also discussed.

Professional Basis and Professional Progression

The course reflects on and discusses what it means to be a literary role model in pre-school. Students choose the content and appropriate literary activities in relation to the child and children's group based on the child perspectives and children's perspectives.

Scientific Approach and Scientific Progression

The students are given the opportunity to discuss research and literature relevant to the field in question. Students conduct interviews with children as a scientific method and are thus provided with the opportunity to gather empirical data, and compile and perform simple analyses. Academic writing is practiced within the course in relation to the production of texts. This entails being able to account for and comment on scientific works in a factually and conceptually correct manner based on a critical approach.

Field studies

In order to strengthen the connection to the student placement training part of the education, field studies are performed. The present course includes field studies with the emphasis on interviews with children. These child interviews are documented, analysed and presented in seminars.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, workshops and field studies. The student assignments are carried out individually as well as part of a group. Teaching is also conducted through practical work with the computer as an educational medium at reading and writing at an early age.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination is conducted through different methods, such as oral and written presentations, interpretation, and active participation at seminars. The course objectives must be fulfilled in order to receive the grade of Pass.

Course Evaluation

A course evaluation is carried out either during the course or at the end of the course. Results and analysis of the course evaluation shall be presented to the students who have completed the course and to the students who are to attend the following course date. The course evaluation is conducted anonymously.

Other

Any additional fees in connection with assignments and such activities are paid for by the students themselves.

Required Reading and Additional Study Material

Björklund, Elisabeth (2008). *Att erövra litteracitet: små barns kommunikativa möten med berättande, bilder, text och tecken i förskolan*. Göteborg: Acta Universitatis Gothoburgensis, (150 pages out of 277). ISBN 97891734663
Available on the Internet.

Dahlgren, Gösta, Gustafsson, Karin, Mellgren, Elisabeth & Olsson, Lars-Erik (eds.) (2013). *Barn upptäcker skriftspråket*. 4th rev. ed. Stockholm: Liber, (237 p.). ISBN 9789147106554

Hagtvet, Bente Eriksen (2006). *Språkstimulering. Del 2: Aktiviteter och åtgärder i förskoleåldern*. Västerås: Natur och Kultur, (p. 79 – 265). ISBN 91-27-72281-3

Herrlin Katarina, Frank Elisabeth & Ackesjö Helena (2012). *Förskoleklassens didaktik. Möjligheter och utmaningar*. Stockholm: Natur & Kultur, (116 p.). ISBN 978-91-27-13242-9

Magnusson, Maria (2013). *Skylda med kunskap. En studie av hur barn urskiljer grafiska symboler i hem och förskola*. Göteborg: Acta Universitatis Gothoburgensis, (100 pages out of 187). Available on the Internet.

Magnusson, Maria & Pramling, Niklas (2016). Sign making, coordination of perspectives and conceptual development. *European Early Childhood Education Research Journal* 24 (6), (p. 16).

Norling, Martina. (2013). Preeschool staff's view of emergent literacy approaches in Swedish preschools. *Early Child Development and Care*, (p. 17). doi.10.1080/03004430.2013.800511

Siraj-Blatchford, Iram. (2010). A focus on pedagogy. Case studies of effective practice. I Sylva, Kathy, Melhuish, Edward, Sammons, Pam, Siraj-Blatchford, Iram & Taggart, Brenda (Red). *Early childhood matters: Evidence from the Effective Pre-school and Primary Education project*. London: Routledge, (p. 15).

Skolverket (2013). *Flera språk i förskolan*. Stockholm: Skolverket, (p. 84). Available on the Internet.

Current policy documents
Compendiums
Reports and scientific articles.

Works of reference

Ackesjö, Helena. (2010a). *Läraridentiteter i förskoleklass. Berättelser från ett gränsland*. Licentiatstudie. Göteborg: Göteborgs universitet, (p. 7 – 10, p. 68 – 86). Available on the Internet.

Hagtvet, Bente Eriksen (2002). *Skriftspråsutveckling genom lek: hur skriftspråket kan stimuleras i förskoleåldern*. 1st ed. Stockholm: Natur och kultur, (158 p.). ISBN 9127722937

Fast, Carina (2011). *Att läsa och skriva i förskolan*. 1st ed. Lund: Studentlitteratur, (271 p.). ISBN 9789144068596

Fridolfsson, Inger (2008). *Grunderna i läs- och skrivinlärning*. 1st ed. Lund: Studentlitteratur, (selected parts, ca. 10 p. out of 284). ISBN 9789144008912

Pramling Samuelsson, Ingrid & Asplund Carlsson, Maj (2003). *Det lekande lärande barnet*. 1st ed. Stockholm: Liber, (239 p.). ISBN 9147052058

Riddersporre, Bim & Persson, Sven (eds.) (2010). *Utbildningsvetenskap för förskolan*. Stockholm: Natur & Kultur, (Ch. 5 and 6; 38 p.). ISBN 9789127121119

Sandvik, Margareth & Spurkland, Marit (2011). *Språkstimulera och dokumentera i den flerspråkiga förskolan*. 1st ed. Lund: Studentlitteratur, (Ch. 4, 5 and 6; 63 p.). ISBN 9789144067490