



## Course syllabus

Faculty of Social Sciences  
Department of Education

1GN003 UVK-kurs: Utveckling och lärande för grundlärare, 7,5  
högskolepoäng

UVK-course: Development and Learning for Primary Teachers, 7.5  
credits

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

GIN

### **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 A, Social Studies A. (Field-specific entry requirements 6a with the exception of Nk A and En B, which require En A)

The course is included in the Primary Teacher Programme

## Objectives

The aim of the course is to develop the knowledge and skills about children's and pupils' learning and development that are needed for professional practice in preschool class, leisure time centres and school.

On completion of the course, students should be able to:

- Account for different perspectives on learning as well as how children's varying conditions can influence their learning possibilities
- Account for fundamental lines in the philosophy of science with emphasis on the concept of knowledge, as well as give examples of the similarities and differences between different knowledge traditions and their educational consequences
- Account for theories on psychological development and concepts as well as demonstrate the educational consequences of these in different contexts
- With support of different perspectives, observe, describe and demonstrate learning and development in different educational environments
- Account for the importance of a communicative ability, such as listening, speaking and writing, in educational contexts

## Content

The course content deals with scientific theories, educational traditions and practices

that concern children and young people's development and learning, with focus on educational activities that occur in preschool class, school and leisure time centres. Educational activities are put in relation to societal, social and organizational relationships as well as children and young people's personal conditions and needs. The course contains the following elements:

- Theories on learning, as behavioural, cognitive and socio-cultural perspectives
- Theories on motivation and their relevance to education
- Theories on psychological development (such as social, emotional cognitive and neuroscientific theories)
- Scientific outlooks on how knowledge can be understood and defined, and which implications different outlooks on knowledge and learning have for the forming and carrying out of educational activities
- Discussed in the course are current understandings of the importance of medias for identity and identity development, as well as how medias, digital tools and multimodality can be used in education in order to expand and simplify children and young people's learning
- In connection with field studies, observations of educational activity are carried out with emphasis on the study of social, communicative and cognitive aspects of development and learning. Observations are documented, analysed and presented in seminars
- Throughout the course, knowledge, development and learning are discussed in relation to different perspectives. This can involve the ways in which children learn and develop in relation to such things as physical activity, communication and relationships, linguistic diversity, socialization and intersectionality.

### **Specialisations**

For primary teachers with specialization in Leisure time Centre, Preschool Class and years 1-3: In addition to the fundamental content of the course, pupils' different prerequisites are discussed in relation to their age and the different missions and goals of the schools. Knowledge of learning in preschool class, leisure time centres and school are problematized, along with the ways in which play can be used as a basis for learning in these different working cultures.

**For primary teachers with specialization in years 4-6:** In addition to the fundamental content of the course, children's identity development and maturity processes are emphasized against the background of the social and cultural contexts that characterize the early teenage years, along with the consequences they can bring about for the educational operation.

### **Professional base and Professional Progression**

In connection with field studies, students get an insight into the profession's conditions as a complement to how the course discusses the tasks and conditions of the teacher profession. Included in the course are elements such as presentations for small and large groups, which aim at developing students' communicative abilities and assurance. The module emphasizes the importance of a scientific and professional attitude where development of knowledge and judgment aim to strengthen students' ability to reflect over and act in an adequate way in relation to children's and young people's learning and the school's mission.

### **Scientific Attitude and Scientific Progression**

Scientific-philosophical perspectives and various outlooks on what constitutes scientific knowledge are presented in the module. The module introduces observation as a scientific method, and, in field studies, students train in carrying out, discussing and presenting their observations. Academic writing is practiced through written

presentations. Here, students learn how to be objective when presenting and discussing scientific sources, as well as how to develop the ability to critically examine and comment on studied texts.

## Type of Instruction

Teaching is in the form of lectures, seminars, individual and group assignments as well as field studies. The forms of teaching aim to support the development of a communicative ability as a critical and democratic skill where students, through description, analyses and critical questions, are given the tools to deal with the course content in relation to the professional practice at which the education is aimed. Further information concerning obligatory course elements can be found in the study guidelines.

## 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 active participation in seminars and in verbal and/or written tests and presentations. Closer specification of examination methods can be found in the study guidelines. Whatever the examination method, it is the individual student's performance that is assessed and graded. 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.

## Other

Possible additional fees connected with assignments or such are paid for by the students themselves.

## Required Reading and Additional Study Material

### Obligatorisk litteratur för alla inriktningar

Ahl, Helene (2004). *Motivation och vuxnas lärande - En kunskapsöversikt och problematisering*. Stockholm: Myndigheten för skolutveckling, (valda delar, ca 60 s). (pdf-fil). ISBN 91-85128-75-9.

Anyaso, Hilary Hurd (2010). *Untangling the Web*. Issues in Higher Education, vol 26, No 24, s 10-12.

Bie, Kristin. (2009) *Reflektionshandboken*. Malmö: Gleerups, (90 s). ISBN 9789149666352

Dimenäs, Jörgen (red.) (2009). *Lära till lärare. Att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (valda delar, ca 40 s). ISBN 9789147-084210.

Gustavsson, Bernt (2002). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Stockholm: Fritzes, (128 s). (pdf-fil). ISBN 91-85009-19-9.

Jenner, Håkan (2004). *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling, (122 s) (valda delar, ca 50 s). (pdf-fil) ISBN 91-85128-81-3.

Jerlang, Espen (red)(2008). *Utvecklingspsykologiska teorier*. Stockholm: Liber, (delar av, ca 270 s). ISBN 91-47-07889-9.

Lundgren, P. Ulf, Säljö, Roger & Liberg, Caroline (red.) (2010). *Lärande, skola, bildning*. Stockholm: Natur och Kultur, (620 s) (kap 4-6, ca 115 s). ISBN 978-91-27-11800-3.

Pedagogiska magasinet (2010). Temanummer: hjärna och lärande. *Pedagogiska magasinet, nr 2, 2010*, (ca 30 s).

Skolverket (2010). *Perspektiv på barndom och barns lärande: en kunskapsöversikt om lärande i förskolan och grundskolans tidigare år*. Stockholm: Skolverket, (239 s) (kap 2, ca 40 s). (pdf-fil) ISBN 978-91-86529-08-6.

Skönlitteratur (ca 250 s) tillkommer i samråd med undervisande lärare.

### **Obligatorisk litteratur för inriktning mot arbete i fritidshem**

Jensen, Mikael & Harvard, Åsa (red.)(2009). *Leka för att lära. Utveckling, kognition och kultur*. Stockholm: Studentlitteratur, (256 s) (valda delar, ca 100 s). ISBN 9789144051512.

Johansson, Inge (2011). *Fritidshemspedagogik. Idé - ideal - realitet*. Stockholm: Liber, (111 s). ISBN 978-91-47-09333-5.

Phillips, Denis C & Soltis Jonas F. (2010). *Perspektiv på lärande*. Stockholm: Norstedts, (186 s). ISBN 9789113023007

Williams, Pia (2006). *När barn lär av varandra. Samlärande i praktiken*. Stockholm: Liber, (112 s). ISBN 978-91-47-08404-3.

### **Obligatorisk litteratur för inriktning mot arbete i förskoleklass och grundskolans åk 1-3**

Jensen, Mikael & Harvard, Åsa. (red.) (2009). *Leka för att lära. Utveckling, kognition och kultur*. Stockholm: Studentlitteratur, (256 s) (valda delar, ca 100 s). ISBN 9789144051512.

Phillips, Denis C & Soltis, Jonas F. (2010). *Perspektiv på lärande*. Stockholm: Norstedts, (186 s). ISBN 978-91-1-302300-7

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Skolverket, (260 s) (valda delar, ca 80 s). (pdf-fil) ISBN 978-91-85545-67-4.

### **Obligatorisk litteratur för inriktning mot arbete i grundskolans åk 4-6**

Phillips, Denis C & Soltis, Jonas F. (2010). *Perspektiv på lärande*. Stockholm: Norstedts, (186 s). ISBN 978-91-1-302300-7.

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Skolverket, (260 s) (valda delar, ca 80 s). (pdf-fil) ISBN 978-91-85545-67-4.

### **Referenslitteratur/valbar litteratur**

Jenner, Håkan (2001). Det pedagogiska mötet – som erfarenhet och kunskapskälla. Installation Växjö universitet 2001. *Acta Wexionesia*, nr 14/2001, (15 s). (tillhandahålles av institutionen)

Skolverket (2010). *Praktisk IT och mediekompetens*. Websida med information och material rörande praktisk IT- och mediekompetens. [www.pim.skolverket.se](http://www.pim.skolverket.se)

Vestlin, Lena (red) (2009). *Från Wikis till mattefilmer i skolan– om IKT i skolan*. Lärarförbundets förlag, (140 s). ISBN 9789197761529.

Åkerlund, Dan (2008). *Publicistiska arbetssätt i skolan Webbtidningar, bloggar, wiki, webteve och podradio*. Lund: Studentlitteratur, (220 s). ISBN 9789144017914.