



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GF402 Undervisning i fritidshem A - Språk, kommunikation och estetiska uttrycksformer, 10 högskolepoäng

1GF402 Teaching and Learning in Extended School Education A: Literacy Learning and Aesthetic Forms of Expression, 10 credits, 10 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Social Sciences 2021-06-30

The course syllabus is valid from spring semester 2022

### **Prerequisites**

General entry requirements and Natural Science 1b/1a1+1a2, Civics 1b/1a1+1a2 (field-specific entry requirements A6a) or English B, Natural Science A, Civics A (field-specific entry requirements 6a). In addition, at least three years of professional educational work on at least half-time in extended school education are required, of which two consecutive years.

## Objectives

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

- based on theoretical models, design and try out didactic integrated teaching through play in the extended school education, in order to create a meaningful and eventful spare time,
- account for theoretical perspectives of children's language and literacy development as well as methods and processes that may support children's communication and basic literacy development,
- critically and analytically explain how language theoretical perspectives and

- methods in a didactic way may be implemented in the teaching in extended school education based on the multicontextual childhood conditions of children,
- analyse and discuss children's different worlds of languages and encounters with popular culture, in the form of literature for children and the young, films, and other digital media that could be used as a basis for teaching in extended school education,
  - account for and problematize the signification of aesthetic learning processes, both media-specific and media-neutral, in relation to the pupils' meaning-making and learning in extended school education,
  - use qualitative and quantitative scientific methods in order to make use of pupils' knowledge and experiences, and document the results in a scientific report,
  - account for subject-specific knowledge within the field of teaching in extended school education, including an understanding of current research and development work required for the professional practice,
  - on the basis of a didactic approach, communicate and secure support for societal and ethical aspects in teaching, in particular focusing on children's rights in accordance with the convention on the rights of the child.

## Content

The course is based on the various worlds of languages surrounding children in their encounters with popular culture in the form of literature for children and the young, film, and different digital media, and how these influence and may be used to develop children's literacy. This means that students are given the opportunity to work with methods and processes that support children's language development and communication, as well as in addition to literacy development also storytelling, symbols and pictures. Conversation and storytelling are thus natural parts of the course content. In order to illustrate the dialectics between didactic theory and practice, the starting point of the course is the importance of aesthetic learning processes to teaching and learning, integrated with play and meaning-making in extended school education. Both media-specific (art, drama, music and movement) as well as media-neutral aesthetics are included (when the aim of aesthetics is instrumental, as a means for another subject content). The above is related to different linguistic forms of expression in order to be able to think, learn and communicate in different contexts and based on the child perspective and in accordance with the convention of the rights of the child. By focusing on the specific conditions and practice in extended school education, various perspectives of literacy development are problematized. The course includes didactic models and theories for planning, implementation and evaluation/assessment of subject-specific play integrated learning in extended school education.

## Professional Basis and Professional Progression

The course emphasizes the teaching assignment based on the disciplinary foundation and best practice, discussed in previous courses. The students will form a deeper understanding of and capacity for professional knowledge and plans of action based on previous experiences.

Based on the students' previous experiences, a critical approach is developed by reflecting, questioning and reconsidering their own ideas, hypotheses and opinions as well as those of others. The students will argue theoretically for different choices and will enhance their methods of action based on best practice as well as a scientific approach. The students practice the use of digital tools for didactic exploration and documentation within as well as of teaching in extended school education.

## **Scientific Approach and Scientific Progression**

The scientific progression comprises a gradual broadening and deepening of the student's ethical as well as scientific awareness, which also includes the study of research, theoretical approach, methodology knowledge as well as production and analysis of empirical material and information retrieval in order to enable work based on a disciplinary foundation. The scientific progression also includes communicative abilities, which entails that the student will continuously enhance sustainable communicative skills in the spoken and written language. The course also enhances the students' scientific approach and professional practice, and the students learn in connection with presentations how to objectively and correctly use scientific sources and how to critically examine and comment on these. Academic writing at the basic level within the scope of academic writing is also included in the course. The students will acquire knowledge of reference management and quotation as well as the basic outline of a scientific text by writing a scientific empirical report.

The students are expected to identify areas for development and current issues within the practice, and to put these in relation to research findings relevant to the professional teaching work. The signification and relationship between best practice and a scientific approach are brought into focus in the course. The students will also enhance their ability to systematically review the practice and their own actions based on these concepts. Different methods for documentation and evaluation are used, such as interviews/conversations, and quantitative and qualitative analysis. The students will also write a scientific empirical report.

### **Global values**

The global values of the course of progression include the perspectives of learning for a sustainable development (including social, economic and ecological sustainability), equal treatment and interculturalism. The students implement the democracy and core values of the educational system in relation to teaching in extended school education in multilingual and multicultural environments. The course introduces the conditions and prerequisites for children's communication and language development in a globalized and digitalized society. The students will also enhance their knowledge of how teaching in extended school education may be designed to reflect democratic values in society expressed in policy documents and in the convention on the rights of the child.

### **Type of Instruction**

Teaching takes place in the form of lectures, seminars, methodology classes and field studies.

### **Examination**

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

Examination of the course objectives takes place by means of writing a story in digital form comprising 2 credits, one individual written assignment comprising 2 credits, one written report comprising 3 credits, and by participation in three seminars comprising 3 credits.

In order to receive a grade of Pass in the course, all examination assignments must be assessed as Pass. For a grade of Pass with Distinction in the course, the written report and the individual written assignment require the grade of 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 or the like are paid for by the students themselves.

### Required Reading and Additional Study Material

Bergnehr, Disa. (2019). Barnperspektiv, barns perspektiv och barns aktörskap – en begreppsdiskussion. *Nordisk tidskrift för pedagogik och kritik*, 5, pp. 49–61. (14 p.). Available on the Internet.

Bergöö, Kerstin & Jönsson, Karin. (Latest edition). *Glädjen i att förstå: språk och textarbete med barn*. Studentlitteratur. (Selected parts, ca. 50 p.).

Chambers, Aidan. (Latest edition). *Böcker inom och omkring oss*. Gilla böcker. (Selected parts, ca. 100 p.).

Dahl, Marianne. (2014). *Fritidspedagogers handlingsrepertoar. Pedagogiskt arbete med barns olika relationer*. Diss. Linnaeus University Press, (Selected chapters, ca. 60 p.). ISBN 9789187925221. Available on the Internet.

Doverborg, Elisabeth & Pramling Samuelsson, Ingrid. (Latest edition). *Att förstå barns tankar: kommunikationens betydelse*. Liber, (92 p.).

Elvstrand, Helene, Simonsson, Maria & Lago, Lina. (Eds.). (2019). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. (Edition 1). Lund: Studentlitteratur. (Selected chapters, ca. 100 p.). ISBN 9789144119953.

Fast, Carina. (Latest edition). *Literacy: i familj, förskola och skola*. Studentlitteratur. (Selected parts, ca. 50 p.).

Haglund, Björn, Gustafsson Nyckel, Jan & Lager, Karin. (Eds.). (2020). *Fritidshemmets pedagogik i en ny tid*. (1st ed.). Gleerups (Ch. 5, 8, 9, 10 ca. 85 p.). ISBN 9789151101019.

Hjalmarsson, Maria. (2019). Fritidshemmet – en utbildningsarena i spänningen mellan omsorgstradition, ökade kvalitetskrav och förtydligat uppdrag. *Kapet, Karlstads universitets Pedagogiska Tidskrift*, 15(2), pp. 11-23. (12 p.). Available on the Internet.

Kindenberg, Björn. (Ed.) (2016). *Flerspråkighet som resurs: symposium 2015*. (First edition). Liber. (Ch. 2, 13 p.).

Klerfelt, Anna & Qvarsell, Birgitta. (Eds.). (2020). *Kultur, estetik och barns rätt i*

*pedagogiken*. (2nd ed.). Gleerups. (Selected chapters, ca. 100 p.). ISBN 9789151104126.

Kåreland, Lena. (Latest edition). *Skönlitteratur för barn och unga: historik, genrer, termer, analyser*. Studentlitteratur. (Selected parts, ca. 150 p.).

Lager, Karin. (2018). Att undervisa i fritidshem. *Educare - Vetenskapliga Skrifter*, (2), 51–68. (17 p.). Available on the Internet.

Lindgren, Simon. (Latest edition). *Populärkultur: teorier, metoder och analyser*. Liber, (selected parts, 150 p.).

Lundgren, Ulf P. (Ed.) (2006). *Uttryck, intryck, avtryck: lärande, estetiska uttrycksformer och forskning*. Vetenskapsrådet. (Selected chapters, ca. 80 p.). Available on the Internet.

Ludvigsson, Ann & Falkner, Carin. (2019). Fritidshem - ett gränsland i utbildningslandskapet Lärare i fritidshems institutionella identitet. *Nordisk tidsskrift för pedagogikk og kritikk*. 5, 13–26, (13 p.). Available on the Internet.

Skolverket. (Latest edition). *Greppa språket - ämnesdidaktiska perspektiv på flerspråkighet*. (Ch. 3–5) (ca. 80 p.).

Skolverket. (Latest edition). *Fritidshem. Allmänna råd med kommentarer*. Skolverket. (65 p.).

Skolverket. (Latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet, 2011*. Skolverket. (Ch. 1, 2, 4, 16 p.).

Wernholm, Marina. (2019). Children's shared experiences of participating in digital communities. *Nordic Journal of Digital Literacy*, 13(4), (38–55). (16 p.). Available on the Internet.

Qvarsell, Birgitta. (2003). Barns perspektiv och mänskliga rättigheter Godhetsmaximering eller kunskapsbildning? *Pedagogisk Forskning i Sverige*, 8(1–2) 101–113. (12 p.). Available on the Internet.

Additional scientific publications comprising circa 100 pages may also be included.