



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN471 Att undervisa för lärande och kunskap i fritidshem och skola, 7,5 högskolepoäng

1GN471 Teaching for learning and knowledge in School and School Age Educare, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Social Sciences 2023-03-20

The course syllabus is valid from autumn semester 2023

### **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 the fundamental features of the Swedish as well as the international research field of didactics and curriculum theory from a perspective of change,
- independently and by the use of a critical approach, analyse political policy documents of the extended school practice,
- identify and discuss didactic and methodical issues based on current research into the field of extended school education,
- apply knowledge and competence of didactics and curriculum theory by together with others plan, carry out and evaluate teaching as well as other educational activities for the professional practice the course is intended for,
- design teaching sessions by digital tools as a support in the learning process, and conduct critical reasoning on their didactic field of application in relation to the diverse conditions of the pupils.

## Content

The course discusses the following content related to the general education studies: didactics and curriculum theory. The key aspects of the course are the considerations the teacher faces at the planning, implementation and evaluation of teaching, and how these considerations are made in relation to what constitutes the conditions, processes and results of the educational practice. Different didactic models are tested and critically examined. Within the subject of curriculum theory, the focus is placed on the curriculum as a policy document related to the creation and preservation of the society to which it is intended to contribute.

The course problematises issues on how members of society are shaped by the educational system and who/what determines what is considered valid knowledge and on what grounds content, knowledge, experiences and values are selected, organised, presented and assessed. The curriculum design is discussed as well as what is being managed over time, what is changing, and the demands and expectations aimed at the educational system. Curriculum theory and didactics are also discussed in an international perspective as well as a gender perspective.

### **Professional progression**

The course deals with issues on knowledge within the fields of general didactics and subject-specific didactics and how these assignments may be implemented in the educational practice. A key aspect of the course is the aim of the policy documents and how these may be formulated and implemented in practice in the educational setting to be appropriate and adapted to the pupils' learning and development. Students are offered the opportunity to reflect on the importance of being familiar with the pupils' experiences, knowledge, prerequisites and different ways of learning. The students learn how to design teaching sessions that include the use of digital tools with the aim of promoting the pupils' learning.

The connection to the professional practice in the course is strengthened through work-integrated learning since the students are given the opportunity to form the basis of their ability for professional readiness to act. The work-integrated learning provides the students the opportunity to reflect on and ask questions about the practice based didactics in school-age educare and educational theories and practical arguments in extended school education. The students also learn how to put fundamental values given in the policy documents in relation to the activities in extended school education and their own approach.

### **Scientific progression**

The course introduces the students in how to search for answers to questions given in different kinds of sources, by looking into some common types of scientific texts such as reviewed articles and dissertations. This provides the students with further opportunities to gain an understanding of the basic structure of a research paper, and how articles are formed and the aspects that constitute research problems and issues. The students will encounter qualitative as well as quantitative studies and will thus look into how other people/researchers make use of different kinds of data. All in all, this approach may contribute to the students gaining an understanding of what a systematic summary, analysis and development of conclusions based on different empirical data may entail.

The course thus gives the students the opportunity to enhance their scientific approach in relation to academic studies. It also concerns the ability to recognise the general characteristic features of academic writing and the continuous practice in understanding

the differences between different writing domains, such as the difference between personal, professional and academic writing domains. During the course, students are expected to apply general standards of linguistic correctness, outline, management of references and structuring. Different theoretical perspectives and approaches are dealt with generally in terms of didactics and also concerning pupils' learning and development.

### **Global values**

The course introduces didactic perspectives of intercultural encounters and learning for a sustainable development. The democracy and value mission of the educational system is also looked into, and how these missions may be reflected in the didactic work in extended school education and a school which is considered multicultural. The students are given an insight into the importance of the Convention of the rights of the child in order to protect children's interests in the educational practice. The perspective of sexuality and relations is also included in this context.

### **Type of Instruction**

Teaching takes place in the form of lectures 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 four oral presentations and one written assignment. The oral examinations consist of four teacher guided seminars which shall be prepared in writing, and the written examination consists of an individual written assignment.

In order to receive a grade of Pass in the course, all the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the individual written assignment is 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 reported to the departmental bodies and the programme council concerned.

### **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: 1GN404 Didactics and Curriculum Theory - Extended School Education, 7.5 credits  
1GN429 Didactics and Curriculum Theory - Extended School Education/Teaching Practice Profile, 7.5 credits.

### **Other**

The course is included in LGFRI. Any additional costs that may arise in connection with the course are paid for by the students themselves, such as travel expenses to and

from the school of the teaching practice.

## Required Reading and Additional Study Material

Ackesjö, Helena & Haglund, Björn (2021). Fritidspedagogisk undervisning: En fråga om intentionalitet, situationsstyrning och inbäddning. *Utbildning & lärande*, 15(1), pp. 69-87

Ackesjö, Helena & Dahl, Marianne (2022). Pedagogisk takt i fritidspedagogisk undervisning. En välregisserad dans mellan lärare och elever. *Nordisk tidskrift for pedagogikk og kritikk*, 8, pp. 63-77.

Elvstrand, Helene & Lago, Lina (latest edition). Förutsättningar för fritidspedagogisk undervisning. I Helene, Elvstrand, Lina, Lago & Maria Simonsson (eds.), *Fritidshemmets möjligheter. Att arbeta fritidspedagogiskt*. Studentlitteratur.

Lindström, Gunnar & Pennlert, Lars Åke (latest edition). *Undervisning i teori och praktik – en introduktion i didaktik*. Fundo. (111 p.)

Norqvist, Maria (2022). *Fritidshemmets läroplan under förhandling: formulering, tolkning och realisering av del fyra i Lgr 11*. Diss. Umeå universitet. ISBN: 978-91-7855-866-7. (pp. 1-156)

Orwehag, Monica (latest edition). Didaktik i fritidshemmet. I Björn, Haglund, Jan, Gustafsson Nyckel & Karin, Lager (eds.), *Fritidshemmets pedagogik i en ny tid* (pp. 139-170). Gleerups.

Perselli, Ann-Katrin (latest edition). Att omsätta elevers intressen i fritidshemmets undervisning. I Helena Ackesjö & Björn Haglund (eds.), *Undervisning och ledarskap på fritids. Perspektiv på fritidshemmets pedagogiska uppdrag* (pp.23-30). Ifous.

Selander, Staffan & Gunther Kress (latest edition). *Design för lärande - ett multimodalt perspektiv*. Norstedts. (163 p.)

Skolverket (2022) *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2022. Lgr22*. (pp. 5-28)

Wahlström, Ninni (latest edition). *Läroplansteori och didaktik*. Gleerups. (200 p.)

Wernholm, Marina (2018). Children's shared experiences of participating in digital communities *Nordic Journal of Digital Literacy*, 13(4), 38–55.

Scientific publications may also be included, 50 pages.