



## Course syllabus

Board of Teacher Education  
Department of Education

1GN005 Grundläggande läs-, skriv- och matematikutveckling för lärande i fritidshem, 7,5 högskolepoäng

Basic Literacy and Numeracy in leisure time center, 7.5 credits

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

GIN

### **Date of Ratification**

Approved 2011-05-02

Revised 2013-10-17 by Board of Teacher Education.

The course syllabus is valid from spring 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

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

- Define and explain content, processes and methods concerning the development of basic literacy and numeracy
- Identify and describe basic literacy and numeracy activities within the leisure time centre operation
- Demonstrate the ability to create linguistic stimulation in creative and challenging language environments for all pupils
- Account for the importance of conversation and narrative for basic literacy development
- Stimulate and support pupils' mathematical development within the borders of the leisure time centre operation
- Demonstrate the ability to relate basic numeracy development to aesthetical learning processes and different forms of expression in teaching

(Basic Literacy Development is comprised of 4 credits and Basic Numeracy Development is comprised of 3.5 credits)

## Content

With focus on the leisure time centre's specific conditions and practice, various perspectives on basic literacy and numeracy development are problematized in the

course. The importance of conversation and narrative for the development of basic literacy and numeracy is studied. Within basic literacy development, literacy processes are focused upon in relation to methods and models for basic literacy learning. The course also deals with the importance of language stimulation for the development of creative and challenging literacy environments. The mathematical elements of the course focus on numbers and the usage of numbers, patterns, geometric shapes and concepts, and space perception put in relation to methods and models that are relevant for how mathematics is dealt with. Furthermore, attention is paid to the ways in which mathematics, through and in aesthetical learning processes and different forms of expression, can be dealt with for supporting numeracy learning. The course also contains elements of integration within and between the subjects for studying the ways in which thematic methods of working can stimulate the learning of basic literacy and numeracy.

### **Professional Base and Professional Progression**

Students develop a practical skill by planning and evaluating the operation. Furthermore, students should be able to demonstrate a professional attitude when dealing with pupils in various literacy and numeracy activities. Students should also demonstrate an increased competence concerning the communicative linguistic skills, conversation, speak and listen. On completion of the course, students should feel an increased certainty concerning their own mathematical ability. They should also develop skills through their usage of information and communication technology as a tool for teaching.

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

Continued academic writing is developed through the application of writing and conversation as a tool for better teaching. Students should study current and relevant research articles. They should, on the basis of reading and writing activity, utilize search techniques as an aid for finding relevant literature. Students should, with support from mathematical research, be able to plan and evaluate an activity as regards learning in mathematics within the leisure time centre operation.

Field studies are carried out in order to strengthen the connection to the education's practice. During field studies, students observe the leisure time centre operation.

### **Type of Instruction**

Teaching is in the form of lectures, seminars, individual and group assignments as well as field studies. Course work requires participation and commitment. Further information on 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).

The course is examined through individual and group oral presentations, written tests, individual assignments as well as active attendance at seminars and field studies. In order to receive the grade of pass, all expected learning outcomes must be achieved. Whatever the examination method, it is the individual student's performance that is assessed and graded. Further information regarding forms of examination can be found in the study guidelines. 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

### Ämnesdidaktisk litteratur

Bergius, B., Emanuelsson, L., Emanuelsson, G. & Ryding, R. (Red). (Senaste upplagan). *Nämnamnaren Tema 8, Matematik- ett grundämne*. NCM, Göteborgs universitet. [www.nem.gu.se](http://www.nem.gu.se)

Chambers, Aidan. (Senaste upplagan). *Böcker inom oss. Om boksamtal*. Stockholm: Norstedts, (170 s).

Herrlin, K., Frank, E. & Ackesjö, H. (senaste upplagan). *Förskoleklassens didaktik. Möjligheter och utmaningar*. Stockholm: Natur och Kultur, (205 s)

Lundberg, Ingvar. (Senaste upplagan). *Läsningens psykologi och pedagogik*. Stockholm: Natur och Kultur, (186 s).

Dessutom tillkommer:

Skolverket. (2011). *Lgr 11: Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm: Skolverket. Kan beställas via [www.skolverket.se](http://www.skolverket.se)

Skolverket. (2008). *Nya språket lyfter*. Stockholm: Skolverket, (83 s).

Kompendier kopplat till moment inom läs- och skrivutveckling, (cirka 100 s).

Kompendier kopplat till moment inom matematikdidaktik, (cirka 100 s).

Valbar skönlitteratur för barn (inom momentet läs- och skrivutveckling).