



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN254 UVK-kurs: ULU I - Utveckling, lärande och kunskap, grundlärare inriktning förskoleklass och årskurs 1-6/VI-profil, 7,5 högskolepoäng

1GN254 Development, Learning and Knowledge for Primary Teachers/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 2015-05-28

Revised 2017-09-25 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 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.

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 the teaching practice with emphasis on studies of the social, communicative and cognitive aspects of development and learning.

Children's identity development, maturity levels and attachment are emphasised on the basis of social and cultural context, and the consequences this may have for the educational activities.

Professional Basis and Professional Progression

The relation to the professional practice is strengthened through work-integrated learning. The course stresses the importance of having a scientific and professional approach where the development of knowledge and opinions is aimed at strengthening the students' ability to reflect on and act in an adequate manner in relation to children's and young peoples' 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 a 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 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, and individual as well as group assignments that are related to the teaching practice elements in the course. The forms of instruction 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 is 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 a written examination, active participation in seminars and workshops, active participation in group presentations and through a written individual assignment. In order to receive a grade of Pass, the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction for the entire course, it is required that the individual assignment is graded as Pass with Distinction.

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. 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.

Required Reading and Additional Study Material

Dimenäs, Jörgen (2007). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*, 1st ed. Stockholm: Liber, ch. 1, 2, 3, 9 (45 p.). ISBN: 9789147084210

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

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: Statens skolverk, (128 p.). Pdf-file. ISBN: 9185009199.

Hwang, Philip. & Nilsson, Björn (2011). *Utvecklingspsykologi*. (3rd, rev. ed.). Stockholm: Natur och kultur, ch. 1-3, 11-12, 14-15 (158 p.). S ISBN:

9789127130746.

Jensen, Mikael. & Harvard, Åsa. (eds.) (2009). *Leka för att lära: utveckling, kognition och kultur*. (1st ed.). Lund: Studentlitteratur, ch. 2, 5, 9, 13 (63 p.). ISBN: 9789144051512.

Jensen, Mikael. (2012). *Kommunikation i klassrummet*. (1st ed.). Lund: Studentlitteratur, ch. 4, 7-10 (85 p.). ISBN: 9789144077284.

Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (eds.) (2014). *Lärande, skola, bildning: [grundbok för lärare]*. 3rd, [rev. and updated] ed. Stockholm: Natur & kultur, ch. 4-6 (203 p.). ISBN: 9789127136021.

Phillips, D. C. & Soltis, Jonas F. (2014). *Perspektiv på lärande*. 2nd ed. Lund: Studentlitteratur, ch. 1-9 (140 p.). ISBN: 9789144101743

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola?: kunskapsöversikt om betydelsen av olika faktorer : sammanfattande analys*. Stockholm: Skolverket, ch. 2, 4-5 (42 p.). Pdf-file. ISBN: 9789185545667.

Thornberg, Robert (2006). *Värdepedagogik i skolans vardag: interaktivt regelarbete mellan lärare och elever*. Diss. Linköping: Linköpings universitet, ch. 3, 8 (43 p.). Pdf-file. ISBN: 9185497401.

Compendium – Interkulturell fördjupning (40 p.). (Pdf-file). Provided by the department.

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