



Course syllabus

Faculty of Social Sciences
Department of Pedagogy

1GN435 Barns fria tid i fritidshem/verksamhetsintegrerad profil, 15 högskolepoäng

Children's Spare Time in Extended School Education, /Teaching practice profile, 15 credits

Main field of study

Didactics

Subject

Educational Sciences/General Didactics

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2020-01-22.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

Prerequisites

1GN425 Didactics in Extended School Education, Spare Time with Meaning/Teaching Practice Profile, 7.5 credits, or the equivalent.

Objectives

After completing the course, students shall be able to:

- account for theories of formal and informal learning processes in extended school education

- account for and reflect on the importance of the impact of the environment on pupils' learning
- search out, discuss and use research relevant to the field

Module 1: Spare Time Learning, 6 credits

After completing the module, students shall be able to:

- problematise and discuss situational and extended learning in the various arenas within extended school education
- apply practical and aesthetic learning processes to stimulate all pupils' learning and development in the various arenas within extended school education
- problematise didactic approaches in extended school education

Module 2: Outdoor Education, 6 credits

After completing the module, students shall be able to:

- account for the theoretical basis of outdoor education
- problematise and reflect on the outdoor environment as an educational arena and its importance to pupils' learning
- on the basis of current policy documents and considering safety aspects, independently plan, organise and implement outdoor education based on fundamental knowledge of various natural and cultural environments

Module 3: Report, 3 credits

After completing the module, students shall be able to:

- search out and use research relevant to the field
- define a problem in relation to previous research results
- in a minor scientific report, describe and reflect on previous research findings within the chosen field of extended school education.

Content

Professional Basis and Professional Progression

The course covers aspects on how primary school teachers in extended school education organise their teaching sessions by using formal as well as informal learning processes. By illustrating how learning in extended school education may take place through situational and extended learning, the profession is problematised in relation to other primary school teachers and the conditions imposed on the extended school education. The course is a specialisation for students who shall reflect on how practical and aesthetic learning processes contribute to learning in extended school education. Didactic consequences of transitioning to and from extended school education are problematised. Reflections on how teachers can develop learning environments both

indoors and outdoors are also included. The connection with the teacher's professional basis and professional practice is strengthened through work-integrated learning.

Scientific Approach and Scientific Progression

Students develop their scientific approach through searching out current research within the field of children's learning in the various arenas within extended school education. Producing and presenting a minor report is also included. The students shall define a problem area and search out and compile research relevant to the field in the form of a literature review.

The free time learning 6.0 credits

Children's spare time is discussed in the module and the emphasis is placed on how children and young people learn in various contexts and arenas. Theories of learning are discussed and problematized. Learning in extended school education and in environments outside the classroom, such as cultural environments and club activities, are illustrated, where practical and aesthetic learning processes may be used as tools. The course looks into how primary school teachers in the extended school education in a didactic manner may contribute to an exploratory and experimental working method through extended and situational learning. Transitions to and from the extended school education are problematised.

Outdoor education 6.0 credits

This module applies an outdoor educational approach in which theoretical knowledge is put into practice in the immediate surroundings, such as through Turf/Geocaching and adventure education. The course lays the foundations of awareness, understanding and knowledge of how experiences in the outdoor environment may be used within the educational practice. The use of the landscape and the school yard as alternative learning environments is also included.

Report work 3.0 credits

Literature search in data bases and how to define research questions within the field are discussed. Instructions on how to compile a research overview, support in academic writing as well as presentation of a report are also included.

Type of Instruction

Teaching is in the form of lectures, seminars, group assignments, practical sessions, and teaching practice. Didactic studies in module 2 are compulsory. Study visits where practical and aesthetic ways of expression are implemented may also be included.

Examination

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

Examination of module 1 takes place by means of an individual written case assignment and a seminar.

Examination of module 2 takes place by means of two practical examinations on the subjects of the landscape and school yard as alternative learning environments and knowledge of plants/flora, and an environmental analysis and a take-home exam.

Examination of module 3 takes place by means of a written report.

In order to receive a grade of Pass in the course, all the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that at least two modules are assessed 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 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.

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:
1GN235 Children's Spare Time in Extended School Education/Teaching Practice Profile, 15 credits.

Other Information

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

Required Reading and Additional Study Material

The free time learning 6.0 credits

Ackesjö, Helena. (2016). *Övergångar mellan skolformer. Kontinuitet och progression från förskola till skola*. Liber: Stockholm. (149 p.) 978-91-47-12251-6.

Ackesjö, Helena, Berggren, Jonas, Ellborg, Katarina, Dahl, Marianne, Friman, Per Ola & Koskenkorva, Kari. (2017). *Entreprenöriell fritidspedagogik - att bygga handlingskraft, mod, självförtroende och motivation*. Stockholm: Liber. Selected parts (ca. 15 p.) ISBN 978-91-47-12208-0.

Gustafsson Nyckel, Jan, Haglund, Björn & Lager, Karin. (Eds.) (2020). *Fritidshemmets pedagogik i en ny tid*. Malmö: Gleerups. Selected parts (ca. 60 p.) ISBN 978-91-511-0101-9.

Gärdenfors, Peter. (2010). *Lusten att förstå. Om lärande på människors villkor*. Stockholm: Natur och Kultur, (271 p.) ISBN: 9789127121652.

Lund, Stefan. (2012). "Bostadsområde, klasserfarenhet och fritidspraktiker." I Aarsand, L.A. & Aarsand, P.A. (Eds.) (2012). *Familjeliv och lärande*. (1st ed.) Lund: Studentlitteratur. (pp. 225-244). Provided by the department of Education and Teachers' Practice.

Skolverket (latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm: Skolverket, (ca. 20 p.)

Skolverket. (2014). *Fritidshem. Allmänna råd med kommentarer*. Stockholm: Skolverket, (65 p.) ISBN 9789175591155.

Säljö, Roger. (Latest edition). *Lärande: En introduktion till perspektiv och metaforer*.

Malmö: Gleerups, (198 p.)

Scientific publications included, and additional literature to be chosen in consultation with the course coordinator, approximately 100 pages.

Outdoor education 6.0 credits

Boverket. (2007). *Landskapets upplevelsevärden. Vilka är de och var finns de?*

Karlskrona: Boverket, selected parts (100 p.) ISBN:978-91-85751-10-5. Available on the Internet.

Brugge, Britta, Glantz, Mats och Sandell, Klas. (2011). *Friluftslivets pedagogik. För kunskap, känsla och livskvalitet*. Stockholm: Liber, (258 p.) ISBN: 978-91-47-10003-3.

Dahlgren, Lars-Owe, Sjölander, Sverre, Strid, Jean Paul & Szczepanski, Anders. (Eds.) (2007). *Utomhuspedagogik som kunskapskälla. Närmiljö blir lärmiljö*. Lund: Studentlitteratur, (200 p.) ISBN: 978-91-44-04559-7.

Lundegård, Iann. (Ed.) (2004). *Utomhusdidaktik*. Lund: Studentlitteratur, selected parts (75 p.) ISBN:9789144024929.

Naturvårdsverket. (2006). *Naturen som kraftkälla*. Naturvårdsverkets webbokhandel, (26 p.) ISBN:91-620-8252-3. Available on the Internet.

Skolverket (latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm: Skolverket, (ca. 25 p.)

Scientific publications included, and additional literature to be chosen in consultation with the course coordinator, approximately 20 pages.

Report work 3.0 credits

Dimenäs, Jörgen. (Ed.) (2007). *Lära till lärare: att utveckla läraryrket – vetenskapligt förhållningssätt och vetenskaplig metodik*. 1st ed. Stockholm: Liber, ch. 1, 2, 7, 8, 9 (ca. 50 p.)

Falkner, Carin & Ludvigsson, Ann. (2016). *Fritidshem och fritidspedagogik: en forskningsöversikt. Forskning i korthet, nr 1*. Kund: Kommunförbundet Skåne, (71 p.) Available on the Internet.

Lundin, Mattias. (2009). *Att dokumentera en undersökning i en uppsats*. Kalmar: Högskolan i Kalmar. (48 p.) Available on the Internet.

Strömquist, Siv. (2014). *Uppsatshandboken: råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. 6th ed. Uppsala: Hallgren & Fallgren, (142 p.) ISBN: 9789173828710.

Additional literature may be included in consultation with the course coordinator.

Any additional scientific publications required are provided by the department, (ca. 100 pages).