



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1GN244 Samhällsorienterande ämnen för undervisning i förskoleklass och årskurs 1-3/verksamhetsintegrerad profil, 15 högskolepoäng

Social Sciences for teaching in pre-school class and school years 1-3/Teaching Practice Profile, 15 credits

Subject Group

Educational Sciences/Theoretical Subjects

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2017-04-19

The course syllabus is valid from spring semester 2018

Prerequisites

General entry requirements and English B (Field-specific entry requirements 2/A2).

Mathematics B, Science studies A, Civics A or Mathematics 2a/2b/2c, Science studies 1b/1a1+1a2, Civics 1b/1a1+1a2.

Objectives

After completing the course, the student should be able to:

- demonstrate knowledge of the subject matter and current research and development work necessary for their professional teaching,
- account for basic facts in the subjects of history, civics, geography and religious studies, on the basis of the central content in national syllabi for pre-school class and school years 1–3,
- discuss aspects important for the understanding of historical, societal and ecological developments,
- discuss and argue for didactic approaches regarding teaching in pre-school class and school years 1–3 in the subjects of history, civics, geography and religious studies,
- argue for the selection of material and didactic approaches regarding attainment of objectives in accordance with current policy documents.

Module 1 Introduction to the social sciences, 10 credits

After completing the module, the student should be able to:

- account for central concepts,
- in general terms account for various methods for retrieving, evaluating and processing sources and information as well as how they can be used in teaching.

- in general terms account for the origin of mankind, Swedish prehistory, how prehistoric traces can be observed today, and how this can be used in teaching,
- in general terms account for festivals and symbols in Christianity, Judaism and Islam and how these are related to religious traditions,
- render some stories from Norse and Ancient mythology and from Jewish, Christian and Muslim traditions, and reflect on how these can be used in various contexts and in teaching,
- account for the structure of local and regional self-government in Sweden, and how this can be used in teaching,
- account for basic facts about Sweden's political system at the national level and for Sweden's role as an actor in international and global arenas, and how this can be used in teaching,
- in general terms account for the development of cities and cultural landscapes, and how this can be used in teaching,
- in general terms account for important environmental issues from local and global perspectives, and how these can be used in teaching.

Module 2 Teaching the social sciences, 5 credits

After completing the module, the student should be able to:

- identify, evaluate and use source material appropriate for social science teaching about local areas,
- argue for their selection of material, didactic approaches and assessment of pupils' knowledge development in connection to a thematic planning of teaching about local society, on the basis of current policy documents for the social sciences,
- use relevant methods and sources for planning teaching about the history of their local areas,
- identify historical and current places and forms of religious worship in their local areas,
- discuss the role of religion in society, from contemporary and historical perspectives, focusing on the role of Christianity in schools.

Content

In this course the students develop basic subject-knowledge and subject-didactic skills, and explore the specific and interdisciplinary nature of the social sciences. The first module focuses on the subject content of each subject and the second module is a thematic course in which the students apply their subject knowledge in practical teaching. The connection to practical teaching is strengthened through a teaching practice profile.

Module 1 Introduction to the social sciences 10 credits

The module includes an introduction to the social sciences and subject-didactics. The content of this module is closely related to the central content of teaching in the social sciences in school years 1–3. The module introduces the subjects and basic concepts.

Module 2 Teaching the social sciences 5 credits

This module is a development of the first module and focuses on teaching the social sciences. The central content in the teaching of social sciences forms the basis for the module. The module includes examples of and practical practise in teaching about local society. In a written assignment, the students practise thematic planning on the basis of current policy documents. The assignment is related to teaching practice throughout the course.

All sessions marked as seminars, excursions or exercises in the schedule are compulsory.

Professional basis and professional progression

The course prepares the students for their third teaching practice placement and the objectives specified in that course syllabus.

In groups, the students plan and present a thematic field of work concerning teaching about local society. The students discuss the field with their supervisor in the teaching practice profile and implement parts of the planning in the teaching practice part of the course.

Scientific approach and scientific progression

The first module is based on the scientific and didactic foundations of the four social sciences. The students learn about the scientific approaches of each of the subjects. In this course the students practise retrieving, evaluating and processing information and presenting their knowledge in speech and writing by planning and presenting a thematic field of work. In written assignments the students practise their academic writing.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, excursions, study visits, exercises and teaching practice. Compulsory parts of the teaching are specified in the study guide for the course. Absence is usually complemented in the form of a minor paper assignment. This is decided in consultation with the teacher.

Examination

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

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. In order to receive the grade of Pass with Distinction, the student must have received this grade for at least 10 credits. Seminars, exercises and excursions are examined through compulsory participation.

Module 1 is examined through a written examination and papers.

Module 2 is examined through a written group assignment in the form a teaching plan, which is discussed in a seminar, as well as an individual paper. The assignment is related to teaching practice throughout the course.

For students who do not pass their first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Other

The course is included in the programme for primary teachers.

Required Reading and Additional Study Material

Module 1 Introduction to the social sciences, 10 credits

Améen, L. *Stadens gator och kvarter*, compendium ca 20 p.

Barnets rättigheter, FN:s barnkonvention, www.regeringen.se

Berghund, Jenny & Gunner, Gunilla (eds.). *Barn i religionernas värld* Stockholm: Liber. The latest edition, 130 p.

Hedin, Christer, *Abrahams barn: vad skiljer och förenar judendom, kristendom och islam?* Dialogis förlag. The latest edition. 274 p.

Lindström, Dan *Fortid i Sverige: En introduktion*. Natur & kultur. The latest edition, 132 p.

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11, Skolverket (provided at the online learning platform), ca 20 p.

Møller, Jens Peter (2003) *Geografididaktik. Perspektiv och exempel*. Liber (provided at the online learning platform), 120 p.

Norén Bretzer, Ylva *Sveriges politiska system*, Studentlitteratur. The latest edition, 265 p.

Odenstad, Christina, *Ämnesdidaktik för SO-ämnena: för grundskolan*. Gleerup. The latest edition (in selection, ca 76 p)

Additional material provided at the online learning platform, ca 30 p.

Module 2 Teaching the social sciences, 5 credits

Berghund, Jenny & Gunner, Gunilla (eds.). *Barn i religionernas värld* Stockholm: Liber. The latest edition (in selection, ca 100 p)

Löfstedt, Malin (ed.) *Religionsdidaktik - mångfald, livsfrågor och etik i skolan*. Studentlitteratur. The latest edition. 219 p.

Norén Bretzer, Ylva *Sveriges politiska system*, Lund: Studentlitteratur. The latest edition, 265 p.

Odenstad, Christina, *Ämnesdidaktik för SO-ämnena: för grundskolan*. Gleerup. The latest edition (in selection, ca 45 p)

Sanderorth, Ingrid, *Plats - identitet - lärande: närområdesstudier i skolan*, Lund: Studentlitteratur. The latest edition (in selection, ca 180 p)

Svanberg, Ingvar, Westerlund, David & Anderas Wadensjö (eds.) *Religion i Sverige*.

Dialogos. The latest edition (in selection, ca 100 p)

Vernersson, Folke *Undervisa om samhället. Didaktiska modeller och läraruppfattningar*. Studentlitteratur. The latest edition (in selection, ca 200 p)

Additional material provided at the online learning platform, ca 30 p.