



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN433 Fritidshemmets didaktik II. Utvidgat lärande, 7,5 högskolepoäng

1GN433 Didactics in Extended School Education II, 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 2020-02-05

The course syllabus is valid from autumn semester 2020

Prerequisites

1GN415 Didactics in Extended School Education, Spare Time with Meaning I, 7.5 credits, or the equivalent.

Objectives

After completing the course, students shall be able to:

- discuss and problematize didactic issues in the extended school activities based on children's multi-contextual childhood living conditions
- discuss and analyse didactic consequences for the extended school education based on children's social interaction
- analyse popular-cultural expressions in relation to the extended school activities
- communicate their fundamental pedagogical perspective and critically analyse its consequences for the extended school educational practice.

Content

The focus of the course is put on a specialisation in the contents of didactics in extended school education, a meaningful spare time I. The course discusses theories of children's childhood living conditions and pedagogical work on relationships. The childhood of the present time is characterised by an increased level of multi-

contextualism where children move between various contexts (such as school, extended school, groups of friends, club activities, family and popular culture). Students shall be able to discuss and problematize didactic choices based on the social interaction between pupils. Theories that refer to how children create meaning in practice are put in relation to the extended school activities.

The course covers theories of professional conditions in relation to the future professional role and the fundamental pedagogical perspective. Students shall describe and problematize their fundamental pedagogical perspective, including for instance the approach to knowledge and ethics, the concept of mankind, the view of society and the view on the educational context. Issues in relation to how education in the extended school activities can be based on scientific principles and best practice are problematized, and the significance of teachers' educational skills in extended school activities is discussed.

Professional Basis and Professional Progression

The course discusses the professional role in relation to the school and the extended school activities. Primary teachers in extended school education have an important task in terms of acknowledging children's living conditions in the multi-contextual society taking place in many and increasingly cross-boundary social environments. This entails for instance having knowledge of children's spare time, use of media, living conditions, school, and relationships in groups of friends.

The aim of the course is for students to become aware of and communicate their fundamental pedagogical perspective. Taking all the factors into account, the content shall provide advanced knowledge for teachers in extended school education with regard to the professional basis and the institutional role.

Scientific Approach and Scientific Progression

The course includes being able to reflect on and critically examine research results as a support in the professional development. The students shall also, on the basis of theoretical concepts and research perspectives discussed in the course, be able to later on define a research problem relevant to the profession.

Students are in an advanced manner trained in the skill to theoretically analyse popular cultural expressions and their importance to the pupils' identity formation. Through their own practical experiences and skills as well as theoretical knowledge, students develop their fundamental pedagogical perspective.

Type of Instruction

Teaching consists of lectures and seminars including workshops and group projects.

Examination

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

Examination takes place by means of three seminars where two of which are examined orally in groups, one individual oral presentation on the pedagogical perspective and one individual written analysis.

In order to receive a grade of Pass, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, this grade is required for the oral presentation on the pedagogical perspective.

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, and 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: 1GN033 - Didactics in Extended School Education II, 7.5 credits

Other

Any additional costs that may arise in connection with assignments and the like are paid for by the students themselves.

Required Reading and Additional Study Material

Andersson, Birgit. (2013). *Nya fritidspedagoger - i spänningsfältet mellan tradition och nya styrformer*. Diss. Umeå: Umeå universitet, 2013 (pp. 1-53, 81-99, 141-173). Available on the Internet.

Dahl, Marianne. (2014). *Fritidspedagogers handlingsrepertoar. Pedagogiskt arbete med barns olika relationer*. Diss. Kalmar: Linnéuniversitetet, 2014. Växjö. (176 p.) ISBN 9789187925221. Available on the Internet.

Frelin, Annelie. (2012). *Lyhörda lärare. Professionellt relationsbyggande i förskola och skola*. Stockholm: Liber, (160 p.) ISBN 978-91-47-09998-6.

Handal, Gunnar. & Lauvås, Per. (2010). *På egna villkor; en strategi för handledning*. Lund: Studentlitteratur, (pp. 30-45). ISBN 91-44-01116-4.

Lindgren, Simon. (2009). *Populärkultur: teorier, metoder och analyser*. Stockholm: Liber, (selected parts, 150 p.) ISBN 978-91-47-08953-6.

Lindquist, Per. (2015). Ödmjuk orubblighet En avgörande (och rimlig) kvalitet i lärares yrkeskunnande. *Nordisk Tidskrift för Allmän Didaktik*. 1(1), (pp. 61-74).

Skolverket. (2016). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011: revised 2016*. (3rd suppl. ed.) Stockholm: Skolverket. ISBN: 9789138326916. Available on the Internet.

Skolverket. (2014). *Fritidshem. Skolverkets allmänna råd med kommentarer*. Stockholm: Skolverket, (65 p.) ISBN: 9789175591155. Available on the Internet.

Stensmo, Christer. (2007). *Pedagogisk filosofi: en introduktion*. (2nd [rev.] ed.) Lund: Studentlitteratur, (pp. 9-21). ISBN 9789144018904. Provided by the department.

Scientific articles included, approx. 60 pages.

