



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1PE600 Pedagogik I, 30 högskolepoäng

Education I, 30 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2009-06-17

Revised 2013-06-24 by Faculty of Social Sciences. Course literature revised.

The course syllabus is valid from autumn semester 2013

Prerequisites

NO VALUE DEFINED

Objectives

Module 1, Education - An Introduction

After completing the module, students should be able to

- briefly account for educational issues within different fields of activity in a historic and philosophical perspective
- identify and discuss different educational philosophical traditions and their connection to modern perceptions of educational settings
- briefly describe the growth of education as a science in a national and international perspective

Module 2, Knowledge and Learning

After completing the module, students should be able to

- briefly discuss different epistemological outlooks on learning
- account for and distinguish between different theoretical perspectives on learning and knowledge acquisition within various fields of practice, at the individual, group and organisational level
- identify and distinguish between curriculum codes, as well as account for curriculum codes in a historical perspective
- plan and carry out a concrete learning situation in the light of chosen theoretical perspectives

Module 3

Alternative A, Steering, Assessment and Evaluation in Educational Settings

After completing the module, students should be able to

- discuss the connection between different theories of learning and methods for assessing knowledge and evaluating educational settings
- analyse and assess different forms of knowledge with the help of knowledge taxonomies, among other things
- utilise relevant policies (curriculum, course syllabi) as a basis for assessment and grading
- design educational objectives based on relevant policies as well as grading criteria for assessing pupils' abilities
- examine and analyse completed evaluations with consideration for the prerequisites, content and results of educational settings
- identify different types of evaluations as well as choose appropriate forms of evaluation with regard to character and objective

Alternative B, Learning Processes in Organisations

After completing the module, students should be able to

- briefly describe and problematize basic outlooks on knowledge acquisition and learning in organisations
- briefly describe and problematize trends of change in society and organisations pertinent to adult-learning in organisations
- identify and analyse group processes that can help facilitate as well as impede learning and development in organisations.

Module 4, Analysis of Educational Placement

After completing the module, students should be able to

- identify basic epistemological problems that are relevant to the carrying out of educational studies
- discuss the choice of tools from a given problem
- carry out and, in writing, present an analysis of an educational setting with regard for prerequisites, objectives, processes and results

Content

The course consists of four modules; module three consists of two alternatives:

MODULE 1: Education - An Introduction 7.5 credits

This module deals with education as a phenomenon, science and practice in everyday life, working life and in educational contexts. Education's historical foundations and different educational philosophical traditions and schooling are illustrated and discussed. Questions concerning diversity, gender and ethnicity are related to educational traditions and activities. The growth of education as a science is discussed with views from both continental and Anglo-Saxon research traditions.

MODULE 2: Knowledge and Learning 7.5 credits

This module deals with different theories of knowledge and knowledge development such as cognitive theories, developmental psychology theories and theories that emphasise the social characters of learning. Using the concept of curriculum code as a basis, ways in which opinions, concerning which knowledge should be mediated through public education, have changed during different historical periods are dealt with.

MODULE 3A: Steering, Assessment and Evaluation in Educational Settings 7.5 credits

This module deals with theories and methods of how knowledge can be assessed and evaluated in school and education (with the help of knowledge taxonomies among other things) and their connection with performance management. The module also examines different models of evaluation as well as the role of evaluation in development work.

MODULE 3B: Learning Processes in Organisations 7.5 credits

This module deals with theories surrounding learning and development within different organisations in working life. The content comprises, among other things, critical examinations and discussions of phenomena and concepts such as continuing professional development, learning organisation and collective learning. The module deals with questions concerning diversity and gender that are relevant to learning in organisations. Furthermore, the module deals with the planning, management and carrying out of change of work at the organisational and individual level.

MODULE 4: Analysis of Educational Practices 7.5 credits

This module deals with scientific theories and research methodological grounds for carrying out an empirical study. The content of the module focuses on the carrying out of an independent analysis of a chosen educational setting. The analysis can cover different aspects such as the setting's historical development, its societal or organisational prerequisites and conditions, its objectives, its realisation or its results in an individual, organisational or societal respect.

Type of Instruction

Teaching is in the form of lectures, seminars, individual and group work. Obligatory attendance is expected during the entire course, or parts of it, and this is evident in all schedules or study guidelines.

Examination

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

In order to receive a grade of Pass in the course, all intended learning outcomes shall be attained, which entails that all modules require at least a grade of Pass.

Examination takes place by means of written and oral examinations, and through active participation in compulsory seminars. Detailed forms of the examination assignments, grading criteria etc. are given in the study guidelines.

Students at Linnaeus University are entitled to have their grades in the course converted into the 7-point ECTS grading scale. In order to have the grades converted, students must file a request in this matter, to the teacher at the start of the course.

Course Evaluation

Course evaluations are carried out verbally and/or in writing continuously throughout the course. At the end of the course, a written course evaluation is carried out. Course evaluations are compiled and filed at the institution. The results are presented to the students who have completed the course, as well as to new students at the following course date, together with any measures taken.

Other

Any additional costs in connection with assignments and the like, are paid for by the students themselves.

Required Reading and Additional Study Material

Ellström, Per-Erik, Löfberg, Arvid & Svensson, Lennart (2005). *Pedagogik i arbetslivet: ett historiskt perspektiv. Pedagogisk forskning i Sverige*. 10(2005):3-4, pp. 162-181.

Forsell, Anna.(2010). *Boken om pedagogerna*. Stockholm: Liber, (350 pages).

Stensmo, Christer (2007). *Pedagogisk filosofi*. Lund: Studentlitteratur. Selected parts, (150 pages).

Wernersson, Inga (2006). *Genusperspektiv på pedagogik*. Stockholm: Högskoleverket i samarbete med Nationella sekretariatet för genusforskning, (67 pages).

Articles on educational research provided by the department, (150 pages).

Illeris, Knud. (2007). *Lärande*. Lund: Studentlitteratur, (335 pages).

Gustavsson, Bernt. (2004). *Kunskap i det praktiska*. Lund: Studentlitteratur. Selected parts, (150 pages).

Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Skolverket. Selected parts (50 pages) (Available on www.skolverket.se)

The literature listed below is provided by the department:

Lundgren, Ulf P. (1980). *Att organisera omvärlden: en introduktion till läroplansteori*. Utbildningsförlaget. Selected parts, (150 pages).

Alt. A: Steering, Assessment and Evaluation of Educational Settings, 7.5 credits

Forsberg, Eva & Wallin, Erik. (2006). *Skolans kontrollregim – ett kontraproduktivt system för styrning*. HLS Förlag, (146 pages).

Karlsson, Ove. (1999). *Utvärdering mer än metod*. Svenska kommunförbundet. Available for download from the Internet.

Karlsson Vestman, Ove & Andersson, Inger (2007). *Pedagogisk utvärdering som styrning. - En historia från präster till PISA*. Forskning i fokus: 35. Stockholm: Myndigheten för skolutveckling, (168 pages). Available for download from the Internet.

Lindström, Lars & Lindberg, Viveca (Eds.).(2005). *Pedagogisk bedömning. Om att dokumentera, bedöma och utveckla kunskap*. HLS Förlag, (253 pages).

Selghed, Bengt. (2006). *Betygen i skolan. Kunskapssyn, bedömningsprinciper och*

lärarpraxis Stockholm: Liber, (224 pages).

Compendium with articles on assessment and evaluation. Provided by the department, (100 pages).

Alt. B: Learning Processes in Organisations, 7.5 credits

Granberg, Otto. (2004). *Lära eller läras: om kompetens och utbildningsplanering i arbetslivet*. Lund: Studentlitteratur, (200 pages).

Ellström, Per-Erik & Gustavsson, Bernt & Larsson, Staffan (red.) (1996). *Livslångt lärande*. Lund: Studentlitteratur. Selected parts, (200 pages).

Nilsson, Peter., Wallo, Andreas., Rönnqvist, Dan & Davidsson, Bo (2011). *Human Resource Development: att utveckla medarbetare och organisationer*. Lund: Studentlitteratur, (160 pages). ISBN: 978-91-44-06844-2.

Wolvén, Lars-Erik. (2000). *Att utveckla mänskliga resurser i organisationer*. Lund: Studentlitteratur. Selected parts, (100 pages).

Backman, Jarl. (2008). *Rapporter och uppsatser*. Lund: Studentlitteratur, (210 pages).

Denscombe, Martyn. (2009). *Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna*. (2:a uppl.) Lund: Studentlitteratur. Selected parts, (150 pages).

Patel, Runa & Davidsson, Bo. (2003). *Forskningsmetodikens grunder*. Lund: Studentlitteratur, (150 pages). ISBN: 9789144068688.

Vetenskapsrådet. (2003). *Forskningsetiska principer inom humanvetenskaplig forskning*. Vetenskapsrådet, (17 pages).
Available for download from the Internet.

Also included is literature chosen in consultation with the supervisor in connection with independent projects.