



## Course syllabus

Faculty Board of Health, Social Work and Behavioural Sciences  
School of Education, Psychology and Sports Science

1UV000 Läs-, skriv- och matematikutveckling i förskoleklass I, 15 högskolepoäng

The Development of Basic Literacy and Numeracy in preschool class I, 15 credits

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by the Board of the School of Education, Psychology and Sports Science  
2009-11-19

The course syllabus is valid from autumn semester 2010

### **Prerequisites**

NO VALUE DEFINED

## Expected learning outcomes

On completion of the course, students should:

- be able to remain critical to the preschool class assignments and place in the education system
- have knowledge of policies in mathematics as well as knowledge of the factors that influence the learning of mathematics in preschool class and school, and, on the basis of this, be able to draw own conclusions for their actions as a teacher.
- be able to account both verbally and in writing for pupils' concept development as well as demonstrate the ability to utilise this knowledge in didactic situations
- be able to account both verbally and in writing for younger pupils' development of speech and space perception.
- be able to demonstrate the ability to utilise written methods of calculation and analyse pupils' numeracy
- be able to demonstrate knowledge of subject theory, subject didactics as well as subject methodology regarding content, processes, methods and selection within the field of language, reading and writing teaching.
- be able to demonstrate knowledge of the reader and writer's linguistic, metalinguistic and metacognitive skills
- be able to create reading and writing interest in creative and challenging language environments for all pupils
- be able to demonstrate knowledge of the importance of contextual factors for

- be able to demonstrate knowledge of the importance of contextual factors for language and learning how to read and write
- be able to problematise preschool's and school's cultural influence on preschool class

## Content

The course is made up of two modules:

### ***Module 1 The Development of Mathematics Concepts in Preschool class 7.5 credits***

The aim of the course is for students to gain different perspectives and attitudes in order to be able to understand and relate to the specific conditions and practice of preschool class, with focus on mathematics. Within mathematics, conceptualisation, speech and space perception with emphases on patterns, numeracy, the four operations (mostly addition and subtraction), pre-algebra, statistics, geometry and measurement are focused upon. Also dealt with are factors that influence the teaching of mathematics in school and that create the desire and possibility to learn mathematics.

### ***Module 2 The Development of Basic Literacy in Preschool class 7.5 credits***

Students should gain different perspectives regarding current language, reading and writing research. In reading and writing development, focus is placed on the importance of conversation and narration for fundamental language, reading and writing development. Students should also understand the process of reading and writing in relation to methods and models for learning how to read and write. Also dealt with in the course are social and cultural aspects of learning and teaching in language, reading and writing development.

## Type of Instruction

The course runs as a distance course with a number of obligatory meetings that consists of lectures, seminars, group exercises and oral presentations. Other studies are carried out in written form, individually and in groups, via the distance platform.

Obligatory attendance is expected throughout the entire course, or certain parts of it, and this is specified in all schedules or study plans.

## Examination

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

## Course Evaluation

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

## Required Reading and Additional Study Material

### ***List of references Module 1 - The Development of Mathematics Concepts in Preschool class 7.5 credits***

Emanuelsson, G. M. fl. (red). (2000). *Matematik från början*. Nämnaren Tema, NCM. Göteborgs universitet.

Heiberg-Solem, I. & Lie-Reikerås, E-K. (2004). *Det matematiska barnet*. Stockholm: Natur och Kultur.

Kilborn, W. & Löving, M. (2002). *Baskunskaper i matematik*. Lund: Studentlitteratur.

Myndigheten för skolutveckling. (2006). *Förskoleklassen – i en klass för sig*. Stockholm: Liber (72 p).

Preziosi, S. & Preziosi, N. (2009). *Didaktiska studier från förskola och*



Pramling Samuelsson, I. & Pramling, N. (2008). *Didaktiska studier från förskola och skola*. Malmö: Gleerups Utbildning AB (parts of).

Skolverket. (2003). *Analysschema i matematik - för åren före skolår 6*. Stockholm: Skolverket. [www.skolverket.se/sb/d/260/a/14694](http://www.skolverket.se/sb/d/260/a/14694) .

Skolverket. *Lusten att lära - med fokus på matematik. Kvalitetsgranskningar 2001-2002*. Stockholm: Skolverket.  
[www.skolverket.se](http://www.skolverket.se) (Available for download).

Skolverket. *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet, Lpo94* . Stockholm: Skolverket. [www.skolverket.se/sb/d/468](http://www.skolverket.se/sb/d/468) .

Skolverket. *Kursplan och betygskriterier för ämnet matematik*. Stockholm: Skolverket. [www.skolverket.se/sb/d/165/a/8906](http://www.skolverket.se/sb/d/165/a/8906)

Scientific articles also included

***List of references Module 2 - The Development of Basic Literacy in Preschool class 7.5 credits***

Bjar, L. (2006) (red). *Det hänger på språket*. Lund: Studentlitteratur. (parts of).

Chambers, A. (1994). *Böcker inom oss. Om boksamtal*. Stockholm: Norstedts. (170 p).

Längsjö, E. & Nilsson, I. (2005). *Att möta och erövra skriftspråket*. Lund: Studentlitteratur. (143 p).

Pramling Samuelsson, I. & Pramling, N. (2008). *Didaktiska studier från förskola och skola*. Malmö: Gleerups Utbildning AB (parts of).

Sandberg, A. (2008). *Miljöer för lek, lärande och samspel*. Lund: Studentlitteratur.

Skolverket. (2003). *Att läsa och skriva - forskning och beprövad erfarenhet*. 2007:4. Stockholm: Skolverket, [www.multimedia.skolverket.se/data/object/5318/531824.pdf](http://www.multimedia.skolverket.se/data/object/5318/531824.pdf)

Skolverket. (2008). *Kursplan med kommentarer till mål som eleverna lägst ska ha uppnått i slutet av det tredje skolåret*. Stockholm: Skolverket.  
[www.skolverket.se/sb/d/2016](http://www.skolverket.se/sb/d/2016)

Smith, F. (2000). *Läsning*. Stockholm: Liber. (229 p).

Taube, K. (2007). *Barns tidiga läsning*. Stockholm: Norstedts Förlag. (159 p).

Thörner, M. (2006). *Att vara sex år och börja i förskoleklass*. Projekt rapport från Institutionen för Pedagogik, Nr 1:2007. Högskolan i Borås

Fictional literature for children included

Scientific articles also included