



## Course syllabus

Faculty of Social Sciences  
Department of Pedagogy

1GN470 Att vara lärare i fritidshem, 15 högskolepoäng  
To be a Teacher in Extended School Education, 15 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1N

### **Date of Ratification**

Approved 2023-03-06.

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**

General entry requirements + English 6, Science studies 1b alt. Science studies 1a1+1a2 and Civics 1b alt. Civics 1a1 +1a2.

### **Objectives**

Upon completion of the course, students should be able to:

- account for and discuss what the assignment as a teacher in extended school education entails, and reflect on the assignment based on policy documents in force and didactic perspectives,

- account for and discuss the governance, organisation and societal role of the educational system, in a historical as well as a contemporary perspective focusing on extended school education and school,
- account for and adopt an approach to issues concerning democracy and the value mission of the educational system,
- demonstrate the ability to enhance their basic communicative competence in listening, speaking and writing,
- describe how multicultural school contexts influence the assignment of the teaching profession,
- account for and compare theories and perspectives of development, learning and knowledge,
- account for and discuss how the diverse conditions of children and different learning environments may affect the possibility to learn,
- observe, describe and analyse children's learning and development,
- apply a basic scholarly approach to academic studies and a professional practice.

## Content

The aim of the course is that students should develop a basic understanding of the teaching profession and assignment, the policy documents in force within the educational system and school, pupils' development and learning, and basic dimensions of a scientific approach. The course discusses the following content related to the general education studies: the history, organisation and conditions of the educational system, and the core values of school and pre-school encompassing basic democratic values and human rights; development and learning, discussed in an interdisciplinary perspective where cognitive science is included, and special education and social relations, conflict management and leadership.

### **Professional progression**

The course is the foundation of developing a professional approach to the teaching assignment. General perspectives on the professional competence of teachers are introduced and discussed in relation to a basic view on education and to the didactic dimensions of teaching (planning, implementation and assessment). The course offers the students the opportunity to begin their development of a professional action competence by reflecting on the teaching assignment in extended school education and school, based on various policy documents. The course focuses on the pupils' experiences, knowledge, learning and development and how these are related to the educational practice. During the course, the students are also being prepared for the following student placement training by discussing guidelines for teachers' professional conduct and how teachers in a fundamental manner may lead the educational practice and how to handle conflicts in extended school education and school.

### **Scientific progression**

The course introduces a scientific approach to academic studies. This concerns being familiar with the general characteristics of academic writing, but also the development of an understanding of the differences between different writing domains, such as the difference between personal, professional and academic writing domains. General standards for linguistic correctness, outline and reference management are discussed.

The basic structure of a scientific text is introduced, as well as how to develop a research article and what constitute research issues and questions. Different theoretical perspectives and approaches are addressed at a general level in terms of didactics and specifically in terms of pupils' learning and development. The data collection method is also introduced, as well as research ethical principles.

### **Global values**

The course provides the students with an orientation into the democracy and value mission of the educational system, as well as how such missions may be reflected in the extended school educational practice. International agreements are discussed, such as the significance of the Convention on the Rights of the Child in terms of protecting children's interests. Fundamental democratic values are discussed based on different perspectives on teaching and learning, including sustainable development, equal treatment and interculturality.

### **Type of Instruction**

Teaching takes place in the form of lectures, workshops and practice-integrated learning.

### **Examination**

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

Examination of the course objectives takes place by means of two conceptual examinations, one written examination, one written individual assignment, and one examination portfolio for seminars and group presentations.

In order to receive a grade of Pass in the course, all examinations must be assessed as at least Pass. For a grade of Pass with Distinction in the course, it is required that the written exam and the written individual assignment 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 as well as to new students at the following course date. The course evaluation is conducted anonymously. The compilation is presented to the departmental bodies and the programme council concerned.

### **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:  
1GN400 Perspectives on the Teacher Assignment and the School in Society - Extended School Education, 7.5 credits

1GN424 Perspectives on the Teacher Assignment and the School in Society - Extended School Education/Teaching Practice Profile, 7.5 credits

IGN403 Development, Learning and Knowledge - Extended School Education, 7.5 credits

IGN427 Development, Learning and Knowledge - Extended School Education/Teaching Practice Profile, 7.5 credits

## Other Information

This course is included in the Primary Teacher Programme with a specialisation in extended school education (LGFRI) 180 credits.

## Required Reading and Additional Study Material

Ackesjö, Helena. (2014). *Barns övergångar till och från förskoleklass* [Doctoral thesis, Linneaus University Press. ISBN: 978-91-87427-95-4. (pp. 15–40). Provided by the department.

Alexandersson, Mikael. (2011). Att göra skillnad. *Pedagogiska magasinet*, no 2, 28–33. Provided by the department.

Andersson, Birgit. (Latest edition). Fritidshemmets utveckling ur ett styrningsperspektiv. I Björn Haglund, Jan Gustafsson Nyckel, & Karin Lager (eds.), *Fritidshemmets pedagogik i en ny tid* (pp. 35–58). Gleerups.

Borg, Carola. (2011). *Utbildning för hållbar utveckling ur ett lärarperspektiv - Ämnesbundna skillnader i gymnasieskolan* [Licentiate thesis, Karlstad Universitet]. Karlstad University Studies (pp. 6–14). Provided by the department.

Dimenäs, Jörgen. (Latest edition). *Lära till lärare: Att utveckla läraryrket, vetenskapligt förhållningssätt och vetenskaplig metodik*. Liber (pp. 1–46).

Eilard, Angerd. (2010). *Barndomens förändrade villkor. Förutsättningar för barns lärande i en ny tid*. Skolverket (ca. 50 p.). ISBN: 978-91-86529-25-3. Provided by the department.

Ekehammar, Bo. (Latest edition). *Socialpsykologi - Utdrag ur Grunderna i vår tids psykologi*. Natur & Kultur (55 p.).

Gustavsson, Bernt. (2002). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Skolverket (128 p.). ISBN: 91-85009-19-9. Provided by the department.

Gustafsson Nyckel, Jan. (Latest edition). Vägen mot det undervisande fritidshemmet. I Björn Haglund, Jan Gustafsson Nyckel, & Karin Lager (eds.), *Fritidshemmets pedagogik i en ny tid* (pp. 59–75). Gleerups.

Haglund, Björn. (Latest edition). Från fritidspedagog till lärare i fritidshem. I Björn Haglund, Jan Gustafsson Nyckel, & Karin Lager (eds.), *Fritidshemmets pedagogik i en ny tid* (pp. 15–34). Gleerups.

Hwang, Philip & Nilsson, Björn. (Latest edition). *Utvecklingspsykologi*. Natur & Kultur (ca. 140 p.).

Jensen, Mikael. (2012 or later edition). *Kommunikation i klassrummet*. Studentlitteratur. ISBN: 9789144158068. (ca. 50 p.).

Lindström, Gunnar & Pennlert, Lars Åke. (2016 or later edition). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo förlag. ISBN: 9789198603934 (pp. 5–53).

Linnéuniversitetet. (2015). *Verksamhetsförlagd utbildning. Guide för hand-ledning och bedömning*. Nämnden för lärarutbildning, Linnéuniversitetet (45 p.). Provided by the department.

Lundgren, Ulf P., Säljö, Roger, & Liberg, Caroline. (Eds.). (2014 or later edition). *Lärande, Skola, Bildning - grundbok för lärare*. Natur & Kultur. ISBN: 9789127827974. (ca. 200 p.).

Nilsson, Marco. (Latest edition). *Juridik i professionellt lärarskap: Lagar och värdegrund i den svenska skolan*. Gleerups (ca. 50 p.).

Olivestam, Carl., & Thorsén, Håkan. (Latest edition). *Värdegrund i förskola och skola. Om värdegrund, yrkesidentitet och praktik*. Remus förlag (ca. 60 p.).

Sandin, Bengt. (2003). "Skolan, barnen och samhället – i ett historiskt perspektiv". I *Kobran, nallen och majjen. Tradition och förnyelse i svensk skola och skolforskning*. Myndigheten för skolutveckling (pp. 55–70). Provided by the department.

Skolverket. (2009). *Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Skolverket. ISBN: 9789185545667. (Selected parts, ca. 42 p.). Provided by the department.

SOU 1999:77. *Demokrati och medborgarskap. Demokratiutredningens forskarvolym II*. (pp. 11–34). ISBN: 91-7610-868-6. Provided by the department.

Säljö, Roger. (Latest edition). *Lärande: en introduktion till perspektiv och metaforer*. Gleerups (ca. 100 p.).

Current material from the National Agency for Education and other policy documents and scientific publications comprising approximately 200 pages, see the study guide. Shorter texts included in the study material are generally freely available during the course.