



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN440 Barns fria tid i fritidshem, 15 högskolepoäng

1GN440 Children's Spare Time in Extended School Education, 15 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2020-01-22

Revised 2022-06-15 by Faculty of Social Sciences. Revision of literature and editorial changes.

The course syllabus is valid from autumn semester 2022

### **Prerequisites**

1GN415 Didactics in Extended School Education I, Meaningful Spare Time 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:

- problematize and discuss situational and extended learning in the different arenas within extended school education

- apply practical and aesthetic learning processes to stimulate all pupils' learning and development in the different arenas within extended school education
- problematize 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
- problematize 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 findings
- 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 problematized in relation to other primary school teachers and the conditions in the extended school education. The course is a specialisation for the students who shall reflect on how practical and aesthetic learning processes contribute to the learning in extended school education. Didactic consequences of transitioning to and from the extended school education are problematized. Reflections on how teachers can develop learning environments both indoors and outdoors are also included.

### **Scientific Approach and Scientific Progression**

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

### ***Module 1 The free time learning 6 credits***

In this module, children's spare time is discussed, and the focus is put on how children and young people learn in various contexts and arenas. Theories of learning are discussed and problematized. Learning in the extended school education and environments outside the classroom is illustrated, where practical and aesthetic learning processes may be used as tools. The course illustrates how primary school teachers in extended school education can contribute to an exploratory and experimental working method by applying extended and situational learning. Transitions to and from the extended school education are problematized.

### ***Module 2 Outdoor education 6 credits***

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

### ***Module 3 Report work 3 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 in the course.

### **Type of Instruction**

Teaching is in the form of lectures, seminars, group assignments and practical sessions. Field studies or study visits where practical and aesthetic ways of expression are reflected may 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 a written exam and a seminar.

Examination of module 2 takes place by means of two practical exams within the fields the landscape and school yard as alternative learning environments and knowledge of plants/flora, and an environmental analysis and a written 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 a grade of 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 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: 1GN025 - Children's Spare Time in Extended School Education, 15 credits.

### **Other**

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

### **Required Reading and Additional Study Material**

### ***List of references Module 1 - The free time learning 6 credits***

Ackesjö, Helena. (2016). *Övergångar mellan skolformer. Kontinuitet och progression från förskola och skola*. Stockholm: Liber, (200 p.) ISBN 978-91-47-12208-0.

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, (194 p.) ISBN: 978-91-47-12251-6

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. Skolverkets allmänna råd med kommentarer. Fritidshem*. Stockholm: Fritzes, (65 p.) ISBN 9789175591155.

Säljö, Roger. (Latest edition). *Lärande: En introduktion till perspektiv och metaforer*. Malmö: Gleerups, (198 p.)

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

### ***List of references Module 2 - Outdoor education 6 credits***

Boverket. (2007). *Landskapets upplevelsevärden. Vilka är de och var finns de?* Karlskrona: Boverkets publikationsservice, selected pages (100 p.), pdf. ISBN:978-91-85751-10-5.

Brugge, Britta, Glantz Mats, & 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.

Faskunger, Johan, Szczepanski, Anders, & Åkerblom, Petter (2018). *Klassrum med himlen som tak. En kunskapsöversikt om vad utomhusundervisning betyder för lärandet i grundskolan*. Skrifter från Forum för ämnesdidaktik vid Linköpings universitet nr 10, (62 p.) Linköping: Linköping University Electronic Press. ISBN:978-91-7685-259-0. Available on the Internet

Lundegård, Iann. (Ed.) (2004). *Utomhusdidaktik*. Lund: Studentlitteratur, selected pages (75 p.) ISBN:9789144024929. (Provided by the Department of Sport Science)

Naturvårdsverket. (2006). *Naturen som kraftkälla*. Naturvårdsverkets webbbokhandel, (26 p.), pdf. ISBN:91-620-8252-3.

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

***List of references Module 3 - Report work 3 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*, (68 p.) Kund: Kommunförbundet Skåne. 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.

Scientific publications comprising approximately 100 pages. Provided by the department.