



## 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 2018-05-23 by Faculty of Social Sciences. Revision of the course literature. The course syllabus is valid from autumn semester 2018

### Prerequisites

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

## Objectives

After completing the course, students shall be able to:

- describe the change in the governance and organisation of the school system from a historical and curriculum theoretical perspective with special focus on vocational education, as well as put this in relation to social conditions that have characterized and that still influence the organisation and mission of the school system
- describe and account for various knowledge traditions and forms of knowledge as well as describe how norms and values in terms of the view of knowledge have changed over time
- describe and problematize the teacher assignment and the various roles of the teacher in relation to relevant policy documents and the work within the education and school systems
- explain and problematize issues on democracy and the school's democratic and value-based mission
- apply a scientific approach when it comes to formulating research questions, evaluation of sources and basic academic writing
- apply a project-oriented working method
- demonstrate communicative skills in listening, speaking and writing in support of their own learning

- discuss different types of digital media and forms of representation as well as discuss their importance to the school activities.

## Content

The course is based on the students' previous professional experiences and the students' own learning is focused on. The overall aim of the course is for students to enhance their knowledge and understanding of the growth and organisation of the school system and vocational education from a historical point of view in relation to the school of today. The course includes an in-depth review of the development of the Swedish public school system, with special emphasis on vocational education. The key parts concern the historical and social conditions that have characterized and that still influence the school system, its governance and organisation, its democratic mission, the protection of human rights, and value issues which have been and still are relevant, as well as the school system's contribution to the knowledge of sustainable development. The course discusses various knowledge traditions and concepts in order for students to gain an understanding of norms and values characteristic of the different periods in relation to the view of knowledge and the changes over time.

## Professional Basis and Professional Progression

In view of the historical perspectives on the organisation, governance and values of the school system, the complexity of the teacher assignment and the various roles of the teacher are discussed and problematized in order to provide different views on the role as vocational teacher and to prepare the students for the coming student placement training. Through the development of awareness and understanding of the context, sustainable educational and didactic activities are enabled in accordance with the social mission of upper-secondary school and adult education.

The course introduces the students to a fundamental concept development of professional skills, the epistemological basis of the research field, and methods in order to be able to articulate, highlight and exemplify professional skills.

The course includes reading, listening, discussing and writing as the corner stones of linguistic skills, in particular oral and written presentations within higher education, as well as forms of reflective writing and discussion. In terms of digital skills, the course focuses on the ability to handle various tools and resources for studies and teaching, available on the Internet, as well as various kinds of digital media/forms of representation.

## Scientific Approach and Scientific Progression

The course introduces the students to a scientific approach and basic project methodology in theory and application. The focus is on the formulation of research questions, evaluation of sources and literature studies. Students learn how to carry out, process and present studies. In connection with written presentations, students practice academic writing with the emphasis on being able to present and comment on scientific sources in an objective and correct manner, as well as develop the ability to critically examine and comment on studied texts. The students carry out projects on the governance and organisation 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 learning 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 (F), Pass (G) or Pass with Distinction

THE COURSE IS ASSESSED WITH THE GRADES FAIL (G), PASS (G) OR PASS WITH DISTINCTION (VG).

Examinations are carried out through active participation in seminars and by means of written and oral examinations and presentations.

In order to receive a grade of Pass, the course objectives must be attained. It is possible to receive a grade of Pass with Distinction for three out of four examination components in the course. To be awarded a grade of Pass with Distinction in the entire course, it is required that at least 7 credits out of 12 credits are assessed as Pass with Distinction.

### **School and Education Yesterday and Today, 3 credits (Fail, Pass, Pass with Distinction)**

Examination takes place by means of two written assignments.

### **Knowledge, Reflection and Common Practice, 3 credits (Fail, Pass)**

Examination takes place by means of a written assignment, a logbook entry and a written group assignment.

### **The Teacher Assignment and School as a Social Institution, 4 credits (Fail, Pass, Pass with Distinction)**

Examination takes place by means of three individual assignments and a seminar.

### **Science and Quality-Oriented Approaches, 5 credits (Fail, Pass, Pass with Distinction)**

Examination takes place by means of a project report presented orally as well as in writing, and through a logbook entry.

### **Course Evaluation**

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. At the end of the course, a course evaluation is carried out which is compiled in writing and 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. The results are presented to the departmental bodies and the programme council concerned, and filed by the course coordinating department.

### **Other**

Any additional costs that may arise in connection with assignments and the like are paid for by the students themselves. The course is included in the Vocational Teacher Programme.

### **Required Reading and Additional Study Material**

Andersen, Erling S. & Schwencke, Eva (2013) *Projektarbete: en vägledning för studenter*. Lund: Studentlitteratur (226 p.) ISBN 9789144089133.

Bie, Kristin (2014) *Reflektionshandboken för pedagoger*. Malmö: Gleerups. (122 p.) ISBN 9789140688255.

Broady, Donald (2007) *Den dolda läroplanen*. *Kritisk utbildningstidskrift* 127 (KRUT 3/2007) (selected parts). Available on the Internet.

Broberg, Åsa (2014). *Utbildning på gränsen mellan skola och arbete: pedagogisk förändring i svensk yrkesutbildning 1918-1971*. Stockholm: Institutionen för pedagogik och didaktik, Stockholms universitet (selected parts). ISBN 9789174479386.

Carlström, Inge & Carlström Hagman, Lena-Pia (2007) *Metodik för utvecklingsarbete och utvärdering*. Lund: Studentlitteratur (117 p.) ISBN

*utvecklingsarbete och utvärdering*. Lund: Studentlitteratur (441 p.) ISBN 9789144038247.

Fleischer, Håkan & Kvarnsehl, Helena (2015). *Digitalisering som lyfter skolan: Teori möter praktik*. Stockholm: Gothia Fortbildning. (178 p.) ISBN 9789188099358.

Gustavsson, Bernt (Ed). (2004) *Kunskap i det praktiska*. Lund: Studentlitteratur (223 p.) ISBN 9144035144 alt. 9789144035147.

Liedman, Sven-Eric. Vad formar en människa? I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds). (2017). *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & Kultur (pp. 677-699). ISBN 9789127818408.

Lindensjö, Bo. Demokrati. I: SOU 1999:77. *Demokrati och medborgarskap*. Demokratiutredningens forskarvolym II. Stockholm: Fakta info direkt. (pp. 11-34). Available on the Internet.

Lundgren, Ulf P. Den moderna skolan blir till – ett framtidsprojekt. I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds). (2017). *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & Kultur (pp. 65-89). ISBN 9789127818408.

Lundgren, Ulf P. En utbildning för alla – skolan expanderar. I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds). (2017). *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & Kultur (pp. 91-113). ISBN 9789127818408.

Lundgren, Ulf P. Det livslånga lärandet – att utbilda för ett kunskapssamhälle. I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds). (2017) *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & Kultur (pp. 115-155). ISBN 9789127818408.

Nihlfors, Elisabeth. (2012). *Lärarens dubbla uppdrag: enligt den nya skollagen*. Stockholm: Natur & Kultur, (192 p.) ISBN 9789127130074.

Nilsson, Anders. Tillväxt, sortering och fördelning. Utbildningspolitikens dilemma. I: Selander, Staffan (Ed.) (2003) *Kobran, nallen och majjen. Traditioner och förnyelse i svensk skola och skolforskning*. Stockholm: Myndigheten för skolutveckling. Liber (pp. 319-330). ISBN 9185128031.

Olofsson, Jonas (2010). *Krisen i skolan: utbildning i politiken och praktiken*. Umeå: Borea (222 p.) ISBN 9789189140660.

Sandén, Bengt. Skolan, barnen och samhället i ett historiskt perspektiv. I: Selander, Staffan (Ed.) (2003). *Kobran, nallen och majjen. Traditioner och förnyelse i svensk skola och skolforskning*. Stockholm: Myndigheten för skolutveckling. Liber (pp. 55-69). ISBN 9185128031.

Skolverket (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm: Fritzes. ISBN 9789138325940.

Skolverket (2011) *Ämnesplaner och kurser för gymnasieskolan*. Available on the Internet.

Skolverket (2013) *Förskolans och skolans värdegrund – förhållningssätt, verktyg och metoder*. Stockholm: Fritzes. ISBN 9789186529277.

Åmossa, Karin (Ed). (2007) *I kunskapens namn: en antologi om kunskap, makt och kreativitet*. Stockholm: Lärarförbundet (74 p.) Available on the Internet.

Additional sections of compendiums and scientific articles included, and optional literature which the students themselves shall find and choose in consultation with the

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