Linnæus University

Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN253 UVK-kurs: ULU I - Utveckling, lärande och kunskap, grundlärare inriktning förskoleklass och grundskolans årskurs 1-6, 7,5 högskolepoäng

1GN253 Development, Learning and Knowledge for Primary Teachers, 7.5 credits

Subject Group
Educational Sciences/General Didactics

Level of classification
First Level

Progression
G1F

Date of Ratification
Approved 2012-03-29
Revised 2017-11-03 by Faculty of Social Sciences.
The course syllabus is valid from spring semester 2018

Objectives

The course aims at developing the knowledge of and a reflective approach to children's and pupils' learning and development. The aim is also to develop a basic didactic competence for professional practice in pre-school and school.

After completing the course, students shall be able to:

- account for and compare different theories of development, learning and knowledge as well as being able to 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, as well as discuss this topic on the basis of theories of development and learning
- apply research ethical principles during observations of educational practice and

based on these observations formulate a simple problem
- account for the importance of the teacher's 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 with regard to children's and young people's development, learning and knowledge. On the basis of the discussed theories, the educational activities are put in relation to the societal environment, social and organisational conditions, and to children's and young people's diverse conditions and needs.

The central focus for future teachers is theories of learning and in what ways learning can take place in different situations. This course discusses a number of learning theories, such as behavioural, cognitive and 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 children's/pupils' perspectives as well as the teachers' perspectives are 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 various forms of expression such as art, drama, music and movement, consequences for the educational practice and children's learning are discussed.

The core themes are discussed during the course - development, learning and knowledge in relation to different perspectives. This may deal with how children learn and develop in relation to physical activity, communication, relations, socialisation and diversity aspects such as gender, class and ethnicity.

Different scientific theoretical views on how knowledge can 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 in connection with field studies, with emphasis on studies of the social, communicative and cognitive aspects of development and learning. The observations are documented, analysed and presented.

Professional Basis and Professional Progression
In connection with field studies, students get an insight, on the basis of the spectator perspective, into the conditions of the profession as a complement to the discussions in the course regarding the teaching profession's tasks and conditions. The course stresses the importance of having a scientific and professional approach, where the development of knowledge and assessment is aimed at strengthening the students' 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 such elements as presentations and discussions in smaller as well as larger groups, with the purpose of developing the students' communicative 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 the students are trained in carrying out, processing and presenting 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 as well as group assignments, and field studies. The forms of instructions are aimed at supporting the development of the communicative skills 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 the mandatory course components are found in the study guide.

Examination

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

Students' knowledge development and learning are expressed through written and verbal communication, and knowledge, skills and abilities are continuously tested on the basis of the educational objectives. Examination is carried out through active participation in seminars and through written and/or oral examinations and presentations. A more detailed specification of the examination methods is given in the study guide. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In order to receive a grade of Pass, the course objectives must be fulfilled. A retake of the exam is offered within six weeks of the scheduled examination date (within the scope of the regular semester period).

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis 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.

Other

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

Required Reading and Additional Study Material

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

Dimenäs, Jörgen (ed.) (2007). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (261 p.) (ch. 2-3 & 9, ca. 40 p.). ISBN 9789147084210.

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: Fritzes, (128 p.) (pdf-file). ISBN 9185009199.

Hwang, Philip & Nilsson, Björn (2011). *Utvecklingspsykologi*. Stockholm: Natur och

kultur, (376 p.) (selection, ch. 1-3, 11-12, 14-15) ISBN 9789127130746.

Jensen, Mikael & Harvard, Åsa (eds.) (2009). *Leka för att lära. Utveckling, kognition och kultur*. Stockholm: Studentlitteratur, (256 p.), (Selection, ch. 2, 5, 9 and 13). ISBN 9789144051512.

Jensen, Mikael (2012). *Kommunikation i klassrummet.* Lund: Studentlitteratur. (226 p.) (Selection, ch. 4, 7, 8 & 9). ISBN 9789144077284

Lundgren, P. Ulf, Säljö, Roger & Liberg, Caroline (eds.) (2014). *Lärande, skola, bildning*. Stockholm: Natur och Kultur, (770 p.) (ch. 4-6, ca. 200 p.). ISBN 9789127136021.

Phillips, D. C. & Soltis, Jonas F. (2014). *Perspektiv på lärande*. 192 p. (selection ca. 140 p.). Lund: Studentlitteratur. ISBN: 9789144101743

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Skolverket, (260 p.) (Selection, ch. 2, 4-5, ca. 80 p.) (pdf-file). ISBN 9789185545674.

Compendium - Interkulturell fördjupning. (40 p.) (pdf-file, provided by the department)

Additional material may be included in consultation with the teacher concerned.

Required reading added for the specialisation in extended school education

Johansson, Inge (2011). *Fritidshemspedagogik. Idé ideal realitet*. Stockholm: Liber, (ch. 2-4 60 p.). ISBN 9789147093335.

Works of reference/Optional reading
Ask, Sofia (2011). *Hållbara texter. Att skriva för studier och arbetsliv*. Stockholm: Liber, (93 p.). ISBN: 9789147104284.

Rienecker, Lotte (2003). *Problemformulering*. Malmö: Liber, (59 p.). ISBN 9147072644.

Skolverket (2010). *Praktisk IT och mediekompetens*. Web page with information and material on practical IT¬ and media competence. www.pim.skolverket.se

Vestlin, Lena (ed.) (2009). *Från Wikis till mattefilmer i skolan – om IKT i skolan*. Lärarförbundets förlag, (140 p.). ISBN 9789197761529.

Åkerlund, Dan (2008). *Publicistiska arbetssätt i skolan Webbtidningar, bloggar, wiki, webteve och podradio*. Lund: Studentlitteratur, (220 p.). ISBN 9789144017914.