



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1GN001 UVK-kurs: Skolväsendets historia, värdegrund och samhälleliga villkor, förskoleklass och årskurs 1-6, 7,5 högskolepoäng

The history of education, its value base and social conditions, pre-school class and primary school, year 1 to 6, 7.5 credits

### Subject Group

Educational Sciences/General Didactics

### Level of classification

First Level

### Progression

G1N

### Date of Ratification

Approved 2011-05-02

Revised 2013-12-13 by Faculty of Social Sciences. Determining department changed  
The course syllabus is valid from autumn semester 2014

### Prerequisites

General entry requirements as well as English B, Mathematics B, Nature Science A, Social Studies A. (Field-specific entry requirements 6b)

## Objectives

The aim of the course is to develop knowledge and skills about the history of education, its value base and social conditions in order to be able to work within pre-school class and primary school, year 1 to 6.

On completion of the course, students should:

- Be able to account for and discuss the teaching mission and the various roles of the teacher in relation to education and education's mission concerning value base, democracy and knowledge
- Be able to account for the organization and mission of education in Sweden from a historical and modern perspective with regard to changing social conditions
- Describe how the developing education system has interacted and interacts with the development of the teaching profession, changes in the teacher mission and school as a place of work
- Be able to account for and problematize human rights (Convention on the Rights of the Child) within school and education in relation to gender, class, diversity and sustainable development
- Be able to demonstrate and apply a scientific attitude on basic levels in their role as a student in higher education
- Demonstrate communication skills in listening, speaking and writing as a support for the learning and development of their own professional skills

## Content

The overall aim of the course is for students to develop knowledge of the role of school and preschool class in society. An important content, in this connection, is to understand teachers' professional role from a historical, societal and democratic perspective. The historical and societal conditions that have characterized and still characterize education, its direction, organization and the teacher's mission are explained and exemplified.

Education's democratic mission, protection of human rights, value base questions as well as education's contribution to knowledge of ecological, social and economic sustainable development are identified in the course.

The course deals with the origin and early development of school during the 1800s and onwards. Special attention is paid to the direction and organizational changes in school from 1945 up until the current reforms. The role of education and school in society, in relation to teachers' missions based on democratic, value based and future perspectives, is central in this context.

This awareness or context-understanding is characteristic of modern professional practice and enables for all educational personnel sustainable education/didactics in accordance with the societal mission of preschool class and school.

The course introduces primary school and preschool class as a place of work and social institution. A foundation for a professional attitude, where social relations and communication skills develop knowledge that strengthens the student's professional ability to reflect over and adequately deal with relations involving children's/pupils' learning, is created here.

The course introduces the importance of a scientific attitude within higher education and for professional practice. The course also introduces academic writing, reference management, literature retrieval from the library database as basic features of such an attitude. In connection with written presentations, students are trained to use scientific sources in an objective and correct manner and to critically examine and comment on texts.

## Type of Instruction

Much attention is given to the development of a scientific and professional attitude that strengthens students' professional ability to reflect over the school's mission in relation to social change and children's/pupils' learning.

Teaching is in the form of lectures, seminars, laboratory work and group assignments. The forms of teaching support, among other things, the development of a professional communicative ability as a critical and democratic skill where students, through descriptions, presentations, analyses and critical questions, are prepared to deal with the course content in.

## Examination

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

Students' knowledge development and learning is expressed in verbal and written communication and knowledge, understanding, skills and abilities are continuously tested on the basis of the goals of the education. Examinations are carried out through verbal and/or written tests and presentations. Whatever the examination method, it is the individual student's performance that is assessed and graded. Closer specification of examination methods can be found in the study guidelines. In order to receive the grade of pass, all expected learning outcomes must be achieved. A resit examination is offered within six weeks after the original examination.

## Course Evaluation

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

## Required Reading and Additional Study Material

Ackesjö, Helena (2011). *Förskoleklassen - en ö eller en bro mellan förskola och skola?* Stockholm: Liber, (delar av 152 s). ISBN: 978-91-47-09983-2

Ask, Sofia: (2006). *Hållbara texter. Att skriva för studier och arbetsliv.* Stockholm: Liber, (178 s). ISBN 814 707 95 09

Broady, Donald. (2007). *Den dolda läroplanen.* Göteborg: Krut: kritisk utbildningstidskrift, 03475409; 127 (3/2007)

Colnerud, Gunnel (2004). *Värdegrund som pedagogisk praktik och forskningsdiskurs.* Pedagogisk forskning i Sverige. 2004, årg. 9, nr. 2, s 81-98.

Dimenäs, Jörgen. (2007). (RED.). *Lära till lärare: att utveckla läraryrket vetenskapligt förhållningssätt och vetenskaplig metodik.* 1. uppl. Stockholm: Liber, (Kap 1 och 8 20 s). ISBN: 9789147084210

Fällman, Barbro. (2002). *Tala & engagera. Populär presentationsteknik.* Lund: Studentlitteratur, (88 s). ISBN: 9144022921

Lindström Gunnar, Pennlert Lars-Åke. (2009). *Undervisning i teori och praktik – en introduktion i didaktik* Umeå: Fundo förlag, (70 s) ISBN:9789197558419

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (red.) (2010). *Lärande, Skola, Bildning - grundbok för lärare.* Stockholm: Natur & Kultur, (delar av 630 s) (kap 1-4, 6-7, 12-14 samt 16-17).

Orlenius, Kennert & Bigsten, Airi. (2008). *Den värdefulla praktiken: yrkesetik i pedagogers vardag.* Stockholm: Liber, (157 s). ISBN: 9789147020416

Sandin, Bengt (2003). "Skolan, barnen och samhället – i ett historiskt perspektiv". I *Kobran, nallen och majjen. Tradition och förnyelse i svensk skola och skolforskning.* Stockholm: Myndigheten för skolutveckling, (16 s).

### Någon av följande:

Alsterdal, Lotte. (red.) (2006). *Rapporter från ett skolgolv.* Tio lärare om glädjeämnen och dilemman i skolan. Stockholm: Liber.

eller

Bjärvall, Katarina. (2007). *De livsviktiga: berättelser om lärare.* Stockholm: Lärarförbundet, (143 s).

Aktuella styrdokument för den obligatoriska skolan (se [www.skolverket.se](http://www.skolverket.se)).

Kompendium med olika texter.

Skönlitteratur enligt förteckning i studiehandledning.

Viss litteratur i samråd med lärare i kursen.

Egidius, Henry (2003, senaste upplagan). "Pedagogik och samhälle". I *Pedagogik för 2000-talet.* Stockholm: Natur och Kultur, (s 20 s).

Richardson, Gunnar (2004, senaste upplagan). *Svensk utbildningshistoria. Skola och samhälle förr och nu*. Lund: Studentlitteratur, (delar av 283 s).