



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1GN420 Didaktik och läroplansteori - inriktning förskoleklass och årskurs 1-6/VI-profil, 7,5 högskolepoäng

Didactics and Curriculum Theory - Pre-School and Years 1-6/Teaching Practice Profile, 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 2017-12-20

Revised 2019-06-05 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements and English B, Mathematics B, Science studies A, Civics A, or general entry requirements and Mathematics 2a/2b/2c, Science studies 1b/1a1+1a2, Civics 1b/1a1+1a2.

Objectives

The aim of the course is for students to develop knowledge of and competence in didactics and curriculum theory. Major emphasis is placed on the considerations that teachers face during planning, implementation and evaluation of teaching and how these considerations take place in relation to the aspects that constitute the conditions, processes and results of the educational practice.

After completing the course, students shall be able to:

- demonstrate knowledge of and competence in didactics and curriculum theory through planning, discussing and analysing teaching and other educational activities in the professional practice for which the education is intended
- describe the fundamental features of the Swedish and the international research field of didactics and curriculum theory
- by the use of didactic models, discuss what is considered valid knowledge and on what grounds content is chosen, structured and presented
- critically analyse preschool and school on the basis of a social and individual perspective with regard to conditions, processes and results
- critically analyse the policy documents of the education from a change

Content

Knowledge of the conditions, processes and results of teaching and learning is discussed through questions on the selection of content, how learning environments are created, the preferred structuring, how to promote participation, successful feedback on achieved learning outcomes and how the desirable achieved learning outcomes are ensured. The course problematizes issues on how people are shaped through the educational system and what/who determines what is to be considered as valid knowledge, and on what grounds content, knowledge, experiences and values are chosen, structured and presented in the various educational practices.

In didactic and curriculum theoretical models and perspectives, relations between pupil, teacher, content and society are key aspects as well as questions about the factors that affect the conditions, processes and results. In relation to the aforementioned background and the content, the design and fundamental principles of the curriculums, what is being managed over time, what is changing and the requirements and expectations directed at the educational system to develop its scope, practices and results are discussed. Didactic and curriculum theoretical aspects are put in relation to educational materials in a broader sense, including so called multimodality. Didactics and curriculum theory are also discussed from a gender perspective as well as an international perspective, and the students develop in this respect comparative and critical skills.

The central content of the course thus deals with the mission, governance and change management of preschool, extended education and school as well as the didactic aspects important to the relation between teaching, education and learning.

Professional Basis and Professional Progression

The connection with the professional practice is strengthened through student placement training.

The knowledge base and professional progression are promoted through students developing their didactic knowledge of and competence in planning, implementation and evaluation, as well as adopting a reflective and distanced approach where for instance curriculums and educational materials are viewed on the basis of a change management perspective. Students develop a professional understanding of that the conditions and prerequisites of teaching and learning are different from for instance a gender perspective and an international perspective. Students are thus trained in the ability to identify and formulate didactic problems and make assessments relevant to their professional practice, taking into consideration various societal aspects.

Scientific Approach and Scientific Progression

Scientific as well as professional progression is promoted through the students being able to account for and critically review previous research, (didactic) models and (curriculum) theories and reflect on how research may contribute to the development of their own professional practice. The course clarifies the connection between the theory of science, the philosophy of education and the scientific traditions of didactics and how curriculums have been designed in different periods of time and societies. Students practice their ability to perform content analyses of curriculums as well as discuss and evaluate these on the basis of scientific theories.

Type of Instruction

Teaching consists of lectures, seminars, group assignments, field studies and work-integrated learning. The forms of instruction promote the development of professional communicative skills as well as a critical and democratic competence. Students are through descriptions, presentations, analyses and critical questions being prepared to handle the course content in relation to the activities and professional practices for which the education is intended.

Examination

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

The students' knowledge development and learning are expressed through written as well as oral communication.

Examination takes place by means of written and oral assignments and presentations as well as through student placement training. Whatever the examination method, it is the individual student's performance that is assessed and graded. Detailed information about the examination methods and the assessment criteria is given in the course study guideline.

In order to receive a grade of Pass in the course, the course objectives must be attained.

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 results are presented to the departmental bodies and the programme council concerned.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1GN220, 7.5 credits.

Other

This course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

Required reading

Håkansson, Jan & Sundberg, Daniel (2012). *Utmärkt undervisning: framgångsfaktorer i svensk och internationell belysning*. 1st ed. Stockholm: Natur & Kultur, (309 p.) ISBN: 97891271133440

Lindström, Gunnar & Pennlert Lars Åke (2012). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo Förlag, (71 p.) ISBN: 9789197558457

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds.) (2012). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (selected parts, approx. 100 p.) ISBN: 9789127133709

Skolverket. (2011). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet, Lgr11* (20 p.)

Wahlström, Ninni (2015) *Läroplansteori och didaktik*, Gleerup: Malmö (173 p.) ISBN: 9140687139

Scientific and other articles also included, approx. 100 pages.

Works of reference

Fleischer, Håkan & Kvarnellsell, Helena (2015). *Digitalisering som lyfter skolan. Teori möter praktik*. Stockholm: Gothia fortbildning (179 p.)

Herrlin, Katarina, Ackesjö, Helena & Frank, Elisabeth (2012). *Förskoleklassens didaktik: möjligheter och utmaningar*. Stockholm: Natur & Kultur, (205 p.) ISBN: 9789127132429

Selander, Staffan & Kress, Gunther (2010). *Design för lärande – ett multimodalt*

perspektiv. Stockholm: Norstedts, (1/3 p.) ISBN: 9/89113022950