



Course syllabus

Faculty of Social Sciences
Department of Pedagogy

1GN370 Undervisning i fritidshem A: Språk, kommunikation och estetiska uttrycksformer, 15 högskolepoäng
Literacy Learning and Aesthetic Forms of Expression, 15 credits

Main field of study

Didactics

Subject

Educational Sciences/General Didactics

Level

First cycle

Progression

G1N

Date of Ratification

Approved 2023-06-26.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

Prerequisites

General entry requirements + English 6, Science studies 1b alt. Science studies 1a1+1a2 and Civics 1b alt. Civics 1a1 +1a2. 1GN470 To be a Teacher in Extended School Education,

or the equivalent.

Objectives

Upon completion of the course, students should be able to:

- account for theories and methods of the pupils' basic language, literacy and communication development,
- critically and analytically account for how perspectives and methods of linguistic theory can be didactically implemented in teaching in extended school education,
- account for how pupils' different language worlds and the encounters with popular culture may form the basis of teaching in extended school education,
- account for and problematise the signification of aesthetic learning processes, both media-specific and media-neutral, in relation to the pupils' meaning-making and learning in extended school education,
- based on a didactic approach, consider and communicate different aspects in the teaching, specially focusing on sustainability, equal treatment and the rights of the child pursuant to the Convention on the Rights of the Child,
- based on previous research, design didactic activities for play integrated learning in extended school education,
- independently as well as together with others, plan, carry out and evaluate activities that promote pupils' communication development taking into consideration the individual needs and conditions of the pupils,
- evaluate and use different materials and techniques in the teaching, based on different situations and purposes, and be able to adapt these based on the pupils' conditions,
- conduct searches in data bases, systematically compile and thematise content found in current research literature within the field of extended school education,
- apply scientific data collection methods and qualitative as well as quantitative analysis to make use of the pupils' knowledge and experiences, and document the results in a scientific report.

Content

The course begins with looking into the assignment as a teacher in extended school education in terms of creating a broadening, stimulating and meaningful spare time based on the pupils' needs, interests and experiences in relation to a didactic perspective. The key theme of the course is exploratory, experimental and constructive working methods. The foundation of the course is the importance of aesthetic learning processes to teaching and learning, which are integrated with play and the pupils' meaning-making in extended school education. Another focus of the course concerns the different language worlds surrounding the children in the encounter with popular culture in the form of children's and youth literature, film, art, music and various forms of digital media, and how these aspects influence the children and how they may be used to develop their language. To illustrate the dialectics between didactic theory and practice, the starting point of the course is the importance of aesthetic learning processes to the teaching and learning, integrated with play and the pupils' meaning-making in extended school education. Both media specific (art, drama, music and movement) as well as media neutral aesthetics (when the aim of aesthetics is instrumental, as a means for a different subject content) are included.

The above is related to different forms of linguistic expressions to be able to think, learn, and communicate in different contexts and based on a perspective of the child and in accordance with the Convention on the Rights of the Child. Knowledge of basic literacy development is part of the course, and different perspectives of literacy development are problematised, focusing on the special conditions and practice of extended school education. The course also includes didactic approaches to planning, implementation and evaluation/assessment of subject-specific play integrated learning in extended school education. The relation to the teacher's professional basis and

institutional role is strengthened through practice-integrated learning.

Professional progression

In the course, students are given the opportunity (during the practice-integrated learning) to develop professional action competencies. Issues concerning the teaching assignment and subject didactic competence are also discussed, and how such assignments may be reflected in the educational practice. A key aspect in the course is the aim of the policy documents and how these may be formulated and implemented in the educational practice as to be appropriate and adapted to the pupils' learning and development. The students are given the opportunity to reflect on the importance of being familiar with the pupils' experiences, knowledge, conditions and diverse ways of learning. The students learn how to design teaching that encompasses the use of digital tools in order to promote the pupils' learning.

The connection to the professional practice is strengthened through practice-integrated learning where the students are given the opportunity to form the foundation of their professional action competence. Practice-integrated learning also give the students the opportunity to reflect on and ask questions about the extended school practice based on didactic and educational theories and practical elements. The students also practice the ability to relate fundamental values given in the policy documents to the extended school practice and their own approach.

Scientific progression

The students are provided an introduction to research ethical principles, scientific analysis and features of academic writing. The students are given the chance to learn through exercises to understand the differences between different writing domains (such as differences between personal, professional and academic writing domains), study common scientific text types, as well as qualitative and quantitative studies. Furthermore, an understanding is developed of the basic structure of a scientific text, how articles are designed and what constitutes research problems and issues within the field. Being able to search for answers to questions and various kinds of sources are also included, as well as gaining the knowledge of that there is a multitude of different scientific theoretical perspectives/approaches.

The teaching gives the students the chance to take part of how other people use various kinds of data in the subject, gain an understanding of what systematic compilation, analysis and generation of conclusions based on empirical data may entail, and acquire knowledge of and in their own texts apply general standards of linguistic correctness and outline, reference management and structure. In the course, these aspects of a scientific approach are reflected by means of the students under supervision being given the opportunity to conduct searches in data bases, compile and thematise content in scientific articles, carry out minor studies and apply concepts in analyses, and under supervision produce their own empirical material with a specific scientific perspective, as well as systematically compile literature.

Global values

The course provides the students with an orientation into the democracy and value mission of the educational system, as well as how such missions may be reflected in the extended school educational practice in a multicultural school. This context also includes the perspective of sexuality and relations. The significance of the Convention on the Rights of the Child in terms of protecting children's interests is emphasised. Furthermore, the students are given the opportunity to concretise different perspectives of learning for a sustainable development, of relevance to the course content. Issues on equal treatment are concretised by means of relating a perspective of extended school education to all pupils' right to adequate support and development based on their individual conditions.

Type of Instruction

Teaching takes place in the form of lectures, seminars and workshops, and practice-integrated learning.

Examination

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

Examination of the course objectives takes place by means of one written individual assignment, one creative presentation of a group assignment including an associated written assignment, one oral seminar, one multimodal presentation of a group assignment, and one written individual report.

In order to receive a grade of Pass in the course, all the examinations must be assessed as at least Pass. For a grade of Pass with Distinction in the course, at least three of the examination components require the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

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 as well as to new students at the following course date. The course evaluation is conducted anonymously. The compilation is presented to the departmental bodies and the programme council concerned.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:

1GN415 Didactics in Extended School Education, Sparetime with Meaning, 7.5 credits

1GN425 Didactics in Extended School Education, Sparetime with Meaning/Teaching Practice Profile, 7.5 credits

1GN004 Communication and Language Development for Learning in Leisure Time Centre, 4.5 credits

1GN228 Communication and Language Development for Learning in Leisure Time Centre/Teaching Practice Profile, 4.5 credits

1GN407 Basic Reading, Writing and Mathematics Development in Extended School Education, 3 credits

1GN430 Basic Reading, Writing and Mathematics Development in Extended School Education/Teaching Practice Profile, 3 credits

Other Information

The course is included in the Primary Teacher Programme with a Specialisation in

Extended School Teaching (LGFRI), 180 credits.

Required Reading and Additional Study Material

Bergnehr, Disa (2019). Barnperspektiv, barns perspektiv och barns aktörskap – en begreppsdiskussion. *Nordisk tidsskrift för pedagogikk og kritikk*, 5, pp. 49–61. (14 p.) (Available on the Internet).

Dahl, Marianne (2014). *Fritidspedagogers handlingsrepertoar. Pedagogiskt arbete med barns olika relationer*. Diss. Linnaeus University Press, (selected chapters, ca. 60 p.). ISBN 9789187925221. (Available on the Internet).

Doverborg, Elisabeth & Pramling Samuelsson, Ingrid (latest edition). *Att förstå barns tankar: kommunikationens betydelse*. Liber, (92 p.).

Elvstrand, Helene, Simonsson, Maria & Lago, Lina (eds.) (2019). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. (Upplaga 1). Studentlitteratur. (Selected chapters, ca. 100 p.). ISBN 9789144119953.

Fast, Carina (latest edition). *Literacy: i familj, förskola och skola*. Studentlitteratur. (Selected parts, ca. 50 p.).

Haglund, Björn, Gustafsson Nyckel, Jan & Lager, Karin (eds.) (2020). *Fritidshemmets pedagogik i en ny tid*. (1 ed.). Gleerups (ch. 5, 8, 9, 10 ca. 85 p.). ISBN 9789151101019.

Hansson Stenhammar, Marie-Louise (2020). *Fritidshemmets pedagogiska uppdrag: Undersökande, estetiska och ämnesövergripande arbetsätt*. Natur & Kultur. (124 p.). ISBN 9789127826861.

Herrlin, Katarina & Frank, Elisabeth (latest edition). *Fritidshem: Språkutvecklande aktiviteter – en idébank*. Natur & Kultur. (85 p.).

Hjalmarsson, Maria (2019). Fritidshemmet – en utbildningsarena i spänningen mellan omsorgstradition, ökade kvalitetskrav och förtydligat uppdrag. *Kapet, Karlstads universitets Pedagogiska Tidskrift*, 15(2), 11–23. (12 p.). (Available on the Internet).

Kindenberg, Björn (ed.) (2016). *Flerspråkighet som resurs: symposium 2015*. Liber. (Ch. 2, 13 p.). ISBN 9789147122073. Provided by the department.

Klerfelt, Anna & Qvarsell, Birgitta (ed.) (2020). *Kultur, estetik och barns rätt i pedagogiken*. (2. ed.). Gleerups. (Selected chapters, ca. 100 p.). ISBN 9789151104126.

Kåreland, Lena (latest edition). *Skönlitteratur för barn och unga: historik, genrer, termer, analyser*. Studentlitteratur. (Selected parts, ca. 150 p.).

Lager, Karin (2018). Att undervisa i fritidshem : omsorg, lärande och utveckling i en helhet. *Educare*, (2) 51–68. (17 p.). (Available on the Internet).

Lindgren, Simon (latest edition). *Populärkultur: teorier, metoder och analyser*. Liber, (selected parts, 150 p.).

Ludvigsson, Ann & Falkner, Carin (2019). Fritidshem – ett gränsland i utbildningslandskapet. Lärare i fritidshems institutionella identitet. *Nordisk tidsskrift för pedagogikk og kritikk*. 5, 13–26, (13 p.). (Available on the Internet).

Lundgren, Ulf P. (ed.) (2006). *Uttryck, intryck, avtryck: lärande, estetiska uttrycksformer och forskning*. Vetenskapsrådet. (Selected chapters, ca. 80 p.). ISBN 91-7307-083-1 (Available on the Internet).

Lundberg, Ingvar (2010). *Läsningens psykologi och pedagogik*. Natur & Kultur. (192 p.) ISBN: 9789127419568

Martinez, Carolina (2019). Promoting critical digital literacy in the leisure-time center: views and practices among Swedish leisure-time teachers. *Nordic Journal of Digital Literacy*, 14(3–4), 134–146 (13 p.). (Available on the Internet).

Pihlgren, Ann S. (Latest edition). *Språkdiraktik i fritidshemmet: språkundervisning medan livet levs*. Natur & Kultur. (232 p.)

Skolverket (latest edition). *Greppa språket - ämnesdidaktiska perspektiv på flerspråkighet*. (Ch. 3–5, ca. 80 p.).

Skolverket (latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet, 2022*. Skolverket. (Ch. 1-2 and 4, 16 p.).

Wernholm, Marina (2019). Children's shared experiences of participating in digital communities. *Nordic Journal of Digital Literacy*, 13(4), 38–55. (16 p.) (Available on the Internet).

Qvarsell, Birgitta (2003). Barns perspektiv och mänskliga rättigheter: Godhetsmaximering eller kunskapsbildning? *Pedagogisk Forskning i Sverige*, 8(1–2), 101–113. (12 p.) (Available on the Internet).

Current children's literature also included (ca. 100 p.) and current freely available scientific publications (ca. 100 p.).