



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN430 Grundläggande läs-, skriv- och matematikutveckling för lärande i fritidshem/verksamhetsintegrerad profil, 7,5 högskolepoäng

Basic Reading, Writing and Mathematics Development in 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

G1N

Date of Ratification

Approved 2018-05-15

Revised 2019-09-09 by Faculty of Social Sciences. Revision of type of instruction and examination.

The course syllabus is valid from spring semester 2020

Prerequisites

General entry requirements and Civics A or Civics 1b/1a1+1a2.

Objectives

After completing the course, students shall be able to:

- define and explain content, processes and methods concerning the development of basic literacy and numeracy
- identify and describe basic literacy and numeracy activities within extended school education
- account for the importance of discussion and storytelling to basic literacy development
- stimulate and support pupils' linguistic and basic literacy development within the scope of the teacher assignment
- stimulate and support pupils' mathematical development within the scope of extended school education
- demonstrate the ability to relate basic numeracy development to aesthetical learning processes and different forms of expression in the educational activities.

(Basic Literacy Development comprises 4 credits and Basic Numeracy Development comprises 3.5 credits)

Content

With focus on the specific conditions and practice of extended school education, various perspectives on basic literacy and numeracy development are problematized in the course. The importance of discussion and storytelling to the development of basic literacy and numeracy is studied. Within basic literacy development, literacy processes are focused on in relation to methods and models for basic literacy learning. The course also deals with the importance of language stimulation to the development of creative and challenging literacy environments. The mathematical elements of the course focus on numbers and the usage of numbers, patterns, geometric shapes and concepts, and space perception put in relation to methods and models that are relevant for how mathematics is dealt with. Furthermore, attention is paid to the ways in which mathematics, through and in aesthetical learning processes and different forms of expression, can be dealt with for supporting numeracy learning. The course also contains elements of integration within and between the subjects for studying the ways in which thematic methods of working can stimulate the learning of basic literacy and numeracy.

Professional Basis and Professional Progression

Students develop practical skills in planning and evaluation of the activities. The connection to the professional practice is strengthened through work-integrated learning. Furthermore, students should be able to demonstrate a professional approach when dealing with pupils in various literacy and numeracy activities. Students are also given the chance to enhance their communication skills in terms of listening, speaking and writing. On completion of the course, students shall feel an increased certainty concerning their own mathematical knowledge. They shall also develop skills through their usage of information and communication techniques as an educational tool.

Scientific Approach and Scientific Progression

By the use of academic writing, students demonstrate the ability to reflect on various mathematical and linguistic activities within extended school education. Students shall study current and relevant research articles, and they shall also on the basis of a reading and writing activity use adequate tools and techniques to search out and find relevant literature. They shall on the basis of research into mathematics education be able to plan and evaluate an activity related to learning mathematics within the extended school activities.

During the work-integrated learning, students observe, document and carry out various activities based on literacy and numeracy development within the extended school activities.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, individual and group assignments, methodology sessions and work-integrated learning. A number of compulsory seminars with associated papers are also included, where some of which are related to the work-integrated learning.

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 a take-home exam including an oral presentation.

In order to receive a grade of Pass in the course, the course objectives shall be attained. To be awarded a grade of Pass with Distinction in the course, it is required that the elements of didactics of teaching reading, writing and mathematics are graded Pass with Distinction.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and

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, and are later filed.

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: 1GN203 Development, Learning and Knowledge for Primary Teachers, 7.5 credits.

Other

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

Required Reading and Additional Study Material

Required reading

Bergius, Berit, Emanuelsson, Lillemor, Emanuelsson, Göran & Ryding, Ronnie (Eds). (Latest edition). *Nämnamn Tema 8, Matematik - ett grundämne*. NCM, Göteborgs universitet. www.nem.gu.se, (304 p.)

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

Skolverket. (Latest edition). *Nya språket lyfter*. Stockholm: Skolverket.

Compendiums related to the course elements in literacy development, (approx. 100 pages).

Compendiums related to the course elements in mathematics education, (approx. 100 pages).

Current policy documents, see www.skolverket.se