



## Course syllabus

Board of Education Science

School of Education, Psychology and Sports Science

1GN015 Verksamhetsförlagd utbildning i fritidshem, period I, 7,5 högskolepoäng

Work-based education in leisure-time centres 7,5 hp, 7.5 credits

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved by the Board of the School of Education, Psychology and Sports Science  
2011-08-29

The course syllabus is valid from spring semester 2012

### **Prerequisites**

For acceptance to the course, students must have a passing grade of 15 credits in (UVK) as well as 15 credits in Communication and Language Development for Learning in Leisure-Time Centres (7.5credits) and Basic Literacy and Mathematical Development for Learning in Leisure-Time Centres (7.5 credits).

*The course is a part of the Primary School Teacher Programme with Specialisation in Leisure-Time Centre.*

## Objectives

The expected learning outcomes for courses in work-based education are formulated on the basis of the document "Goals and Criteria for Work-Based Education - Primary School Teacher with Specialisation in Leisure-time centre". The document describes a progression on four levels: Introductory, General, Advanced as well as Specialisation and application.

On completion of the course, students should - *on introductory level at least* - with special focus towards communication and language development as well as basic literacy and mathematical development, be able to

- formulate clear goals
- act on the basis of a comprehensive view
- demonstrate the ability to create stimulating and meaningful learning processes for pupils that promote learning, both individually and as part of a group
- demonstrate an understanding for the importance of recognising pupils

- experiences, knowledge, prerequisites and unique ways of learning
- account for the objectives of policy documents and how they can be applied in educational practice
- reflect over the use of digital tools in relation to pupils learning
- contribute to creating a climate in education that is characterised by responsiveness and respect and that makes pupil participation and influence possible
- contribute to creating and maintaining an environment for learning that is safe and stimulating
- communicate with pupils and colleges
- demonstrate leadership and a professional attitude
- relate fundamental values in policy documents to educational work and their own attitudes
- demonstrate the ability to reflect over and ask questions about the operation

## Content

The course provides students with ample opportunity to learn the profession/fulfil the expected learning outcomes. The period is modelled on the basis of two different perspectives on professional learning. Firstly, on the basis of a participatory perspective where the role of education is to introduce the student to a professional practice and professional community. Students are given the chance to learn in practical situations and through their own, and the supervisor's, experiences. Students' learning is seen as a social process and as a movement from peripheral to central participation in a professional community. During this period, students are given a lot of responsibility. Secondly, conditions are created so that students should learn the profession on the basis of a spectator's perspective. Here, the students are given the opportunity to witness typical situations in the profession that later should provide examples and a basis for reflection. The education's mission in this perspective is to help students to distance themselves from and critically examine and problematize situations. The course constitutes the first step in work-based education's professional progression. The programme's previous courses within UVK, communication and language development as well as basic literacy and mathematical development are dealt with in the course.

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

The course constitutes the first step in the students' work-based education professional progression. Much emphasis is placed on students' communicative ability in listening, speaking and writing to support the education. It is also the first opportunity for students to test and reflect over digital tools as a resource for children's/pupils' learning and development.

### **Scientific Approach and Scientific Progression**

When it comes to students' scientific progression, the course constitutes the first possibility to experience educational questions and problems as well as relate these to the rest of the education.

### **Type of Instruction**

Work-based education is, in itself, a form of teaching where students develop relevant action skills, both general and subject didactic for the teaching profession. Possibilities for student professional learning is created through a variation of forms such as observations of pedagogues, children/pupils and situations in education. Discussions with children/pupils, parents, management and pedagogues within the operation are carried out, as too is the planning, carrying out and following-up of educational activities. What is more, discussions on progress with supervisors as well as seminars with educators and students. It is of the utmost importance that the work-based education, as a form of teaching, be supervised.

### **Examination**

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

Examination of the expected learning outcomes is carried out through observations of

students' actions in education as well as follow-up conversations between student-work-based education teachers-university teachers. Expected learning outcomes may also be carried out in the form of seminars/assignments between student/students-work-based education teachers-university teachers.

In order to receive a grade of pass, all expected learning outcomes must be fulfilled. Students' performance should be considered adequate for the introductory level in accordance with the document "Goals and Criteria for Work-Based Education - Primary School Teacher with Specialisation in Leisure-Time Centre".

Regardless of the examination form, it is the individual student's performance that is assessed and graded.

In the case of termination of, or failure in, work-based education, students have the right to one further attempt.

### 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 costs in connection with assignments or the like must be paid for by the students themselves.

### Required Reading and Additional Study Material

- Lokala arbetsplaner, handlingsplaner och ordningsregler
- Lindqvist, Per & Nordäng, Ulla-Karin (2011). "Mål och kriterier för Verksamhetsförlagd utbildning - Grundlärarprogrammet med inriktning mot fritidshem". Linnéuniversitetet, Lärarutbildningen
- Skolverket. (2011). Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet. (281 p)(ISBN: 978-91-38325-41-4)
- Skolverket (2007). Kvalitet i fritidshem, Allmänna råd och kommentarer. Stockholm: Fritzes, (p 1-39). ISBN 978-91-85545-30-8
- Verksamhetshandböcker

See literature list for earlier courses

- UVK-kurs: Utbildningsväsendets historia, fritidshem
- UVK-kurs: Utveckling och lärande, grundlärare
- Kommunikation och språkutveckling för lärande i fritidshem
- Grundläggande läs-, skriv- och matematikutveckling för lärande i fritidshem
- UVK-kurs: Specialpedagogiskt förhållningssätt i fritidshem
- Fritidshemmets didaktik I. Meningsfull fritid