



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1GF401 Arbete utifrån vetenskaplig grund och beprövad erfarenhet, 17 högskolepoäng

1GF401 Educational Practice Based on Research and Documented Experience, 17 credits

Main field of study

Didactics

Subject Group

Education

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2021-06-30

Revised 2022-10-18 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements and General Science 1b/1a1+1a2, Civics 1b/1a1+1a2 (field-specific entry requirements A6a) or English B, General Science A, Civics A (field-specific entry requirements 6a).

In addition to the requirements given above, at least three years of educational work in extended school on at least half-time employment is required, of which two consecutive years.

Objectives

On the basis of practical experiences from work in extended school, students should upon completion of the course be able to:

- problematise what it means to be a teacher in extended school and reflect upon this assignment based on the policy documents in force,
- describe how the multicultural society affects the assignment and complexity of the teaching profession as well as the children's possibilities for learning,
- describe the relation between disciplinary foundation and best practice and the

importance to the professional practice.

Module 1: The teacher assignment in extended school, 9.5 credits

- account for the historical growth of the educational system and the organisation of the school system focusing on the social and educational mission of extended school in relation to the school's democracy and value-based mission as well as human rights and the convention on the rights of the child,
- analyse children's multicontextual childhood living conditions and everyday life based on the children's perspective and agency as well as based on the child perspective,
- based on the disciplinary foundation and their own experiences, problematise the two aspects of the assignment in extended school education; offering the children a meaningful spare time and conducting goal-oriented teaching based on the children's needs and conditions,
- demonstrate the ability to produce academic texts in support of their own learning and development of the professional knowledge,
- analyse quantitative and qualitative data,
- independently plan, document, follow up and evaluate educational work based on the grounds, importance and function of the systematic quality work.

Module 2: Didactics, learning and knowledge, 7.5 credits

- account for various educational philosophies and theories of development, learning and knowledge in relation to upbringing, socialisation and childhood living conditions, as well as identify the consequences of different educational didactic perspectives,
- carry out observations of educational practices in accordance with research ethical principles,
- systematically analyse the policy documents in force in the education in relation to the Swedish and the international research field in didactics and curriculum theory,
- on the basis of their own experiences, problematise the teaching assignment in extended school in relation to the didactic considerations that the teacher is faced with at the planning, implementation and evaluation/assessment of teaching,
- identify theoretical similarities and differences between play, learning and teaching, and distinguish the core of play-integrated learning approach by the use of previous research.

Content

Module 1: The Teacher Assignment in Extended School, 9.5 credits

Based on the students' own experiences, this module aims at problematizing the social and educational mission of extended school, as well as the mission to carry out the work based on the disciplinary foundation and best practice. The module problematizes the assignment of being a teacher in extended school in relation to a historical, societal and democratic perspective. The content looks into the historical growth of extended school from the 19th century "arbetsstuga" (workhouse), the early 20th century afternoon school up until today's extended school and the integration and interaction of extended school with school. The module also focuses on children's diverse childhood conditions and the challenges that arise based on differences in social and cultural background.

The module aims to develop knowledge of extended school as an institution, school as an organisation, its governance, the responsibilities and assignment of the teachers, the democracy and value-based mission of the educational system and the protection of human rights. Emphasis is placed on clarifying the curriculum assignment, the core content of teaching and the abilities that pupils should develop in extended school in relation to children's play.

The module also discusses the systematic quality work in extended school. Qualitative and quantitative analysis as important tools are also introduced in relation to the basis, importance and function of the systematic quality work.

Module 2: Didactics, Learning and Knowledge, 7.5 credits

In this module the theoretical basis consists of didactics, play, learning and knowledge. The concept of teaching as well as various perspectives on learning are discussed by the use of theories of development, knowledge, co-learning, different educational philosophies and orientations together with discussions on educational consequences of these. Issues concerning upbringing, socialisation and children's childhood living conditions are part of the course content. Children's identity formation, process of growing up and attachment are emphasized with reference to social and cultural contexts and the consequences this may have for the educational setting.

The module aims to enhance and theorize the students' knowledge of and competence in didactics and curriculum theory. The module focuses on the didactic considerations that the teacher is faced with during the planning, implementation and evaluation/assessment of teaching and how these considerations also take place in relation to the aspects that make up the conditions, processes and results of the educational practice. By the use of didactic models, a discussion is carried out on what is considered valid knowledge and on what grounds content is chosen, structured and presented.

Professional Basis and Professional Progression

The course places special emphasis on the teaching assignment based on disciplinary foundation and best practice. Students will form a new kind of understanding and ability for professional knowledge and plan of action based on their previous experiences.

Based on the students' previous experiences, a critical approach is developed by reflecting on, questioning, and challenging their own ideas, hypotheses and opinions as well as that of others. Students are expected to theoretically argue for different choices as well as develop their repertoire of action based on best practice as well as a scientific approach.

Scientific Approach and Scientific Progression

The scientific progression comprises gradual complementary and specialised studies with reference to the students' ethical and scientific awareness, which includes studying research, theoretical application, methodical knowledge and the production and analysis of empirical data as well as information retrieval in order to be able to perform their work based on scientific grounds. The scientific progression also includes communicative abilities whereby the students during their studies need to develop sustainable communication skills in speaking and writing. The course introduces a

scientific approach that is the key to studying a higher education and for a professional practice. In connection with presentations, students practice how to objectively and correctly use scientific sources and how to critically analyse and comment on these. Academic writing is also introduced.

The students practice how to identify areas of development and define problems in the setting as well as put these in relation to the findings in research relevant to the professional field of teaching. The course brings up the signification of and the relation between best practice and scientific approach. Students learn how to systematically review the activities as well as their own actions based on these concepts. Various methods for documentation and assessment are used, such as observations and quantitative and qualitative analysis.

Global Values

The course of progression with reference to global values comprises the perspectives of learning to have sustainable development (including social, economic and ecological sustainability), equal treatment and interculturalism. Students are guided in the democracy and value-based mission of the educational system and how these missions may be reflected in the teaching in extended school in multilingual and multicultural environments. The course also places special emphasis on children's and young people's identity formation in a globalized society in relation to teaching and learning. The course includes problematization of how teaching in extended school may be designed as to be characterized by the democratic values in society given in policy documents and in the Convention on the Rights of the Child. The course of progression also includes how all the aspects of learning for a sustainable development are reflected in the school system.

Type of Instruction

Teaching consists of lectures, seminars, methodology sessions and field studies.

Examination

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

Examination of the course as a whole takes place by means of two quizzes each comprising 2 credits, three oral seminars comprising 3 credits, one written group assignment comprising 4 credits and one written individual report comprising 6 credits.

In order to receive a grade of Pass in the course, all the course objectives must be attained. For a grade of Pass with Distinction in the entire course, it is required that the written report (6 credits) and both quizzes (2x2 credits) are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is

conducted anonymously.

Other

Any additional costs that may arise in connection with assignments and the like are paid for by the students themselves.

Required Reading and Additional Study Material

Ackesjö, Helena (2014). *Barns övergångar till och från förskoleklass*. (Ch. 2-3) Växjö: Linneaus University Press. (25 p.) ISBN: 9789187427954.

Bergnehr, Disa. (2019). Barnperspektiv, barns perspektiv och barns aktörskap – en begreppsdiskussion. *Nordisk tidsskrift för pedagogikk og kritikk*, 5, 49-61. doi:10.23865/ntpk.v5.1373 (12 p.) (Pdf)

Dahlstedt, Magnus (2014). Så fostras en medborgare. In *Pedagogiska magasinet*, no. 1, 2014 TEMA: vad ska vi med skolan till? (4 p.) Available on the Internet.

Dimenäs, Jörgen (2020). *Vetenskap och beprövad erfarenhet*. Stockholm: Liber. (Selected chapters: Ch. 1-2 Module 1 and ch. 3-4 Module 2) (ca. 110 p.) ISBN: 978-91-47-12918-8.

Elvstrand, Helene, Simonsson, Maria & Lago, Lina. (Eds.) (Latest edition). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. Lund: Studentlitteratur (selected chapters, ca. 90 p.)

Eilard, Angerd (2010). *Barndomens förändrade villkor. Förutsättningar för barns lärande i en ny tid*. (50 p.) Stockholm: Skolverket. ISBN: 9789186529253.

Gustavsson, Bernt (2002). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Stockholm: Fritzes. (128 p.) ISBN: 9185009199.

Holmberg, Linnèa (2021) *Att bli fritidshemslärare*. Stockholm: Natur & Kultur. (290 p.) ISBN: 978-91-47-14092-3.

Hwang, Philip & Nilsson, Björn (2011). *Utvecklingspsykologi*. Stockholm: Natur & Kultur. (376 p.) (Selected parts: ch. 1-3, 11-12, 14-15, 158 p.) ISBN: 9789127130746.

Jensen, Mikael. (2013). *Lekteorier*. Lund: Studentlitteratur. (250 p.) ISBN: 9789144089973.

Lindensjö, Bo (1999). "Demokrati" i *Demokrati och medborgarskap. Demokratiutredningens forskarvolym II*. SOU 1999:77. Stockholm: Fakta info direkt (21 p.) ISBN: 9176108686.

Lindström, Gunnar & Pennlert, Lars Åke (Latest edition) *Undervisning i teori och praktik – en introduktion i didaktik*. Umeå: Fundo Förlag. (pp. 5–53). (48 p.)

Norqvist, Maria (2022). *Fritidshemmets läroplan under förhandling: formulering, tolkning och realisering av del fyra i Lgr 11*. [Doctoral thesis, Umeå universitet]. ISBN: 9789178558667.

Olivestam, Carl E. & Thorsén, Håkan (Latest edition). *Värdegrund i förskola och skola. Om värdegrund, yrkesidentitet och praktik*. Stockholm: Remus förlag, (132 p.)

Roslund, Helene. (2020). *Fritidshemmet: uppdrag och juridik*. (Ch. 1-2) Lund: Studentlitteratur. (Ca. 40 p.) ISBN: 9789144134000.

Skolverket. (2014). *Fritidshem. Skolverkets allmänna råd med kommentarer*. Stockholm: Skolverket. (65 p.) ISBN: 9789175591155.

Skolverket. (2022). *Läroplan för grundskolan, förskoleklassen och fritidshemmet*. (Ch. 1, 2 and 4, 20 p.) ISBN: 9789138327784.

Säljö, Roger (2022). *Lärande: en introduktion till perspektiv och metaforer*. Second edition, Malmö: Gleerups. ISBN: 9789140688262

Scientific publications may also be included, comprising approximately 100 pages.