



## 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 credits

Didactics and Curriculum Theory - Pre-School and Years 1-6/Teaching Practice Profile

### **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 2022-06-27 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from autumn semester 2022

### **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 management perspective

## 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).

Examination takes place by means of four seminars with oral presentations including associated written basis, and an individual written take-home exam.

In order to receive a grade of Pass in the course, all the examination assignments require the grade of Pass. For a grade of Pass with Distinction in the course, the written individual take-home exam requires the grade of Pass with Distinction in addition to the above-mentioned criteria.

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: 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 (Latest edition). *Utmärkt undervisning: framgångsfaktorer i svensk och internationell belysning*. 1st ed. Stockholm: Natur & Kultur, (309 p.)

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

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

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

Wahlström, Ninni (Latest edition) *Läroplansteori och didaktik*, Gleerup: Malmö (173 p.)

Scientific publications, policy document and other articles also included, approx. 200 pages.

### **Works of reference**

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

Selander, Staffan & Kress, Gunther (Latest edition). *Design för lärande – ett multimodalt perspektiv*. Stockholm: Norstedts, (173 p.)