



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1GN229 UVK-kurs: OSB II - Didaktik och läroplansteori, grundlärare inriktning fritidshem/verksamhetsintegrerad profil, 7,5 högskolepoäng

1GN229 Didaktik and Curriculum Theory, for teachers in leisure time centers/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 2015-03-18

Revised 2017-01-23 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2017

Objectives

The aim of the course is that students shall develop their knowledge and competence in didactics and curriculum theory. The course is focused on the considerations teachers are faced with as regards planning, implementation and assessment of teaching, and how these considerations take place in relation to what constitutes the conditions, processes and results of the educational practice.

After completing the course, students shall be able to:

- demonstrate knowledge and competence in didactics and curriculum theory through planning, discussion and analysis of teaching and other educational activities for the professional practice for which the education is intended
- describe the fundamental features of the Swedish as well as the international field of research within didactics and curriculum theory
- by the use of didactic models, discuss what counts as valid knowledge and on what basis the content is selected, structured and presented

- critically analyse preschool, extended school and school on the basis of a societal and individual perspective, with regard to a few aspects in the relation between conditions, processes and results
- critically analyse the political policy documents in the education on the basis of a perspective of change

Content

Knowledge about the conditions and prerequisites of teaching and learning is discussed through questions on the selection of content, how learning environments are established, the preferred structure, how participation may be stimulated, successful feedback on achieved learning outcomes, and how preferable achieved learning outcomes may be ensured. Thus, the course problematizes the issues concerning how citizens are shaped through the educational system, and what/who determines what counts as valid knowledge and on what grounds content, knowledge, experiences and values are selected, structured and presented within the educational system's different activities.

In didactic and curriculum theoretical models and perspectives, the relations between pupil, teacher, content and society are considered central aspects, as well as issues concerning the factors that may have an impact on conditions, processes and results. With regard to the aforementioned background, the content is discussed in terms of the framework of the curriculum and the fundamental principles, what is being conducted over time, what is changing and the requirements and expectations directed towards the educational system to develop its frames, activities and results. Didactic and curriculum theoretical aspects are linked to study material in a broad sense, including the so called multimodality concept. Didactics and curriculum theory are also discussed on the basis of a gender perspective and the international perspective, resulting in the students developing critical and comparative skills.

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

Professional Basis and Professional Progression

The connection with the professional practice is strengthened through student placement training. Students develop their didactic knowledge and competence in planning, implementation and assessment, and 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 review 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, pedagogical philosophy, the scientific traditions of didactics, and how curriculums are developed in different periods and societies. Students practice their ability 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 and student placement training. Field studies may also be included. The methods of instruction support the development of professional communicative skills as well as a critical and democratic competence.

Examination

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

The students' development of knowledge and learning is expressed through written and oral communication, and knowledge, understanding, skills and abilities are continuously tested on the basis of the course objectives. Examination takes place through written and oral assignments and presentations, and student placement training. Irrespective of examination method, it is the individual student's performances that are assessed and graded. A more detailed specification of the examination methods and the assessment criteria is given in the study guide of the course. In order to receive a grade of Pass, the course objectives must be attained. A retake of the exam is offered within six weeks after the scheduled examination date (within the scope of the regular semester period).

Course Evaluation

Course evaluations are conducted orally and in writing on a continuous basis during the course. After completing the course, a written evaluation is carried out, compiled in writing and filed at the department. The results are presented to the students who have completed the course, as well as to the students at the following course date together with any measures taken. 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 or such activities are paid for by the students themselves. This course is included in the Primary Teacher Programme with a Specialisation in Extended School Education.

Required Reading and Additional Study Material

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

Klerfelt, Anna & Haglund, Björn (Eds.). (2011). *Fritidspedagogik Fritidshemmets teorier och praktiker*. Stockholm: Liber, (pp. 224-242). ISBN 47100934.

Lindström, Gunnar & Pennlert Lars Åke (Latest edition). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo Förlag, (93 p.).

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds.) (Senaste upplagan). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (622 p., selected parts)

Pihlgren, Ann S. (2011). *Fritidshemmet*. Lund: Studentlitteratur. (pp. 65-115, 189-221)

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

Skolverket (2014) *Allmänna råd för fritidshem*. Stockholm: Fritzes (available for download on skolverket.se)

Skolverket. (2016). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet, Lgr11* (available for download on skolverket.se) (ca. 20 p.).

Wahlström, Ninni (Latest edition). *Läroplansteori och didaktik*. Malmö: Gleerups

Policy documents and scientific articles are also included.