



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN235 Barns fria tid i fritidshem/verksamhetsintegrerad profil, 15 högskolepoäng

1GN235 Children's Spare Time in Extended School Education, /Teaching practice profile, 15 credits

### **Main field of study**

Educational Sciences

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2017-01-25

Revised 2019-03-13 by Faculty of Social Sciences. Examinations clarified and the course literature revised.

The course syllabus is valid from autumn semester 2019

### **Prerequisites**

1GN225 Didactics in the Leisure-Time Centre I, Spare time with Meaning, 7.5 credits, or the equivalent.

## Objectives

After completing the course, students shall be able to:

- account for theories of formal and informal learning processes in extended school education
- account for and reflect on the importance of the impact of the environment on pupils' learning
- search out, discuss and use research relevant to the field

### *Module 1: Spare Time Learning, 6 credits*

After completing the module, students shall be able to:

- problematize and discuss situational and extended learning in the various arenas

- within extended school education
- apply practical and aesthetic learning processes to stimulate all pupils' learning and development in the various arenas within extended school education
- problematize didactic approaches in extended school education

*Module 2: Outdoor Education, 6 credits*

After completing the module, students shall be able to:

- account for the theoretical basis of outdoor education
- problematize and reflect on the outdoor environment as an educational arena and its importance to pupils' learning
- on the basis of current policy documents and considering safety aspects, independently plan, organise and implement outdoor education based on fundamental knowledge of various natural and cultural environments

*Module 3: Report, 3 credits*

After completing the module, students shall be able to:

- search out and use research relevant to the field
- define a problem in relation to previous research results
- in a minor scientific report, describe and reflect on previous research findings within the chosen field of extended school education

## Content

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

The course covers aspects on how primary school teachers in extended school education organise their teaching sessions by using formal as well as informal learning processes. By illustrating how learning in extended school education may take place through situational and extended learning, the profession is problematized in relation to other primary school teachers and the conditions imposed on the extended school education. The course is a specialisation for students who shall reflect on how practical and aesthetic learning processes contribute to learning in extended school education. Didactic consequences of transitioning to and from extended school education are problematized. Reflections on how teachers can develop learning environments both indoors and outdoors are also included. The connection with the teacher's professional basis and professional practice is strengthened through work-integrated learning.

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

Students develop their scientific approach through searching out current research within the field of children's learning in the various arenas within extended school education. Producing and presenting a minor report is also included. The students shall define a problem area and search out and compile research relevant to the field in the form of a literature review.

### ***Module 1 The free time learning 6 credits***

Children's spare time is discussed in the module and the emphasis is placed on how children and young people learn in various contexts and arenas. Theories of learning are discussed and problematized. Learning in extended school education and in environments outside the classroom, such as cultural environments and club activities, are illustrated, where practical and aesthetic learning processes may be used as tools. The course looks into how primary school teachers in the extended school education in a didactic manner may contribute to an exploratory and experimental working method through extended and situational learning. Transitions to and from the extended school

education are problematized.

### ***Module 2 Outdoor education 6 credits***

This module applies an outdoor educational approach in which theoretical knowledge is put into practice in the immediate surroundings, such as through Turf/Geocaching and adventure education. The course lays the foundations of awareness, understanding and knowledge of how experiences in the outdoor environment may be used within the educational practice. The use of the landscape and the school yard as alternative learning environments is also included.

### ***Module 3 Report work 3 credits***

Literature search in data bases and how to define research questions within the field are discussed. Instructions on how to compile a research overview, support in academic writing as well as presentation of a report are also included.

## **Type of Instruction**

Teaching is in the form of mandatory elements, lectures, seminars, group assignments, practical sessions, examinations and writing of a report. Study visits where practical and aesthetic ways of expression are implemented may also be included.

## **Examination**

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

Examination of module 1 takes place by means of a written exam and an examination seminar.

Examination of module 2 takes place by means of two practical examinations, one environmental analysis and one take-home exam.

Examination of module 3 takes place by means of a written report.

In order to receive a grade of Pass in the course, all the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that at least two modules are assessed as Pass with Distinction.

## **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 and to new students at the following course date. The course evaluation is conducted anonymously.

## **Other**

Any additional costs that may arise in connection with the course are paid for by the students themselves.

## **Required Reading and Additional Study Material**

### ***List of references Module 1 - The free time learning 6 credits***

Ackesjö, Helena. (2016). *Övergångar mellan skolformer. Kontinuitet och progression från förskola till skola*. Liber: Stockholm. 978-91-47-12251-6.

Ackesjö, Helena, Berggren, Jonas, Ellborg, Katarina, Dahl, Marianne, Friman, Per Ola & Koskenkorva, Kari. (2017). *Entreprenöriell fritidspedagogik - att bygga handlingskraft, mod, självförtroende och motivation*. Stockholm: Liber. ISBN 978-91-47-12208-0.

Andishmand, Catarina. (2017). *Fritidshem eller servicehem? En etnografisk studie av fritidshem i tre socioekonomiskt skilda områden*. Diss. Göteborg : Göteborgs universitet. (257 p.) Available on the Internet

Gärdenfors, Peter. (2010). *Lusten att förstå. Om lärande på människors villkor*. Stockholm: Natur och Kultur, (271 p.). ISBN: 9789127121652.

Hippinen Ahlgren, Annelie. (2013). Miljön som didaktiskt verktyg. I Pihlgren, Ann S. (Ed.) (2013). *Fritidshemmets didaktik*. Lund: Studentlitteratur, (15 p.) ISBN: 9789144077086.

Jensen, Mikael. (2011). *Den fria tidens lärande*. Lund: Studentlitteratur. Selected parts (45 p.) ISBN:9789144074405

Lund, Stefan. (2012). "Bostadsområde, klasserfarenhet och fritidspraktiker." I Aarsand, L.A. & Aarsand, P.A. (Eds.) (2012). *Familjeliv och lärande*. (1st ed.) Lund: Studentlitteratur. (pp. 225-244). ISBN 9789144078090

Skolverket (2017). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011: revised 2017*. Stockholm: Skolverket. (289 p.) ISBN: 9789138327166

Skolverket. (2014). *Fritidshem. Allmänna råd med kommentarer*. Stockholm: Skolverket, (65 p.). ISBN 9789175591155.

Säljö, Roger. (2015). *Lärande: En introduktion till perspektiv och metaforer*. Malmö: Gleerups. Selected parts (ca. 30 p.) ISBN 9789140688262

Scientific articles included, and additional literature to be chosen in consultation with the course coordinator, approximately 100 pages.

### ***List of references Module 2 - Outdoor education 6 credits***

Boverket. (2007). *Landskapets upplevelsevärden. Vilka är de och var finns de?* Karlskrona: Boverket, selected parts (100 p.) ISBN:978-91-85751-10-5. Available on the Internet.

Brugge, Britta, Glantz, Mats och Sandell, Klas. ( 2011). *Friluftslivets pedagogik. För kunskap, känsla och livskvalitet*. Stockholm: Liber, (258 p.) ISBN: 978-91-47-10003-3.

Dahlgren, Lars-Owe, Sjölander, Sverre, Strid, Jean Paul & Szczepanski, Anders. (Eds.) (2007). *Utomhuspedagogik som kunskapskälla. Närmiljö blir lärmiljö*. Lund: Studentlitteratur, (200 p.) ISBN: 978-91-44-04559-7.

Lundegård, Iann. (Ed.) (2004). *Utomhusdidaktik*. Lund: Studentlitteratur, selected parts (75 p.) ISBN:9789144024929.

Naturvårdsverket. (2006). *Naturen som kraftkälla*. Naturvårdsverkets webbhandel, (26 p.) ISBN:91-620-8252-3. Available on the Internet.

Skolverket (2017). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011: revised 2017*. Stockholm: Skolverket. (289 p.) ISBN: 9789138327166

Scientific articles included, and additional literature to be chosen in consultation with the course coordinator, approximately 20 pages.

***List of references Module 3 - Report work 3 credits***

Dimenäs, Jörgen. (Ed.) (2007). *Lära till lärare: att utveckla läraryrket – vetenskapligt förhållningssätt och vetenskaplig metodik*. 1st ed. Stockholm: Liber, ch. 1, 2, 7, 8, 9 (ca. 50 p.)

Falkner, Carin & Ludvigsson, Ann. (2016). *Fritidshem och fritidspedagogik: en forskningsöversikt. Forskning i korthet, nr 1*. Kund: Kommunförbundet Skåne. Available on the Internet.

Lundin, Mattias. (2009). *Att dokumentera en undersökning i en uppsats*. Kalmar: Högskolan i Kalmar. (48 p.) Available on the Internet.

Strömquist, Siv. (2014). *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. 6th ed. Uppsala: Hallgren & Fallgren, (142 p.) ISBN: 9789173828710.

Additional literature may be included in consultation with the course coordinator.

Any additional scientific articles required are provided by the department.