



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1PE500 Arbetslivspedagogik - lärande, utveckling och ledarskap i organisationer I, 30 högskolepoäng

Working Life Pedagogy - Learning, Development and Management in Organizations I, 30 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2009-12-14

Revised 2018-05-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2018

Prerequisites

General entry requirements for university studies.

Objectives

After completing the course, students shall be able to:

- account for pedagogy as a science, its growth and how it is related to various areas of practice
- explain the similarities and differences between various educational theory formations
- apply theories of education for educational planning

Module 1

Pedagogy – an introduction 7.5 credits

After completing the module, students shall be able to:

- describe the key concepts of pedagogy, such as knowledge, competence, learning and education
- identify the basic educational traditions of thought, compare these to one another and put them in relation to contemporary views on the working life, educational and everyday life contexts
- at an overall level describe the growth of pedagogy as a science

Module 2

Contemporary pedagogy, theory formation, 7.5 credits

After completing the module, students shall be able to:

- describe various theory formations within the field of contemporary pedagogy
- identify and explain basic similarities and differences between contemporary pedagogical theory formations

Module 3

Introduction to research and field study, 7.5 credits

After completing the module, students shall be able to:

- at an overall level describe various scientific methods within educational research
- discuss practical and ethical choices and standpoints that may arise when conducting a scientific study
- conduct a field study on a chosen working life pedagogical theme and present this in the form of a written report

Module 4

Learning and personnel development in the working life, 7.5 credits

After completing the module, students shall be able to:

- identify and compare formal as well as informal learning processes
- discuss how various theoretical views on knowledge and learning can be manifested in a concrete working life pedagogical practice
- use concepts and theories in order to plan, implement and evaluate learning situations
- problematize the conditions for people's learning in the working life

Content

Module 1

Pedagogy – an introduction 7.5 credits

This module discusses pedagogy as a science, partly in the historical context and partly related to learning in the everyday life, working life and educational contexts. The historical and philosophical grounds and growth of pedagogy as a scientific discipline are illustrated and discussed.

Module 2

Contemporary pedagogy, theory formation, 7.5 credits

This module discusses various contemporary perspectives on pedagogy and learning.

Module 3

Introduction to research and field study, 7.5 credits

This module discusses the foundations of the theory of science and research methodology and an introduction into scientific working methods and writing is provided. The content of the module is related to the field study to be conducted, based on a research problem in relation to an optional part of the theoretical content of previous courses. The field study is reported in writing and presented orally at a seminar.

Module 4

Learning and personnel development in the working life, 7.5 credits

The module addresses the concepts learning and competence, with special emphasis on personnel and competence development, and planning of education. Discussions are held on how various theoretical views on learning may be expressed in different learning and teaching situations in the working life, and opportunities as well as obstacles that may have an impact on learning. The content is discussed in theory, but practical elements are also included.

Type of Instruction

Lectures, seminars and workshops, practical sessions and supervision based on the course themes and literature. Assignments are carried out individually as well as part of a group on campus and through the virtual learning environment. The course emphasizes the importance of experience exchange among students.

Examination

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

Examination of module 1 takes place by means of a written assignment which is assessed by the grades Fail or Pass, and a written examination assessed by the grades Fail or Pass. Examination of module 2 takes place in groups and is assessed by the grades Fail or Pass, and a written examination assessed by the grades Fail, Pass or Pass with Distinction. Examination of module 3 takes place by means of a practical seminar assignment and a written report, both are assessed by the grades Fail or Pass.

Examination of module 4 takes place by means of a written group assignment assessed by the grades Fail or Pass, and an individual assignment in two parts with a practical part and a written part where the elements are assessed by the grades Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the entire course, it is required that all assignments are assessed as at least Pass. To be awarded a grade of Pass with Distinction in the entire course, it is required that both the assignments that may receive this grade are assessed as Pass with Distinction.

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 and to new students at the following course date. The course evaluation is conducted anonymously.

Other

Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Module 1

Pedagogy – an introduction 7.5 credits

Burman, Anders. (Latest edition). *Pedagogikens idéhistoria: uppfostringsidéer och bildningsideal under 2 500 år*. Lund: Studentlitteratur. 296 pages.

Dysthe Olga, Hertzberg Frøydis & Løkensgard Hoel Torlaug. (Latest edition). *Skriva för att lära*. Lund: Studentlitteratur, 223 pages.

Englund, Tomas (2008). Nya tendenser inom pedagogikdisciplinen under de tre senaste decennierna. *Pedagogisk forskning i Sverige*. 12 pages.

Stensmo, Christer. (Latest edition). *Pedagogisk filosofi: en introduktion*. Lund: Studentlitteratur. 279 pages.

Svensson, Lennart. (Latest edition). *Introduktion till Pedagogik*. Lund: Studentlitteratur. 254 pages.

Wernersson, Inga. (2006). *Genusperspektiv på pedagogik*. Stockholm: Högskoleverket i samarbete med Nationella sekretariatet för genusforskning. 50 pages. ISBN: 9789185027448.

Module 2

Contemporary pedagogy, theory formation, 7.5 credits

Illeris, Knud. (Latest edition). *Lärande*. Lund: Studentlitteratur. 336 pages.

Illeris, Knud. (2009). *Contemporary theories of learning: learning theorists in their own words*. New York: Routledge. 100 pages. ISBN 0415473438.

Jarvis, Peter, Holford, John & Griffin, Colin. (Latest edition). *The theory and practice of learning*. Routledge. 198 pages.

Optional literature and scientific articles also included, approx. 100 pages.

Module 3

Introduction to research and field study, 7.5 credits

Backman, Jarl. (Latest edition). *Rapporter och uppsatser*. Lund: Studentlitteratur, (222 pages).

Patel, Runa & Davidsson, Bo. (Latest edition). *Forskningsmetodikens grunder*. Lund: Studentlitteratur, (149 pages).

Språkrådet. (Latest edition). *Svenska skrivregler*. Stockholm: Liber, (260 pages). Available as eBook.

Thurén, Torsten. (Latest edition). *Vetenskapsteori för nybörjare*. Stockholm: Liber, (184 pages).

Vetenskapsrådet (2003). *Forskningsetiska principer inom*

humanistisksamhällsvetenskaplig forskning. Vetenskapsrådet, (17 pages). ISBN: 9173070084.

Scientific articles and open educational resources also included, (approx. 100 pages).

Module 4

Learning and personnel development in the working life, 7.5 credits

Nilsson, Peter, Wallo, Andreas, Rönnqvist, Dan & Davidsson, Bo. (2011). *Human Resource Development – att utveckla medarbetare och organisationer*. Lund: Studentlitteratur. Ch. 1-5 selected parts on 125 pages. ISBN 9789144068442.

Selander, Staffan (2017). *Didaktiken efter Vygotskij: design för lärande*. Stockholm: Liber 226 pages. ISBN 9789147094042.

Optional literature and scientific articles also included, approx. 100 pages.