



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN415 Fritidshemmets didaktik, meningsfull fritid, 7,5  
högskolepoäng

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

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Social Sciences 2017-12-20

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

NO VALUE DEFINED

## Objectives

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

- account for the relationship between leisure-time education, society's view on children and children's multicontextual childhood conditions
- account for children's development, camaraderie and identity during children's free time
- exemplify and discuss didactics in relation to children's influence, participation and diversity in relation to leisure-time centre practice
- identify the conditions and functions of play in the leisure-time centre
- discuss didactic perspectives concerning the ways in which the leisure-time centre can offer children a meaningful spare time that stimulates their learning and development on the basis of children's knowledge and needs
- problematize knowledge within the field of leisure-time education and subject knowledge including awareness of current research and development work that is needed for professional practice
- utilise research methods such as interviews/discussions for making use of children's knowledge and experiences as a basis for leisure-time educational work

## Content

### **Didactics in the leisure-time centre. Spare time with meaning (7.5 credits)**

Focus in the module constitutes how the leisure-time pedagogue can create a developing, stimulating and meaningful spare time in the basis of children's needs, interests and experiences in relation to a didactic perspective. The course deals with earlier research on children's upbringing in a multicontextual society and view of children and childhood. Knowledge of children's development, camaraderie and identity is emphasised in relation to leisure-time centre practice. The concept spare time is studied on the basis of different perspectives and in relation to children's development and learning. Questions concerning influence and participation as well as children's actorship are problematized. Theories on the functions and conditions of play in a leisure-time centre context are dealt with. Field study days may be included in the course where students, with help of research methodology, study children's conditions in the leisure-time centre. Different research methods such as interviews/discussions are presented for making use of children's knowledge and experiences.

### **Professional Base and Professional Progression**

The module deals with the leisure-time centre as a social institution where the mission is to work with children's development and learning as well as to create a meaningful spare time. By those means, a basis for a professional attitude is formed where social relations and communicative skills in speech and writing develop knowledge that strengthens students' professional abilities to reflect over and act in adequate ways in relation to children's development and learning. Altogether, the content area should provide fundamental insights for the leisure-time pedagogue's professional base and institutional role.

### **Scientific Approach and Scientific Progression**

Included in the course is academic writing and a scientific and critical approach. The course also includes elements of article retrieval in library databases on current research within the field of leisure-time education. Interviews as a method of research is introduced. Students should develop their scientific approach through carrying out interviews/conversations and, on the basis of concepts and theories that are dealt with in the course, working with qualitative data.

## Type of Instruction

Teaching is in the form of lectures, seminars, group work as well as field studies. Obligatory elements in the course are specified in the study guidelines.

## Examination

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

In order to receive a grade of pass, all expected learning outcomes must be fulfilled. Examinations are carried out in group/individual, oral and written form. Examination forms consist of seminars as well as written assignments. Written examinations are carried out at the end of the course. Regardless of the examination form, it is the individual student's performance that is assessed and graded. Closer specification of examination forms and criteria for grading can be found in the study guidelines.

## Course Evaluation

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

## Required Reading and Additional Study Material

Doverborg, E. & Pramling Samuelsson, I. (2012). *Att förstå barns tankar: kommunikationens betydelse*. (4., [rev.] uppl.) Stockholm: Liber, (92 s).

Haglund, Björn. (2001). *Fritidsvetenskap. En kunskapsöversikt*. (IPD-rapport nr 13).

Göteborg: Göteborgs Universitet, Institutionen för pedagogik och didaktik. (48 s).

Haglund, Björn. (2009). Fritid som diskurs och innehåll. En problematisering av verksamheten vid "afterschool-programs" och fritidshem. *Pedagogisk forskning i Sverige*, 14(1) (s 22-44).

Knutsdotter Olofsson, Birgitta. (2011) Vad lär barnen när de leker? I Harvard, Åsa, Jensen, Mikael, Welén Therese & Gärdenfors, Peter. (2011). *Leka för att lära: utveckling, kognition och kultur*. Lund: Studentlitteratur, (17 s). ISBN: 789144051512.

Kane, E., Ljusberg, A.-L. & Larsson, H. (2013). Making Magic Soup: The Facilitation of Play in School-age Childcare. *International Journal of Play*, 2(1), 7-21.

Klerfelt, Anna & Haglund, Björn (red). (senaste upplagan). *Fritidspedagogik Fritidshemmets teorier och praktiker*. Stockholm: Liber, (s 137-154, 115-136). ISBN 47100934.

Lundgren, Ulf P , Säljö, Roger & Liberg, Caroline. (senaste upplagan). *Lärande skola bildning. Grundbok för lärare*. Stockholm: Natur och Kultur, (s 335-356). ISBN 978-91-27.

Pihlgren, Ann S. (red). (2013). *Fritidshemmets Didaktik*. Lund: Studentlitteratur. (urval) ISBN: 9789144077086

Skolverket. (2014). *Skolverkets allmänna råd med kommentarer. Fritidshem*. Stockholm: Fritzes, (65 s). ISBN 9789175591155.

Tema: Barns perspektiv och barnperspektiv. *Pedagogisk forskning i Sverige* (2003), 1-2(8) (urval ur s 1-113).

Øksnes, M., Knutas, A., Ludvigsson, A., Falkner, C. & Kjær, B. (2014). Lekens rolle i skandinaviske skolefritidsordninger og fritidshjem. *Børn*, 3, 107-124.

Ytterligare litteratur eller vetenskapliga artiklar kan tillkomma i samråd med kursansvarig lärare.