



Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

1FP002 Naturvetenskap och teknik genom estetisk metod i förskolan,
15 högskolepoäng

Science and Technology through Aesthetic Method in Pre-school, 15
credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/Practical Subjects

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2019-02-06

Revised 2019-05-24 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements and Science 1b or Science 1a1 + 1a2, Civics 1b or Civics 1a1 + 1a2 (field-specific entry requirements A6a), or English B, Science A, Civics A (field-specific entry requirements 6a). At least five years' experience of pedagogical work in pre-school, equivalent to 100%, after 1998, including at least two years continuous work.

Objectives

After completing the course, and on the basis of practical experience of aesthetics, science and technology in pre-school, the student should be able to:

- identify, use and communicate aesthetics, science and technology in everyday pre-school life to stimulate children's development and learning,
- explain the subject-specific content of art, drama, music and movement on the basis of theories and well-founded reasoning,
- create and analyse learning situations through subject didactics and aesthetic methods, on the basis of subject-theoretical knowledge, concepts and their own experience (practice),
- account for and problematise their own approach as well as the pre-school approach to meaning-making in science, technology and aesthetics.

Content

This course adapts an explorative, experimental and creative approach, and all parts of the teaching are related to current policy documents and didactic theories.

Aesthetic forms of expression form the basis for both methods and content in pre-school. The students develop a basic understanding of the potential of aesthetics for children's development and learning. On the basis of practical experiences from pre-school, the students develop knowledge of media-specific expressions in art, drama, music and movement, and use media-neutral methods in other subjects, in this case science and technology. The students practise using digital tools for didactic exploration and documentation. The students develop basic theoretical and practical understanding of science and technology to gain confidence to work with these fields in pre-school. They also develop their conceptual awareness of science and technology as resources in an explorative way of working, to support children's development and learning. The course discusses science and technology in children's everyday life, and each part includes sustainable development from ecological, economic and social perspectives.

Professional basis and professional progression

This course is the first opportunity for the student to practise and reflect on aesthetics as a resource for children's learning and development. The students practise using media-specific aesthetics for the aesthetic subjects, as well as media-neutral aesthetics in relation to exploring science and technology.

Scientific approach and scientific progression

The students practise reading and understanding current and relevant research articles. The students apply basic academic writing focusing on reflections of the dimensions of the aesthetic learning processes. On the basis of planned learning opportunities in science and technology, the students practise describing and explaining didactic choices on the basis of theoretical perspectives and aesthetic methods.

Field studies

To maintain a clear connection between theory and practice this course includes field studies.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, laboratory sessions, group assignments, self-reflection and excursions. The teaching is delivered on campus and distance.

All sessions marked as seminars, laboratory sessions or excursions in the schedule are compulsory.

Examination

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

The course is examined through oral, written and creative presentations, examinations, seminars, excursions and laboratory sessions. In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way. Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is

Students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

Students pay a compulsory fee for working material.

Any costs in connection to assignments etc. are paid by the student.

The course is included in the Early Years Education Program for Professionals in Child Care.

Required Reading and Additional Study Material

Andreasson, Karin, Bårgaskörd, Gustav. *Medveten motorisk träning*. Stockholm: Natur och kultur, 80 p. (the latest edition) ISBN 9789127445130

Axell, Cecilia *Upptäck tekniken i barnlitteraturen*. Natur och kultur, 109 p. (the latest edition) ISBN 9789127146532

Bendroth Karlsson, Marie. *Skapande verksamhet i förskolan: kreativt arbete med analog och digitala redskap*. Lund: Studentlitteratur, 192 p. (the latest edition) ISBN 9789144123981

Elm Fristorp, A. & Lindstrand, F. *Design för lärande i förskolan*. Stockholm: Norstedts, 208 p. (the latest edition) ISBN 9789113043906

Erberth, Bodil & Rasmusson, Viveka. *Undervisa i pedagogiskt drama*. Lund: Studentlitteratur, 154 p. (the latest edition) ISBN 9789144115306

Helldén, Gustav, Jonsson, Gunnar, Karlefors, Inger & Vikström, Anna. *Vägar till naturvetenskapens värld, ämneskunskap i didaktisk belysning*. Stockholm: Liber, 217 p. (the latest edition) ISBN: 9789147099245.

Skolverket: *Läroplan för förskolan Lpfö 18*. Norstedts Juridik AB, 20 p. (the latest edition) ISBN 9789138327364

Skolverket: *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Norstedts Juridik AB, 289 p. (the latest edition) ISBN 9789138327166

Uddén, Berit. *Tanke, Visa, Språk – musikpedagogik för barn*. Lund: Studentlitteratur, 152 p. (the latest edition) ISBN 9144035209

Research articles and material provided by the university (ca 150 p.)

Additional study material

Pramling Samuelsson, Ingrid. *Konsten att lära barn estetik: en utvecklingspedagogisk studie av barns kunnande inom musik, poesi och dans*. Lund: Studentlitteratur, 160 p. (the latest edition) ISBN 9789144108124

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