



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

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

1GN005 Basic Literacy and Numeracy in leisure time center, 7.5 credits

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved 2011-05-02

Revised 2015-03-18 by Faculty of Social Sciences.

The course syllabus is valid from autumn semester 2015

### **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

After completing the course, students shall 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 activities
- Account for the importance of conversation and narrative for basic literacy development
- Stimulate and support pupils' linguistic and basic literacy development within the scope of the teacher's assignment
- Stimulate and support pupils' mathematical development within the scope of the leisure time centre activities
- 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 on 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 Basis and Professional Progression**

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

## **Scientific Approach and Scientific Progression**

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

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 activities on the basis of literacy and numeracy development.

## **Type of Instruction**

Teaching is conducted in the form of lectures, seminars, individual and group assignments as well as methodology studies. Course work requires participation and commitment. Teaching given as seminars or methodology studies is mandatory to attend.

## **Examination**

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

The course is examined through oral presentations and written tests. In order to receive the grade of Pass, all expected learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, course elements in both literacy as well as numeracy must be graded as Pass with Distinction. Whatever the examination method, it is the

individual student's performance that is assessed and graded. A retake examination is offered within six weeks after the original examination (within the scope of the regular semester period).

### Course Evaluation

After completing the course, a course evaluation is carried out, which is compiled in writing and presented to the students who have attended the course. It is also presented to students at the following course date, together with any measures taken. The results are reported to the department in question and the programme council concerned, and are then filed by the course coordinating department.

### Other

Any additional costs that may arise in connection with assignments or such activities are paid for by the students themselves. *This course is included in the Primary Teacher Programme.*

### Required Reading and Additional Study Material

Subject-based teaching and learning literature

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

Chambers, Aidan (Latest edition). *Böcker inom oss. Om boksamtal*. Stockholm: Norstedts, (170 p.).

Herrlin, K., Frank, E. & Ackesjö, H. (Latest edition). *Förskoleklassens didaktik. Möjligheter och utmaningar*. Stockholm: Natur och Kultur, (205 p.)

Lundberg, Ingvar. (Latest edition). *Läsningens psykologi och pedagogik*. Stockholm: Natur och Kultur, (186 p.).

Additional literature:

Skolverket. (2011). *Lgr 11: Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm: Skolverket. May be ordered on [www.skolverket.se](http://www.skolverket.se)

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

Compendiums related to the course element in literacy development, (circa 100 p.).

Compendiums related to course elements in numeracy, (circa 100 p.).

Elective children's books (within the course element of literacy development).