



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GF404 Undervisning i fritidshem B – Hållbar utveckling i ett digitaliserat samhälle, 10 högskolepoäng

1GF404 Teaching and Learning in Extended School Education B: Sustainable Development in a Digital Society, 10 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2021-12-01

The course syllabus is valid from autumn 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). Additionally, at least three years of professional experience in education and the course 1GF401 *Educational Practice Based on Research and Documented Experience*, 17 credits, or the equivalent.

Objectives

On the basis of practical experiences from work in extended school education, students should after completing the course be able to:

- account for the conditions and functions of physical as well as digital play,
- account for the importance of participation and influence of pupils in accordance with the convention on the rights of the child,
- analyse didactic perspectives and approaches that stimulate pupils' learning and development based on their own interests and needs,
- by the use of digital tools, plan and implement stimulating teaching/extended school educational activities, and critically examine the role and consequences of different media and digital environments in relation to the practice,

- communicate their basic pedagogical outlook and critically analyse its consequences in relation to the educational practice in the extended school education,
- account for the theoretical basis of outdoor education and the interaction with the outdoor environment to obtain sustainable learning,
- define and discuss the field and subject knowledge of extended school education, including the knowledge of current research and development work,
- look for and make use of research relevant to the field, define a research issue in relation to previous research, and describe and reflect on previous research findings within the chosen field in extended school education in the form of a scientific report,
- define and explain the content, processes and methods concerning pupils' mathematical development,
- put basic mathematical development in relation to aesthetic learning processes and different forms of expression in the extended school educational practice.

Content

The course discusses how teachers in extended school education can create an enriching, broadening, stimulating and meaningful spare time for the pupils based on their needs, interests and experiences in relation to a didactic perspective.

The course highlights the dialectics between theory and practice. Subject-specific didactic in natural science and technology, play and outdoor activities, civics and mathematics, and programming are included. Didactic approaches to planning, implementation and evaluation/assessment of subject-specific integrated teaching through play in extended school education are also discussed. Special emphasis is placed on the work on economic, social and ecological sustainable development and how the different choices people make may contribute to a sustainable development. A foundation is formed in terms of awareness, understanding, and knowledge of how experiences in the outdoor environment may be used in the educational practice. Furthermore, aesthetic learning processes are also considered, in how these may be used to support learning in mathematics. The course also includes mathematical problem solving, which can be related to programming and other digital tools of importance in order to be able to live and work in a digital society. Students will also learn about academic writing, research methods and adopting a scientific approach. Writing and presenting a scientific report is also included.

Professional basis and professional progression

The course discusses extended school education as a social institution where the extended school's mission in creating a meaningful spare time is highlighted. Based on their previous experiences from working in extended school education, the students enhance their professional educational approach, where social relations and communicative competence in speaking and writing form a foundation. Moreover, the students will also broaden and deepen the competence that reinforces the professional ability to reflect on matters in relation to the didactic and methodical competence and the relational and communicative competence, to be able to take adequate action in relation to children's development and learning.

The course discusses in what ways primary teachers in extended school education teach by making use of formal as well as informal learning processes, and by developing different learning environments. By highlighting how learning in extended school education may be reflected in situational and increased sustainable learning, the profession is problematised in relation to other primary teachers and the existing

conditions of the extended school education. The students gain knowledge and practical skills in the planning, implementation and evaluation of teaching in general, and specifically within different subjects in relation to their pedagogical outlook.

Scientific approach and scientific progression

The scientific progression involves a gradual broadening and deepening of the students' ethical and scientific awareness, including consumption of research, theoretical application, methodical competence as well as production and analysis of empirical material. Information retrieval in order to conduct studies based on the disciplinary foundation is included. The scientific progression encompasses also communicative skills by the students producing systematic knowledge reviews and conducting document analyses. The students' professional experiences form the basis of the further development of their scientific approach and professional practice. In connection with presentations, students learn how to correctly use scientific sources and how to examine and comment critically on the same. The course includes development of the students' academic writing skills and a scientific and critical approach. The students enhance their scientific approach by conducting interviews/discussions and by working with qualitative data based on concepts and theories discussed in the course. They also enhance the scientific approach by searching for current research into the field of children's mathematical development, outdoor education, play and aesthetic forms of expression in the different arenas within extended school education.

The course includes writing and presenting a scientific report in which the student shall enhance their ability to reflect on different forms of activities and teaching (such as play, technology, mathematics/programming, natural science discussed in the course) in extended school education. By the use of research into the different subjects in the course, the students plan and evaluate an activity in learning in extended school education.

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 respect for the equal value of all human beings is one of the core values on which the course is founded. The outset of the course is based on the democratic values and principles of society, policy documents for compulsory school, and the convention on the rights of the child. The course emphasizes the teachers' assignment regarding considering the equal value and the right to development of all pupils in their own terms. Furthermore, the students' knowledge development in sustainable development based on ecological, economic and social perspectives in a global context is also emphasized. Democratic working methods is an essential part of the work in extended school education, involving learning in order to obtain a sustainable development and a democratic education for all pupils. 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 students will also enhance their knowledge of the conditions and prerequisites for children's communication and language development in a globalised and digital society.

Type of Instruction

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

Examination

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

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Examination of the course objectives takes place by means of a digital quiz comprising 2 credits, a written group assignment comprising 2 credits, a written individual report comprising 4 credits, and by participation in two seminars, together comprising 2 credits.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the entire course, the written report and one additional examination 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 the course are paid for by the students themselves.

Required Reading and Additional Study Material

Elvstrand, Helene, Simonsson, Maria & Lago, Lina. (Eds.). (2019). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. (1st ed.). Lund: Studentlitteratur. (Ch. 9-11, 50 p.) ISBN 9789144119953.

Fastén, Olof (ed.) (2019). *Utomhuspedagogik: lärmiljö, närmiljö och det utvidgade klassrummet*. (1st ed.). Studentlitteratur. (204 s.). ISBN 9789144121581.

Haglund, Björn, Gustafsson Nyckel, Jan & Lager, Karin. (eds.). (2020). *Fritidshemmets pedagogik i en ny tid*. (1st ed.). Gleerups (Ch. 8-11 (81 p.)). ISBN 9789151101019.

Holmberg, Linnéa & Kane, Eva. (2020). Den tacksamma leken: Lek som retorisk resurs i svensk fritidshemsforskning. *Pedagogisk forskning i Sverige*, (25)2–3, 92–113.

Holmberg, Linnéa (2018). *Konsten att producera lärande demokrater*. Diss. Stockholms universitet. (Ca. 50 p.) ISBN 9789177971337.

Lager, Karin. (2020). Possibilities and Impossibilities for Everyday Life: Institutional Spaces in School-Age Educare. *International Journal for Research on Extended Education*, (8)1, 22–35.

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.))

Øksnes, Maria. (Latest edition). *Lekens flertydighet: om barns lek i en institutionaliserad barndom*. Liber. (198 p.)

Scientific publications comprising circa 50 pages may also be included.