



## Course syllabus

Faculty of Arts and Humanities

Department of Music and Art

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

1FP002 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 2022-05-02 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2022

### **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 preschool (at least two years running), equivalent to 100%, after 1998.

## Objectives

Based on practical experience of working with aesthetics, science, and technology in preschool, the student should be able to do the following, upon completion of the course:

- identify, use, and communicate science and technology through everyday aesthetics, in order to stimulate children's development and learning processes
- explain the subject-specific content of art, drama, music, and movement, based on scientific theories and supported reasoning
- create and analyse learning situations based on subject-theoretical knowledge, subject-theoretical concepts, and their own experience (praxis),
- using subject didactics and aesthetic methodology

- present and problematise their own approach, as well as that found in preschool, as regards scientific, technological, and aesthetic contributions to meaning making.

## Content

The course takes an exploring, experimenting, and creative approach, where current policy documents and didactic theories are ever-present in all teaching.

Aesthetic forms of expression serve as method as well as content in preschool. This course gives a basic understanding of what aesthetics have to offer as regards children's development and learning. Based on practical experience of work in preschool, the student is expected to develop in-depth media-specific skills in art, music, and movement and to use media-neutral methods in other subject fields – in this case science and technology. In the course, students practise using digital tools for didactic exploration and documentation. The course provides a basic theoretical and practical understanding of science and technology, thus enabling the student to work confidently with these fields in preschool. The course aims to develop a conceptual awareness of science and technology, thus supporting an exploratory way of working, in order to enable children's development and learning. The course discusses knowledge about science and technology in children's everyday life, as well as sustainable development from ecological, economic, and social perspectives.

### **Professional basis and professional progression**

The course incites the student to practise and reflect upon aesthetics as a resource in children's learning and development. The student practises using aesthetics in a medium-specific way, as part of the aesthetic subjects, as well as in a more general, medium-neutral way in relation to scientific and technological exploration.

### **Scientific approach and scientific progression**

In this course, the student practises assimilating current and relevant research articles, and using basic academic writing, in which reflections on the various dimensions of aesthetic learning processes are brought to the fore. In planned learning sessions in science and technology, the student practises describing and explaining didactic choices in planned work from the point of view of theoretical perspectives and aesthetic methodology.

### **Field studies**

In order to strengthen the connection between theory and practice, the course includes field studies in the form of observation.

### **Type of Instruction**

Teaching is delivered in the form of lectures, seminars, laboratory sessions, group assignments, self-reflective exercises, and field studies. Teaching is delivered on campus as well as online. The student reflects upon and documents their own experiences, learning, and knowledge development in a logbook, relative to the course content and course objectives.

### **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, an

examination, and seminar and laboratory assignments. In order to receive the grade of Pass, the student must achieve the course objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing 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 anonymous. The course evaluation is filed according to departmental regulations.

## Other

There is a mandatory material fee of approximately SEK100 per student. Any additional costs in connection with assignments or the like are paid by the student. The course is part of the Early Years Education Program for Professionals in Child Care.

## Required Reading and Additional Study Material

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

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

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

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

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

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

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

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

Sundberg Bodil., Areljung Sofie., Due Karin., Ottander Christina. & Tellgren Britt. *Förskolans naturvetenskap i praktiken*, Gleerups, 176 pages. (the latest edition)

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

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

**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 pages. (the latest edition)

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