



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN227 UVK-kurs: ULU I - Utveckling, lärande och kunskap-  
grundlärare/verksamhetsintegrerad profil, 7,5 högskolepoäng

1GN227 Development, Learning and Knowledge for Primary  
Teachers/Teaching Practice Profile, 7.5 credits

### **Main field of study**

Educational Sciences

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2015-05-28

Revised 2017-09-25 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

## Objectives

The course is aimed at developing the knowledge of and a reflective attitude to children's learning and development. The aim is also to develop a general didactic competence for professional practice in preschool, extended school or school.

After completing the course, students shall be able to:

- account for and compare different theories of development, learning and knowledge, and discuss the educational consequences of the same
- account for and discuss what kind of impact children's diverse conditions and learning environments may have on the possibility to learn
- account for and discuss the effect of intercultural learning in multicultural school environments
- observe and describe children's learning and development in different educational environments, and discuss what has been observed on the basis of theories of development and learning, as well as apply research ethical principles during observations of educational practice and based on these observations

- formulate a simple presentation of a problem
- account for the importance of teachers' communication skills in listening, speaking and writing, as well as being able to practice these skills

## Content

The course covers scientific theories, educational traditions and practices concerning children's and young people's development, learning and knowledge. On the basis of the theories that have been discussed, the educational activities are put in relation to societal, social and organisational conditions, and to children's and young people's diverse conditions and needs.

The focus for future teachers concerns the theories of learning and how learning can take place in different situations. The course discusses a number of theories of learning, such as behavioural, cognitive as well as sociocultural perspectives. The course also covers theories of and perspectives on children's development. Development psychology as well as social theories and other childhood research works are discussed in order to increase the understanding of children and their development in today's society. Issues regarding education, socialisation and children's upbringing are also included. The interaction between children/pupils and teachers, as well as with other school personnel and parents is illustrated. The child's/pupil's as well as the teacher's perspective is discussed. Furthermore, theories of motivation relevant to the educational activities are also covered.

The course discusses the importance of media and digital arenas for children's identity development and sense making. On the basis of the multimodality concept and different forms of expression such as art, drama, music and movement, consequences for the educational practice and children's learning are discussed.

Different scientific theoretical views on how knowledge may be perceived and defined are discussed, and the implications that different views on development, learning and knowledge may have on the shaping and realization of the educational activities. Observations of the educational activities are performed during work-integrated learning, with emphasis on studies of the social, communicative and cognitive aspects of development and learning.

Children's identity development, maturity levels and attachment are emphasised on the basis of social and cultural context and what consequences this may have on the educational activities.

### **Professional Basis and Professional Progression**

The relation to the professional practice is strengthened through work-integrated learning. The course emphasises the importance of having a scientific and professional approach where the development of knowledge and opinions is aimed at strengthening the student's ability to reflect on and act in an adequate manner in relation to children's and young people's learning and the school's mission. In the course are included elements such as presentations and discussions in smaller as well as larger groups, with the purpose of developing the students' communication skills and sense of assurance.

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

The course discusses scientific theoretical perspectives and different views on what constitutes scientific knowledge. The course introduces observation as a scientific method in which students are trained to carry out, process, analyse and present their observations. Furthermore, parts of a research process are also introduced, which deal

with formulating a presentation of a problem.

## Type of Instruction

Teaching is conducted in the form of lectures, seminars, individual and group assignments which can be linked to the work-integrated learning parts. The methods of teaching are aimed at supporting the development of a communicative ability as a critical and democratic competence where students through descriptions, analyses and critical questions are trained in processing the course content in relation to the activities and professional practices for which the education is intended. Information about mandatory course components is given in the study guide.

## Examination

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

Students' competence development and learning are expressed through written and verbal communication and knowledge, understanding, skills and abilities are continuously tested on the basis of the objectives of the education. Examination is carried out through a written examination, active participation in seminars and workshops, active participation in group presentations, and a written individual assignment. In order to receive a grade of Pass, all the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction for the entire course, it is required that the written individual assignment is graded as Pass with Distinction.

## Course Evaluation

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

## Other

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

## Required Reading and Additional Study Material

Dimenäs, Jörgen (2007). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*, 1st. ed. Stockholm: Liber, ch. 1, 2, 3, 9 (45 p.). ISBN: 9789147084210

Eilard, Angerd. (2010). *Barndomens förändrade villkor: förutsättningar för barns lärande i en ny tid*. Stockholm: Skolverket, (50 p.). Pdf-file. ISBN: 9789186529253.

Fleischer, Håkan & Kvarnsell, Helena (2005). *Digitalisering som lyfter skolan - Teori möter praktik*. Stockholm: Gothia Fortbildning (171 p.). (ch. 3-4, 6-10, 103 p.). ISBN 9789188099358

Gustavsson, Bernt. (2002). *Vad är kunskap?: en diskussion om praktisk och teoretisk kunskap*. Stockholm: Statens skolverk, (128 p.). Pdf-file. ISBN: 9185009199.

Hwang, Philip. & Nilsson, Björn (2011). *Utvecklingspsykologi*. (3., rev. ed.). Stockholm: Natur och kultur, ch. 1-3, 11-12, 14-15 (158 p.). S ISBN: 9789127130746.

Jensen, Mikael. & Harvard, Åsa. (eds.) (2009). *Leka för att lära: utveckling, kognition*

*och kultur*. (1st ed.). Lund: Studentlitteratur, ch. 2, 5, 9, 13 (63 p.). ISBN: 9789144051512.

Jensen, Mikael. (2012). *Kommunikation i klassrummet*. (1st ed.). Lund: Studentlitteratur, ch. 4, 7-10 (85 p.). ISBN: 9789144077284.

Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (eds.) (2014). *Lärande, skola, bildning: [grundbok för lärare]*. 3rd [rev. and updated] ed. Stockholm: Natur & kultur, ch. 4-6 (203 p.). ISBN: 9789127136021.

Phillips, D. C. & Soltis, Jonas F. (2014). *Perspektiv på lärande*. 2nd ed. Lund: Studentlitteratur, ch. 1-9 (140 p.). ISBN: 9789144101743

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola?: kunskapsöversikt om betydelsen av olika faktorer : sammanfattande analys*. Stockholm: Skolverket, ch. 2, 4-5 (42 p.). Pdf-file. ISBN: 9789185545667.

Thornberg, Robert (2006). *Värdepedagogik i skolans vardag: interaktivt regelarbete mellan lärare och elever*. Diss. Linköping: Linköpings universitet, ch. 3, 8 (43 p.). Pdf-file. ISBN: 9185497401.

Compendium – *Interkulturell fördjupning* (40 p). Pdf-file). Provided by the department.

Additional written material may be added in consultation with the teacher concerned.