



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN415 Fritidshemmets didaktik, meningsfull fritid, 7.5 credits
Didactics in Extended School Education, Sparetime with Meaning

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2017-12-20

Revised 2021-11-18 by Faculty of Social Sciences. New field-specific entry requirements.

The course syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements + Civics 1b alt. Civics 1a1 +1a2.

Objectives

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

- account for the relationship between extended school education, society's view on children and children's multicontextual childhood conditions
- account for the importance of free time to children's and young people's identity formation and meaning-making
- exemplify and discuss didactics in relation to children's influence, participation and diversity in relation to the professional practice
- account for the conditions and functions of play in extended school
- discuss didactic perspectives concerning the ways in which extended school can offer pupils a meaningful spare time that stimulates their learning and development on the basis of their knowledge and needs
- demonstrate knowledge within the field of extended school education and subject knowledge including awareness of current research and development work required for the professional practice

- use the research method of interviews/discussions in order to make use of pupils' knowledge and experiences as a basis for the extended school educational activities

Content

Didactics in extended school education, spare time with meaning

The emphasis in the course is placed on how teachers in extended school education can create a broadening, stimulating and meaningful spare time based on the pupils' needs, interests and experiences in relation to a didactic perspective. The course looks into previous research into children's upbringing in a multicontextual society and the view on children and childhood. Knowledge of children's comradeship and identity formation is emphasised in relation to the extended school education. The concept spare time is studied on the basis of different perspectives and in relation to children's learning. Questions concerning influence and participation as well as children's actorship are problematized. Theories on the functions and conditions of play in the context of extended school are dealt with. One day of field studies is included in the course. The research method interviews/discussions are presented in order to make use of the pupils' knowledge and experiences.

Professional Basis and Professional Progression

The module deals with extended school education as a social institution where the mission concerning creating a meaningful spare time for children is clarified. By those means, a basis for a professional approach is formed where social relations and communicative competence in speech and writing develop knowledge that strengthens the students' professional abilities to reflect on and act in adequate ways in relation to children's development and learning.

Scientific Approach and Scientific Progression

Included in the course is academic writing and a scientific and critical approach. Interviews/discussions as a research method is introduced and the students should develop a scientific approach by conducting interviews/discussions as well as work with qualitative data based on concepts and theories discussed in the course.

Type of Instruction

Teaching is in the form of lectures, seminars, group work, methodology sessions and field studies. Compulsory elements in the course are specified in the study guide.

Examination

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

Examination of the course takes place by means of an oral group presentation, an individual paper and a written scientific report. The examinations are based on the course objectives.

In order to receive a grade of Pass, the course objectives must be fulfilled. For a grade of Pass with Distinction in the entire course, the individual report requires 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.

Credit 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: 1GN014, 7.5 credits.

Other

The course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

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

Elvstrand, Helene, Simonsson, Maria & Lago, Lina. (Eds.) (2019). *Fritidshemmets möjligheter: att arbeta fritidspedagogiskt*. (Ed. 1) Lund: Studentlitteratur. ISBN 9789144119953. (Selected chapters, ca. 50 p.)

Jensen, Mikael. (2013). *Lekteorier*. Lund: Studentlitteratur. ISBN 978-91-44-08997-3. (250p.)

Pihlgren, Ann. (Ed.) (Latest edition). *Fritidshemmets didaktik*. Lund: Studentlitteratur. (Selected chapters, ca. 50 p.)

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

Skolverket. (2019). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. (6th ed.). Stockholm: Skolverket. ISBN 9789138327500. Ch. 1-2, 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.)

Scientific publications comprising approximately 200 pages may also be included.