



## Course syllabus

Faculty of Social Sciences

Department of Education

1GN455 Utveckling, lärande och kunskap - inriktning förskoleklass och årskurs 1-6, 7,5 högskolepoäng

Development, Learning and Knowledge - Pre-school Class and Years 1-6, 7.5 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2018-05-15.

Revised 2024-10-07. Transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

LAFOG

1GN401 Perspectives on the Teacher Assignment and the School and Society - Preschool Class and Year 1-3, 7.5 credits, or the equivalent.

LAGRU

1GN402 Perspectives on the Teacher Assignment and the School and Society - Year 4-6, 7.5 credits, or the equivalent.

### **Objectives**

The course aims at developing the knowledge of and a reflective approach to children's

and pupils' learning and development. The aim is also to develop a basic didactic competence for professional practice in pre-school class and school.

After completing the course, students shall be able to:

- account for and compare different theories of development, learning and knowledge as well as 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, as well as discuss this topic on the basis of theories of development and learning, and apply research ethical principles during observations of an educational practice and based on this observation formulate a simple problem
- account for the importance of the teacher's communicative skills in listening, speaking and writing, as well as be able to practice these skills.

## Content

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

The central focus for future teachers is theories of learning and in what ways learning can take place in different contexts. This course discusses a number of learning theories, such as behavioural, cognitive and 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 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 children's/pupils' perspectives as well as the teachers' perspectives are discussed. Furthermore, theories of motivation relevant to the educational activities are also covered.

These core themes are discussed during the course - development, learning and knowledge in relation to different perspectives. This may deal with how children learn and develop in relation to physical activity, communication, relations, socialisation and diversity aspects such as gender, social class and ethnicity.

Different scientific theoretical views on how knowledge can 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 in connection with field studies, with emphasis on studies of the social, communicative and cognitive aspects of development and learning. The observations are documented, analysed and presented.

### ***Professional Basis and Professional Progression***

In connection with field studies, students gain an insight, on the basis of the spectator perspective, into the conditions of the profession as a complement to the discussions in

the course regarding the teaching profession's tasks and conditions. The course stresses the importance of having a scientific and professional approach, where the development of knowledge and assessment is aimed at strengthening the students' 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 such elements as presentations and discussions in small as well as large groups, with the purpose of developing the students' communicative skills and sense of assurance.

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

The course discusses scientific 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 and present their observations.

### **Type of Instruction**

Teaching is conducted in the form of lectures, films, seminars, individual as well as group assignments. The forms of instruction are aimed at supporting the development of the 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 includes a number of compulsory components 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, workshop and an individual written assignment.

In order to receive a grade of Pass, the course objectives must be attained. For a grade of Pass with Distinction in the course, the individual written assignment requires 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.

### **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:

1GN253 Development, Learning and Knowledge for Primary Teachers, 7.5 credits.

### **Other Information**

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

themselves.

## 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. 2-3 & 9, 40 p.). ISBN 9789147084210.

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

Fleischer, Håkan & Kvarnsell, Helena (2005). *Digitalisering som lyfter skolan - Teori möter praktik*. Stockholm: Gothia Fortbildning (171 p.) (Selected parts: ch. 3-4, 6-10, 103 p.). ISBN 9789188099358

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

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

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

Jensen, Mikael (2012). *Kommunikation i klassrummet*. Lund: Studentlitteratur. (226 p.) (Selected pages, ch. 4, 7, 8 & 9, 40 p.) ISBN 9789144077284

Lundgren, P. Ulf, Säljö, Roger & Liberg, Caroline (Eds.) (2014). *Lärande, skola, bildning*. Stockholm: Natur och Kultur, (770 p.) (ch. 4-6, 203 p.) ISBN 9789127136021.

Phillips, Dennis C. & Soltis, Jonas F. (2014). *Perspektiv på lärande*. Lund: Studentlitteratur. (192 p.) (Selected pages, 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 pages, ch. 2, 4-5, 80 p.) (pdf-file). ISBN 9789185545674.

Compendium - *Interkulturell fördjupning*. (40 p.) (pdf-file, provided by the department)

Additional material may be included in consultation with the teacher concerned.

### **Additional required reading for the specialisation in extended school education**

Johansson, Inge (2011). *Fritidshemspedagogik. Idé ideal realitet*. Stockholm: Liber, (Selected pages: ch. 2-4, 60 p.) ISBN 9789147093335.

#### **Works of reference/Optional reading**

Ask, Sofia (2011). *Hållbara texter. Att skriva för studier och arbetsliv*. Stockholm: Liber, (93 p.) ISBN: 9789147104284.

Rienecker, Lotte (2003). *Problemformulering*. Malmö: Liber, (59 p.) ISBN 9147072644.

Skolverket (2010). *Praktisk IT och mediekompetens*. Web page with information and material on practical IT and media competence. [www.pim.skolverket.se](http://www.pim.skolverket.se)

Vestlin, Lena (Ed.) (2009). *Från Wikis till mattefilmer i skolan – om IKT i skolan*. Lärarförbundets förlag, (140 p.) ISBN 9789197761529.

Åkerlund, Dan (2008). *Publicistiska arbetsätt i skolan Webbtidningar, bloggar, wiki, webteve och podradio*. Lund: Studentlitteratur, (220 p.) ISBN 9789144017914.