



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

G1F

Date of Ratification

Approved 2017-04-19

Revised 2019-11-15 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2020

Prerequisites

UVK course: Perspectives on the Teacher Assignment and the School in Society/Pre-school Class and Year 1-3/Teaching Practice Profile, 7.5 credits (1GN231)

UVK course: Didactics and Curriculum Theory, Primary Teacher Programme in Pre-School and Years 1-6, Teaching Practice Profile, 7.5 credits (1GN220) or the equivalent.

Objectives

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

- account for subject knowledge and current research and development work necessary for their future career,
- account for knowledge of subject didactics and methodology necessary for teaching and learning in the subjects of history, civics, geography and religious studies in particular and the teaching profession in general,
- account for and apply subject didactics and methodology necessary for teaching and learning in the subjects of history, civics, geography and religious studies in particular and the teaching profession in general,
- plan and develop teaching with the purpose of stimulating each pupil's learning and development in the best way possible, independently and in groups,
- assess pupils' learning and development in relation to the school objectives,
- discuss sustainable development in teaching from the perspective of the social sciences.

Module 1 Introduction to the social sciences, 10 credits

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

- in general terms 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,
- in general terms 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 subject knowledge, subject didactics and methodology in planned 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.

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.

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 written examinations and papers.

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

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus 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. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

The course is included in the programme for primary school 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*. Liber. The latest edition (in selection, ca 130 p)

Hedin, Christer. *Abrahams barn: vad skiljer och förenar judendom, kristendom och islam?* Dialogos förlag. The latest edition. (in selection, ca 100 p.)

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

Läroplan för grundskolan, förskoleklassen och fritidshemmet, Lgr 11. Skolverket. (digital resource), ca 20 p.

Löfstedt, Malin (ed.). *Religionsdidaktik - mångfald, livsfrågor och etik i skolan*. Studentlitteratur. The latest edition. (in selection, ca 100 p.)

Møller, Jens Peter (2003). *Geografididaktik. Perspektiv och exempel*. Stockholm: Liber. ISBN: 914705140X. 120 p.

Norén Bretzer, Ylva. *Sveriges politiska system*, Studentlitteratur. The latest edition (in selection, ca 225 p.)

Odenstad, Christina. *Ämnesdidaktik för SO-ämnena: för grundskolan*. Gleerup. The latest edition (in selection, ca 75 p)

Additional material provided at the online learning platform, ca 75 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 130 p)

Franck, Olof, Hermansson Adler, Magnus & Björneloo, Inger, *Samhällsämnenas didaktik F - åk 3*. Lund: Studentlitteratur. The latest edition. (135 p.)

Hedin, Christer. *Abrahams barn: vad skiljer och förenar judendom, kristendom och islam?* Dialogos förlag. The latest edition. (in selection, ca 100 p.)

Löfstedt, Malin (ed.). *Religionsdidaktik - mångfald, livsfrågor och etik i skolan*. Studentlitteratur. The latest edition. (in selection, ca 100 p.)

Norén Bretzer, Ylva. *Sveriges politiska system*. Studentlitteratur. The latest edition (in selection, ca 70 p.)

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

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

Additional material provided at the online learning platform. (ca 100 p.)

Additional literature is determined in consultation with the teachers, based on the student's specialisation, ca 150 p.