



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

1KV150 Samhällsorienterande ämnen för undervisning i årskurs 4-6,
30 högskolepoäng

Social Sciences for Teaching in Primary School, Years 4-6, 30
credits

Subject Group

Educational Sciences/Theoretical Subjects

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2021-09-09

Revised 2022-04-26 by Faculty of Arts and Humanities. Revised literature

The course syllabus is valid from autumn semester 2022

Prerequisites

Master of Arts in Primary Education

Objectives

After completing the course, the student should be able to

- demonstrate, in practical exercises, subject and subject-didactic knowledge such that is necessary for their professional practice
- problematise how teaching in the relevant subjects can promote pupils' respect for different groups in society and develop their knowledge about these groups' conditions,
- discuss the concept of sustainable development and its problem areas from a global perspective, as well as how sustainable development can be promoted in teaching,
- independently and in groups plan teaching in order to stimulate and assess pupils' learning and development in accordance with current policy documents.

Module Geography, 7.5 credits

After completing the module, the student should be able to

- identify and make use of possibilities in their local society from several didactic perspectives, by studying the cultural landscape
- analyse issues concerning the environment, resources, demography and development from a Swedish and a European perspective
- account for central processes in the earth sciences that are relevant to different kinds of landscape

- account for the different climate zones and climate change
- account for basic cartography, including latitude and longitude grids, projections, scale and analogue and digital maps
- account for sustainable development and its application in teaching in accordance with Lgr 11.

Module History, 7.5 credits

After completing the module, the student should be able to

- account in general terms for Sweden's historical development from 800 to 1900, and the connections between Sweden's history and the history of the Nordic countries
- give examples of how different kinds of historical source, adapted to the pupils' ages, can be used in teaching
- discuss and give examples of how history is used in different contexts, and how these examples can be used in teaching
- formulate starting points for teaching and assessment of pupils' knowledge on the basis of the content of the module and current policy documents.

Module The Study of Religions, 7.5 credits

After completing the module, the student should be able to

- account for central ways of thinking as regards rites, rules of life and important spaces and places in Christian, Muslim, Jewish, Hindu, and Buddhist tradition
- account in general terms for people's affiliations in terms of religion and view of life in today's Sweden, and how these have changed over time
- account in general terms for, as well as problematise, the impact of organisations and movements on values and culture in Swedish society in the past and present,
- formulate starting points for teaching on the basis of the content of the module, and in accordance with policy documents and legislation concerning non-confessional teaching,
- account for ethical and moral questions of relevance to teaching, on the basis of discussions about children's life questions.

Module Social studies, 7.5 credits

After completing the module, the student should be able to

- account for different forms of political government and their organisation
- account for the Swedish political system
- account for basic social conditions in Sweden
- account in general terms for the basics of the Swedish legal system
- account for the basics of Swedish media society
- account in general terms for Swedish public economics and the Swedish tax system.

Content

The modules discuss local and global society from the perspective of the respective subjects. Each module includes subject studies as well as subject-didactic perspectives.

Module Geography, 7.5 credits

This module introduces and analyses geographical concepts and subject-didactic perspectives. Basic geoscience – including physical geography, climate and climate change – as well as basic cartography are studied. The changing world is identified and discussed, focusing on global environmental issues, demography, development, and conditions for sustainable development. Basic issues concerning resources, such as global food supply, are analysed. Applied forms of teaching, such as excursions and field studies, are dealt with.

Module History, 7.5 credits

This module focuses on the history of Sweden and the Nordic countries, from 800 to 1900. Historical sources are problematised as a basis for analyses of how history is used and communicated in different contexts. The module also includes a component in which the students relate teaching to pupils' learning and to assessment of pupils' knowledge, in accordance with current policy documents.

Module The study of religions, 7.5 credits

This module discusses religious traditions as living culture, and associated religious manifestations. Focus lies on religious manifestations within the five so-called world religions and the religious landscape of present-day Sweden. The module also discusses issues to do with ethics and morals, on the basis of, among other things, the concept of life questions. It also includes a component in which the students relate teaching to pupils' learning and to assessment of pupils' knowledge, in accordance with current policy documents.

Module Social studies, 7.5 credits

This module discusses political, economic, social and medial processes of change in our time. Themes in focus include challenges to democracy in Sweden and in the world. The module includes an introduction to public economics and how tax money is used in municipalities, counties and in the state.

Type of Instruction

In each module, the content is studied from subject-theoretical as well as subject-didactic perspectives. Teaching is delivered in the form of lectures, seminars, excursions, exercises and teaching practice.

Examination

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

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for at least three of four modules.

Participation in seminars, exercises, laboratory sessions, and excursions constitutes part of the examination.

Module 1 is examined through participation in seminars/exercises/excursions as well as through an individual written room examination *or* a written assignment.

Module 2 is examined through participation in seminars/exercises/excursions as well as through an individual written room examination *or* a written assignment.

Module 3 is examined through participation in seminars/exercises/excursions as well as through an individual written room examination *or* a written assignment.

Module 4 is examined through participation in seminars/exercises/excursions as well as through an individual written room examination *or* a written assignment.

Two of the four modules are examined through participation in seminars/exercises/excursions and an individual written room exam, and the other two through participation in seminars/exercises/excursions and a written assignment. Which module is examined in which way will be specified when the course starts.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

The course targets students who want to supplement their degree in primary education with a qualification to teach social study subjects.

Required Reading and Additional Study Material

Module 1. Geography, 7.5 credits

Andréasson, Per-Gunnar (ed.): *Geobiosfären: en introduktion*. Lund: Studentlitteratur. The latest edition, selected chapters. 300 p.

Daniels, Peter; Bradshaw, Michael; Shaw, Denis; & Sidaway, James (eds): *Human geography. Issues for the 21st century*. Harlow: Prentice. The latest edition, selected chapters, ca 200 p.

Franck, Olof, Johansson, Anette, Lilliestam, Anna-Lena & Pettersson, Anna, *SO för lärare 4-6*. Malmö: Gleerups. The latest edition, ca 50 pp.

Lambert, David och Mark Jones: *Debates in geography education*. Abingdon, Oxon: Routledge. The latest edition, ca 100 p.

Landin, Staffan: *Blir världen bättre?* Stockholm: UNDP. The latest edition. 84 p.

Molin, L. & A. Grubbström (2013): Are teachers and students ready for the new middle school geography syllabus in Sweden? Traditions in geography teaching, current teacher practices, and student achievement. *Norwegian Journal of Geography*, 67, 142–147. 7 p.

Sanderorth, Ingrid: *Plats – identitet – lärande: närområdesstudier i skolan*. Lund: Studentlitteratur. The latest edition, ca 100 p.

Compendia on how to conduct excursions and on city landscapes. 50 pp.

Additional literature chosen in consultation with the teacher, 100 pp. Provided on the course learning platform.

Module 2. History, 7.5 credits

Franck, Olof, Johansson, Anette, Lilliestam, Anna-Lena & Pettersson, Anna, *SO för lärare 4-6*. Malmö: Gleerups. The latest edition, ca 60 pp.

Hedenborg, Susanna & Kvarnström, Lars: *Det svenska samhället 1720–2000*, Studentlitteratur, the latest edition, ca 200 p.

Lindkvist, Thomas & Sjöberg, Maria: *Det svenska samhället 800-1720*. Studentlitteratur, the latest edition, ca 400 p.

Läroplan för grundskolan 2022, (Lgr22). Stockholm: Skolverket, digital resource, ca 30 pp.

Additional material provided on the course learning platform, ca 100 pp.

Module 3. The study of religions, 7.5 credits

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Franck, Olof, Johansson, Anette, Lilliestam, Anna-Lena & Pettersson, Anna, *SO för lärare 4-6*. Malmö: Gleerups. The latest edition, ca 35 pp.

Löfstedt, Malin (ed.) *Religionsdidaktik – Mångfald, livsfrågor och etik i skolan*. Studentlitteratur, the latest edition. Ca 220 pp.

Svensson, Jonas & Arvidsson, Stefan (eds.) 2012: *Människor och makter 2.0*. 150 pages. Provided on the course learning platform.

Additional material provided on the course learning platform, ca 250 pp.

Module 4. Social studies, 7.5 credits

Franck, Olof, Johansson, Anette, Lilliestam, Anna-Lena & Pettersson, Anna, *SO för lärare 4-6*. Malmö: Gleerups. The latest edition, ca 40 pp.

Norén Bretzer, Ylva, *Sveriges politiska system*. Lund: Studentlitteratur. The latest edition, ca 378 pp.

Odenstad, Christina (ed.) *Samhällskunskap för lärare 4-9*. The latest edition. Malmö: Gleerups. 200 pp.

Additional material, provided on the course learning platform, ca 150 pp.