



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1YL001 Skolans och yrkesutbildningens historia, värdegrund och samhälleliga villkor, 15 högskolepoäng

The history of school and vocational education, its value base and social conditions, 15 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2011-05-02

Revised 2013-12-13 by Faculty of Social Sciences. Revised literature

The course syllabus is valid from autumn semester 2014

Prerequisites

General entry requirements as well as qualified and relevant professional knowledge acquired through professional experience, university education or other tertiary education or a combination of these.

Objectives

On completion of the course, students should be able to:

- Describe the change in the governance and organization of the school system from a historical perspective with special focus on vocational education as well as relate to social conditions that have characterized and, today, influence the school system's organization and mission
- Distinguish between and relate to various knowledge traditions and knowledge forms in a practice as well as describe how norms and values in terms of knowledge have changed over time
- Describe and problematize the mission and various roles of the teacher in relation to relevant policy documents and to the work within the education and school systems
- Explain and relate to questions concerning democracy and to the school's democratic and value-base mission
- Apply a scientific attitude when it comes to formulating research questions, source criticism and basic academic writing
- Demonstrate basic knowledge of, and apply, a project-oriented method of working
- Demonstrate communication skills in listening, speaking and writing as a support to their own learning

Specify different types of digital media and forms of communication suitable for

- specify different types of digital medias and forms of representation as well as discuss their importance for work in schools

Content

The course begins from students' earlier professional experience, and students' own learning is the centre of attention. The overall aim of the course is for students to develop knowledge and understanding of the development and organization of the school system and vocational education from a historical perspective in relation to the schools of today. The course comprises a more in-depth analysis of the Swedish public school system's development, with particular focus on vocational education. Important aspects of the course are the historical and social conditions that have characterized, and still characterize, the school system, its governance and organization, its democratic mission, protection of human rights, value-base questions that have been, and still are, important, as well as the school system's contribution to knowledge of sustainable development. The course discusses various traditions and concepts of knowledge in order to gain an understanding of the typical norms and values of the period in terms of knowledge as well as the way they have changed over time.

Professional Base and Professional Progression

In connection to the historical perspectives on the organization, governance and value base the school system, the level of awareness of the complexity of the teacher mission, and the various roles of the teacher, is raised and problematized in order to provide perspectives on the role of the vocational teacher, and to prepare students for work placement in the coming courses. Sustainable education, in accordance with the social mission of secondary school and adult education, is enabled through awareness and understanding of context.

The course introduces students to basic concept formation concerning professional skills, theoretical knowledge base of the research area as well as methods for articulating, making visible and exemplifying professional skills.

Reading, listening, speaking and writing are included in the course as the foundations of linguistic skills; in particular, verbal and written presentations within higher education, but also forms of reflective writing and discussion. When it comes to digital skills, the course focuses on the ability to manage different forms of tools and resources for studies and teaching that are available on the internet, as well as different types of digital medias/forms of representation.

Scientific Attitude and Scientific Progression

The course introduces scientific attitudes and basic project methodology in theory and application. The main focus is on the formulation of research questions, source criticism and literature studies. Students are trained to carry out, discuss and present investigations. In connection to written reports, students are trained in academic writing, where the emphasis is placed on the ability to be able to present and comment on scientific sources in a factually and conceptually correct manner, as well as develop the skills to critically examine and comment on studied texts. Students carry out a project on the governance and organization of vocational education from a historical perspective.

Type of Instruction

Teaching is in the form of lectures, project work, literature studies and seminars. Cooperation and project-oriented methods of working make up the base for knowledge acquisition. Students are required to participate actively in both individual and group work. The course runs as a distance course with IT support; however, some physical meetings are included.

Obligatory attendance is expected throughout the entire course, or parts of it, and this is specified in the study guidelines.

Examination

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

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Examinations are carried out through active participation in seminars and in written and/or verbal tests and presentations. Closer specification of examination methods can be found in the study guidelines. Whatever the examination method, it is the individual student's performance that is assessed and graded. In order to receive the grade of pass, all expected learning outcomes must be achieved. A resit examination is offered within six weeks after the original examination.

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.

Other

Possible additional fees connected with assignments or such are paid for by the students themselves.

Required Reading and Additional Study Material

Abrahamsson, Bengt (senaste upplagan), "Utbildningsfunktioner" I: *Sociologisk forskning, nr 4/1973* (s. 3-17)

Andersen, Erling S.&Eva Schwencke (senaste upplagan), *Projektarbete: En vägledning för studenter*. Lund: Studentlitteratur, (226 s).

Bie, Kristin (senaste upplagan), *Reflektionshandboken*. Malmö: Gleerups, (96 s).

Broady, Donald (senaste upplagan), *Den dolda läroplanen* *Kritisk utbildningstidskrift (KRUT)* (delar av)

Carlgren, Ingrid & Marton, Ference (senaste upplagan), *Lärare av i morgon*. Stockholm: Lärarförbundets Förlag, (238 s).

Carlström, Inge & Carlström Hagman, Lena-Pia (senaste upplagan), *Metodik för utvecklingsarbete och utvärdering*. Lund: Studentlitteratur, (200 s).

Gustafsson, Bernt (red) (senaste upplagan), *Kunskap i det praktiska*. Lund: Studentlitteratur, (223 s).

Liedman, Sven-Eric, "Bildning och utbildning" I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (red.) (senaste upplagan), *Lärande, Skola, Bildning - grundbok för lärare*. Stockholm: Natur & Kultur, (s 557-580).

Lindensjö, Bo, Demokrati. I: *SOU 1999:77. Demokrati och medborgarskap*. Demokratiutredningens forskarvolym II: Stockholm: Fakta info direkt. Nedladdningsbar via internet www.regeringen.se (s 11-34).

Lundgren, Ulf P, "Den moderna skolan blir till" I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (red.) (senaste upplagan), *Lärande, Skola, Bildning - grundbok för lärare*. Stockholm: Natur & Kultur, (s 55-76).

Lundgren, Ulf P, "En gemensam skola" I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (red.) (senaste upplagan), *Lärande, Skola, Bildning - grundbok för lärare*. Stockholm: Natur & Kultur, (s 77-100).

Lundgren, Ulf P, "Det livslånga lärandet" I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (red.) (senaste upplagan), *Lärande, Skola, Bildning - grundbok för lärare*. Stockholm: Natur & Kultur, (s 101-135).

Nilsson, Anders "Tillväxt, prestation och fördelning. Utbildningspolitikens dilemma" I:

INSSON, ANDERS, TIMVÅG, SÖRTERING OCH FÖRDELNING. Utvärderingspolitikens utmaningar. I: *Kobran, nallen och majjen. Traditioner och förnyelse i svensk skola och skolforskning*. Selander, Staffan (red.) (senaste upplagan). Myndigheten för skolutveckling. Stockholm: Liber, (s 319-330).
Nedladdningsbar via www.skolverket.se

Olofsson, Jonas (senaste upplagan), *Krisen i skolan: utbildning i politiken och praktiken*. Umeå: Borea, (222 s).

Sandin, Bengt (senaste upplagan), "Skolan, barnen och samhället i ett historiskt perspektiv" I: *Kobran, nallen och majjen. Traditioner och förnyelse i svensk skola och skolforskning*. Myndigheten för skolutveckling. Stockholm: Liber, (s 55-69). Nedladdningsbar via internet.

Skolverket (2011). *Läroplanen, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Nedladdningsbar via www.skolverket.se

Skolverket. (2000). *Kursplaner för gymnasieskolan*. Stockholm: Fritzes.
Nedladdningsbar via internet.

Skolverket. (2000). *Med demokrati som uppdrag En temabild av värdegrunden*. Stockholm: Skolverket, Liber Distribution, (60 s). Nedladdningsbar via internet.

Vestlin, Lena (red) (senaste upplagan), *Från wikis till mattefilmer – om IKT i skolan*. Stockholm: Lärarförbundet, (70 s).

Kortare kompendier samt vetenskapliga artiklar tillkommer.

Ett antal portaler med anknytning till skolans verksamhet utnyttjas, bland annat följande:
Barnkonventionen (www.plansverige.org)
ITiS (www.itis.gov.se)
Multimediatbyrå (www.multimedia.skolverket.se)

Andersson, Stefan & Carlström, Inge (senaste upplagan), *Min skola och samhällsuppdraget*. Stockholm: Liber.

Ask, Sofia (senaste upplagan), *Hållbara texter. Att skriva för studier och arbetsliv*. Stockholm: Liber, (78 s).

Bjereld, Ulf m fl (senaste upplagan), *Varför vetenskap*. Lund: Studentlitteratur.

Dimenäs, Jörgen (senaste upplagan), *Lära till lärare*. Stockholm: Liber.

Dysthe, Olga, Hertzberg, Frøydis. & Løkenstgard Hoel, Torlaug (senaste upplagan), *Skriva för att lära*. Lund: Studentlitteratur, (s 7-154).

Feldt, Marianne m fl. (senaste upplagan), *Levande lärarskap. Om lärares arbete i den moderna gymnasieskolan*. Stockholm: Liber.

Gislason, Björn & Lövenborg, Lars (senaste upplagan), *Lärares arbete*. Stockholm: Liber.

Imsen, Gunn (senaste upplagan), *Elevers värld*. Lund: Studentlitteratur, (474 s).

Larsson, Hans Albin (senaste upplagan), *Vår demokratiska värdegrund*. Stockholm: Hjalmarsson & Högberg Bokförlag, (88 s).

Långström, Sture & Viklund Ulf (senaste upplagan), *Praktisk lärarkunskap*. Lund: Studentlitteratur

Studentlitteratur.

Thurén, Torsten (senaste upplagan), *Vetenskapsteori för nybörjare*. Stockholm: Runa förlag, (142 s).

Utbildnings- och kulturdepartementet. *Trygghet, respekt och ansvar om förbud mot diskriminering och annan kränkande behandling av barn och elever*.
www.regeringen.se