



Course syllabus

Board of Education Science

Department of Pedagogy and Learning

1GN220 UVK-kurs, OSB II - Didaktik och läroplansteori, grundlärare inriktning förskoleklass och grundskolans åk 1-6, VI-profil, 7,5 högskolepoäng

1GN220 Didactics and Curriculum Theory, Primary Teacher Programme in Pre-School and Years 1-6, Teaching Practice Profile, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2015-03-18

Revised 2017-05-22 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2017

Prerequisites

General entry requirements and English B, Mathematics B, Natural Science A, Social Studies A, or Mathematics 2a/2b/2c, Natural Science 1b/1a1 + 1a2, Social Studies 1b/1a1 + 1a2

Objectives

The aim of the course is for students to develop knowledge of and proficiency in didactics and curriculum theory. The focus is on the considerations that teachers are faced with during planning, implementation and evaluation of teaching, and how these considerations take place in relation to the aspects that constitute the conditions, processes and results of the educational practice.

After completing the course, students shall be able to:

- demonstrate knowledge and proficiency in didactics and curriculum theory by

planning, discussing and analysing teaching and other educational activities in the professional practice for which the education is intended

- describe the fundamental features of the Swedish and the international field of research within didactics and curriculum theory
- by the use of didactic models, discuss what is considered valid knowledge and on what grounds content is chosen, structured and presented
- critically analyse preschool, extended school and school on the basis of a social and individual perspective with regard to conditions, processes and results
- critically analyse the policy documents of the education in relation to a perspective of change

Content

Knowledge of the conditions, processes and results of teaching and learning is discussed through questions on the selection of content, how learning environments are established, the preferred structuring, how to promote participation, successful feedback on intended learning outcomes, and how ensure the intended learning outcomes. Thus, the course problematizes issues on how people are shaped through the educational system, and what/who determines what is to be considered valid knowledge and on what grounds content, knowledge, experiences and values are chosen, structured and presented within the educational system's various practices.

In didactic and curriculum theoretical models and perspectives, relations between pupil, teacher, content and society are considered key aspects, as well as issues concerning the factors that may have an impact on conditions, processes and results. In relation to the aforementioned background and the content, the design and fundamental principles of the curriculums, what is being managed over time, what is changing and the requirements and expectations directed at the educational system to develop its framework, practices and results are discussed. Didactic and curriculum theoretical aspects are put in relation to educational materials in a broader sense, including so called multimodality. Didactics and curriculum theory are also discussed from a gender perspective as well as an international perspective, and the students develop in this respect comparative and critical skills.

The key areas of content in the course cover in this way the mission, governance and changes of preschool, extended school and school, as well as the didactic aspects significant to the relation between teaching, education and learning.

Professional Basis and Professional Progression

The connection with the professional practice is strengthened through work-integrated learning. Students develop their didactic knowledge of and skills in planning, implementation and assessment, as well as adopting a reflective and distanced approach where for instance curriculums and study material are understood on the basis of a perspective of change, by this supporting a basis of knowledge and professional progression. The students develop a professional understanding of that conditions and prerequisites of teaching and learning may be different on the basis of for instance the gender perspective and the international perspective. Students practice in this way the ability to identify and formulate didactic problems and to make assessments relevant to their professional practice, taking into account different societal aspects.

Scientific Approach and Scientific Progression

Students account for and critically examine previous research, (didactic) models and

(curriculum) theories, and reflect on how research may contribute to the development of their own professional practice, and by this supporting scientific as well as professional progression. The course clarifies the connection between ideas within the theory of science, the philosophy of education, the scientific traditions of didactics, and how curriculums are developed in different periods and societies. Students learn how to conduct analyses of the content in curriculums and study material, and to discuss and value these on the basis of the theory of science.

Type of Instruction

Teaching consists of lectures, seminars, group assignments, field studies and work-integrated learning. The forms of instruction promote the development of professional communicative skills as well as a critical and democratic proficiency. Students are through descriptions, presentations, analyses and critical questions prepared for processing the course content in relation to the activities and professional practices for which the education is intended.

Examination

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

The students' knowledge development and learning are expressed through written as well as oral communication. Examination takes place by means of written and oral assignments and presentations and through work-integrated learning.

Whatever the examination method, it is the individual student's performance that is assessed and graded. A detailed specification of the examination methods and the assessment criteria is given in the study guidelines. In order to receive a grade of Pass, the course objectives must be attained.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course, as well as to new students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departmental bodies and the programme council concerned.

Other

The course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

Required reading

Fleischer, Håkan & Kvarnsell, Helena (2015). *Digitalisering som lyfter skolan. Teori möter praktik*. Stockholm: Gothia fortbildning (179 p.)

Håkansson, Jan & Sundberg, Daniel (2012). *Utmärkt undervisning: framgångsfaktorer i svensk och internationell belysning*. 1st ed. Stockholm: Natur & Kultur, (309 p.) ISBN: 9789127133440

Lindström, Gunnar & Pennlert Lars Åke (2012). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo Förlag, (71 p.) ISBN: 9789197558457

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds.) (2012). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (selected parts, ca. 100 p.) ISBN: 9789127133709

Selander, Staffan & Kress, Gunther (2010). *Design för lärande – ett multimodalt perspektiv*. Stockholm: Norstedts, (173 p.) ISBN: 9789113022956

Skolverket. (2011). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet, Lgr11* (20 p.)

Wahlström, Ninni (2015) *Läroplansteori och didaktik*, Gleerup: Malmö (173 p.) ISBN: 9140687139

Scientific and other kinds of articles also included, approximately 100 pages.

Additional study material

Herrlin, Katarina, Ackesjö, Helena & Frank, Elisabeth (2012). *Förskoleklassens didaktik: möjligheter och utmaningar*. Stockholm: Natur & Kultur, (205 p.) ISBN: 9789127132429