



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1PE014 Förskola och skola i Sverige, 22,5 högskolepoäng

1PE014 Preschool and school in Sweden, 22.5 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2022-12-12

The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements + English 6. One year of university studies (equivalent to 60 higher education credits).

Objectives

After completing the course, students should be able to:

Module 1: Introduction to Pedagogy in Sweden

- describe the distinctive features given in the policy documents for preschool, compulsory school or upper secondary school in Sweden in relation to another country,
- account for a few of the basic methods applied of conducting observations,
- conduct observations within Swedish preschool or school and explain the observations made in the practice,
- describe the distinctive features of how preschools and schools are organised in Sweden, by the use of observations,
- compare and reflect on the differences as well as similarities between the educational practice in Sweden and another country,

Module 2: Placement Study

- implement subject knowledge and didactic knowledge in the preschool or school practice,
- highlight and examine critically different school situations based on educational theories,
- in a critical and constructive manner examine the preschool or school practice using their own country as the starting point,
- reflect on their own role as an active participant during the placement studies during the education in a Swedish context,

Module 3: Study Project

- plan, carry out and document an educational assignment within a field relevant to the profession in the form of a study project backed by research,
- systematically collect data, interpret, and analyse the educational assignment by the use of theories,
- describe and in a nuanced manner communicate the results of the study project,
- examine critically and discuss in a constructive manner the study projects of fellow students,
- defend their own study project.

Content

The curriculum for preschool and school is discussed in the course in relation to the systems applied in other countries. The organisation of preschool and school, the school culture and children's rights and possibilities in Swedish school are discussed in the course, as well as the educational system and the role and influence that traditions in society may have on school and curriculums. The course specifically looks into issues on equal treatment and democracy in Sweden, and it also contains elements of scientific methods.

During the placement studies, students learn about and gain an understanding of how the educational practice is structured and how its organisation is linked to the requirements and traditions applied. Students learn how to plan and carry out teaching assignments in the educational practice, independently or together with the teacher instructor.

The study project includes planning and carrying out a study project as well as systematically process and analyse data in an educational field of their own choice, to be presented in writing as well as orally. The students shall also carry out a public discussion and examination of another study project and defend their own study with respect to results and the chosen method applied.

Type of Instruction

Teaching takes place in the form of lectures, seminars, supervision and teacher practice (placement studies/VFU). Compulsory attendance during 25 days of placement studies.

Examination

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

Module 1. Examination of the objectives takes place orally in three seminars.

In order to receive a grade of Pass, the objectives of the module must be attained. For a grade of Pass with Distinction in the module, two of the seminars require the grade of Pass with Distinction.

Module 2: Examination of the objectives of the module takes place by means of

observations of the student's actions and behaviour in the educational practice, and by follow-up discussions held between the student -placement teacher - university teacher. Examination also takes place by means of discussions between the student - placement teacher - university teacher, seminars and written assignments.

In order to receive a grade of Pass in the module, the objectives must be attained.

Module 3. Examination of the objectives of the module takes place by writing a memorandum and through a seminar in which the student shall serve as the external reviewer for another study as well as the author of a thesis.

In order to receive a grade of Pass in the module, the objectives must be attained. For a grade of Pass with Distinction in the module, the written assignment (the memorandum) requires the grade of Pass with Distinction.

For a grade of Pass in the entire course, all examination assignments in the modules require the grade of Pass. For a grade of Pass with Distinction in the entire course, it is required that the student receives the grade of Pass with Distinction for module 1 Introduction to Pedagogy in Sweden and module 3 Study Project.

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: 1UV208 Teaching practice, 7.5 credits, 1UV207 Using a Reflective Approach - School-based Training, 7.5 credits, 1PE011 Pre-school and Compulsory School in Sweden and Abroad, 7.5 credits or 1UV302 Applied research methods in education, 7.5 credits.

Other

In order to gain access to preschools/schools in Sweden, you are required to present a criminal record statement upon arrival at your placement location. Additional costs for travel to and from the placement may arise.

Required Reading and Additional Study Material

Barnkonventionen. (1989). New York: Förenta Nationerna. (15 p.) Available on the Internet.

Bryman, Allen. (Latest edition). *Social Research Methods.* Oxford: Oxford University Press. (824 p., selected pages, 150 p.)

Feinberg, Walter and Soltis, Jonas. (2015). *School and Society.* New York: Teachers

College. (168 p.) ISBN: 13 978-0807749852.

Friesen, Norm & Osguthorpe, Richard. (2018). Tact and the pedagogical triangle: The authenticity of teachers in relation. *Teaching and Teacher Education*. 70, pp. 255-264.

Niiya, Yu, Ellsworth, Phoebe. C. & Yamaguchi, Susumu. (2006). Amae in Japan and the United States: An exploration of a `culturally unique` emotion. *Emotion*, 6 (2), (pp. 279-295).

Skolinspektionen. (2012). *Schools' work with democracy and fundamental values Quality Assessment Report*. Quality Assessment Report. Translated version of the report 2012:9 1 (85 p.)

Skolverket. (2022). *Läroplan för grundskolan, förskoleklassen och fritidshemmet. Lgr22*. Stockholm: Fritzes. (266 p.) ISBN: 978-913832778-4. Available on the Internet.

Skolverket. (2016): *Participation for learning*. Stockholm: Wolters Kluwers. (90 p.). ISBN: 978-91-7559-229-9. Available on the Internet.

Wahlström, Ninni. (2018). A theoretical framework: from policy to curriculum and comparative classroom studies. In: Ninni Wahlström & Daniel Sundberg (Ed.), *Transnational curriculum standards and classroom practices: The new meaning of teaching* (pp. 31-47). London: Routledge. ISBN 9780367366834

Welsch, Wolfgang. (1999). "Transculturality: The Puzzling Form of Cultures Today". In Mike Featherstone & Scott Lash (eds.). *Spaces of culture: City, nation, world* (pp. 194-213). London: Sage. ISBN 0761961216.

Wulf, Christoph. (2017). *Exploring Alterity in a Globalized World*. London: Routledge (514 p., selected pages, ca. 30 p.)

Additional texts of the student's own choice. 300-400 pages.