



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN427 Utveckling, lärande och kunskap - inriktning fritidshem/VI-profil, 7,5 högskolepoäng

Development, Learning and Knowledge - Extended School Education/Teaching Practice Profile, 7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2019-06-19

The course syllabus is valid from spring semester 2020

Prerequisites

1GN424 Perspectives on the Teacher Assignment and the School in Society Extended School Education/Teaching Practice Profile, 7.5 credits, or the equivalent.

Objectives

The aim of the course is that students shall develop knowledge of and a reflective attitude to children's learning and development. The aim is also to develop a general didactic competence for professional practice in preschool, extended school or school.

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

- account for and compare different theories of development, learning and knowledge, and discuss the educational consequences of the same,
- account for and discuss what kind of impact children's diverse conditions and learning environments may have on the possibility to learn,
- observe and describe children's learning and development in different educational environments, and discuss what has been observed on the basis of theories of development and learning, as well as apply research ethical principles during observations of educational practice and based on these observations formulate a simple presentation of a problem,
- account for the importance of teachers' communication skills in listening, speaking and writing, as well as being able to practice these skills.

Content

The course covers scientific theories, educational traditions and practices concerning children's and young people's development, learning and knowledge. On the basis of the theories that have been discussed, the educational activities are put in relation to societal, social and organisational conditions, and to children's and young people's diverse conditions and needs.

The focus for future teachers concerns the theories of learning and how learning can take place in different situations. The course discusses a number of theories of learning, such as behavioural, cognitive as well as sociocultural perspectives. The course also covers theories of and perspectives on children's development. Developmental psychology as well as social theories and other childhood research works are discussed in order to increase the understanding of children and their development in today's society. Issues regarding education, socialisation and children's upbringing are also included. The interaction between children/pupils and teachers, as well as with other school personnel and parents is illustrated. The child's/pupil's as well as the teacher's perspective is discussed. Furthermore, theories of motivation relevant to the educational activities are also covered.

Different scientific theoretical views on how knowledge may be perceived and defined are discussed, and the implications that different views on development, learning and knowledge may have on the shaping and realization of the educational activities. Observations of the educational activities are performed during work-integrated learning, with emphasis on studies of the social, communicative and cognitive aspects of development and learning.

Children's identity development, processes of growing up and attachment are emphasised on the basis of social and cultural contexts and what consequences this may have on the educational activities.

Professional Basis and Professional Progression

The relation to the professional practice is strengthened through work-integrated learning. The course emphasises the importance of having a scientific and professional approach where the development of knowledge and opinions is aimed at strengthening the student's ability to reflect on and act in an adequate manner in relation to children's and young people's learning and the school's mission. In the course are included elements such as presentations and discussions in smaller as well as larger groups, with the purpose of developing the students' communication skills and sense of assurance.

Scientific Approach and Scientific Progression

The course discusses scientific and theoretical perspectives and different views on what constitutes scientific knowledge. The course introduces observation as a scientific method in which students learn how to carry out, process, analyse and present their observations.

Type of Instruction

Teaching is conducted in the form of lectures, films, seminars, individual and group assignments. The methods of teaching are aimed at supporting the development of communicative skills as a critical and democratic competence where students through descriptions, analyses and critical questions learn how to process the course content in relation to the activities and professional practices for which the education is intended. The course contains compulsory elements in the form of seminars and workshops.

Examination

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

Examination takes place by means of a written exam, seminars and workshops, and an individual written assignment.

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

In order to receive a grade of Pass with Distinction in the entire course, it is required that the written individual assignment is graded as 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 a course. Results and analysis of the course evaluation are presented to the students who have completed the course as well as to the students who are to attend the following course date. The course evaluation is conducted anonymously. The results are reported to the departments in question and to 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: 1GN227 Development, Learning and Knowledge for Primary Teachers/Teaching Practice Profile, 7.5 credits.

Other

Any additional costs that may arise in connection with assignments and such activities are paid for by the students themselves. This course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

Dimenäs, Jörgen (Ed.) (2007). *Lära till lärare. Att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber. (261 p.) (Selected parts: ch. 1-3 & 9, 45 p.) ISBN 9789147084210.

Eilard, Angerd (2010). *Barndomens förändrade villkor. Förutsättningar för barns lärande i en ny tid*. (50 p.) Stockholm: Skolverket. Pdf-file. ISBN: 9789186529253.

Gustavsson, Bernt (2002). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Stockholm: Statens skolverk, (128 p.) (pdf-file). ISBN 9185009199.

Hwang, Philip & Nilsson, Björn (2011). *Utvecklingspsykologi*. Stockholm: Natur & Kultur. (376 p.) (Selected parts: ch. 1-3, 11-12, 14-15, 158 p.) ISBN 9789127130746.

Jakobsson, Anders (2012). Sociokulturella perspektiv på lärande och utveckling: Lärande som begreppsmässig precisering och koordinering. *Pedagogisk forskning i Sverige*,17 (3-4), 152-170.

Jensen, Mikael & Harvard, Åsa (Eds.) (2009). *Leka för att lära. Utveckling, kognition och kultur*. Stockholm: Studentlitteratur. (256 p.) (Selected parts: ch. 2, 5, 9 and 13, 63 p.) ISBN 9789144051512.

Jensen, Mikael (2012). *Kommunikation i klassrummet*. Lund: Studentlitteratur. (226 p.) (Selected parts, ch. 4, 7-10, 85 p.) ISBN 9789144077284.

Klerfelt, Anna & Haglund, Björn (2014). Presentation of research on school-age educare in Sweden. *IJREE-International Journal for Research on Extended Education* 2(1).

Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (Eds.) (2014). *Lärande, skola, bildning*. Stockholm: Natur & Kultur. (770 p.) (Selected parts: ch. 4 & 6, 200 p.) ISBN

Omställning. Stockholm: Natur & Kultur. (170 p.) (Selected parts: ch. 4-6, 200 p.) ISBN 9789127136021.

Phillips, Dennis C. & Soltis, Jonas F. (2014). *Perspektiv på lärande*. Lund: Studentlitteratur. (192 p.) (Selected parts: ch. 1-9, 140 p.) ISBN: 9789144101743.

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Skolverket, (260 p.) (Selected parts, ch. 2, 4-5, 42 p.) (pdf-file). ISBN 9789185545667.

Thorberg, Robert (2006). *Värdepedagogik i skolans vardag. Interaktivt regelarbete mellan lärare och elever*. Diss. Linköping: Linköpings universitet. (Selected parts: ch. 3, 8 (43 p.) Pdf-file. ISBN: 9185497401.

Wahlström, Ninni (2016). Vad krävs av en demokratisk skola. "John Deweys Demokrati och utbildning i ett läroplansteoretiskt nutidsperspektiv. *Utbildning och Demokrati*. 25 (3), 51-67.

Additional written material may be added in consultation with the teacher concerned.