



Course syllabus

Faculty of Social Sciences
Department of Education

1YP001 Yrkesläraren och kunskapsuppdraget I: yrkeskunnande, lärande och yrkesdidaktik, 7,5 högskolepoäng

The vocational teacher and the knowledge mission I: vocational knowledge, learning and vocational pedagogy , 7.5 credits

Main field of study

Education

Subject

Educational Sciences/General Didactics

Level

First cycle

Progression

G1N

Date of Ratification

Approved 2024-11-11.

Revised 2025-12-15. Revision of examination (test module)

The course syllabus is valid from autumn semester 2026.

Prerequisites

General entry requirements

Objectives

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

- account for the policy documents in force for vocational education and training,
- analyse and discuss the significance of the multifaceted meaning of vocational education, such as explicit and implicit knowledge, in relation to learning and teaching in a specific vocational subject,

- account for theories of learning and argue for the possibilities and limitations related to professional and vocational learning and different forms of teaching,
- identify and argue for vocational didactic theories and models in the planning and evaluation of teaching in vocational education and training,
- choose and justify the choice of methods of instruction, including assessment of learning, supported by the policy documents in force for a vocational education programme,
- account for the basics of academic studying and writing.

Content

This course is the first course within the vocational teacher education programme and aims at providing a basic understanding of the professional role and responsibility of the vocational teacher. The course presents and problematises vocational education and training at the upper secondary level (adult education and upper secondary school), the vocational teacher profession and the policy documents in force within the practice. The course discusses the features of vocational knowledge and how this is developed, transferred and applied in the professional life and within vocational education and training. The students are expected to attain a deepened understanding and insights of explicit as well as silent knowledge of the required interaction of these different forms of knowledge in the professional life and within the education.

Furthermore, the broader educational mission of the vocational teacher is discussed, including the ethical responsibility that comes with this role and how the vocational teacher can support their pupils' personal and professional development. One important part of this course is the exploration of how the pupils' professional identity is developed and strengthened through both education and work experience, and how the vocational teacher may promote their integration into the professional culture and work-based learning.

The course introduces different theories of learning and didactic theories relevant to vocational education and training, including cognitive, sociocultural and practice based theories. These theories function as a disciplinary foundation to gain an understanding of how learning takes place, and how it can be supported in the teaching situation based on didactics. The students are given the opportunity to explore how these theories can be applied to support the pupils' learning and development, also in authentic work situations in connection with work-based learning (WBL).

Professional basis and professional progression

The course introduces how the subject specific didactic competence of the vocational teacher may be developed, through an introduction to the importance of vocational didactics in the teaching. The role of vocational didactics is discussed in relation to planning, implementation and evaluation of teaching. Different models of vocational didactics and the practical application are presented, aimed at creating meaningful learning situations that integrate theoretical understanding and practical application. The course also highlights the challenges as well as the possibilities in adapting the teaching to pupils with varying conditions and needs, which is a key part of vocational didactics.

The students are given the opportunity to explore and discuss didactic models and strategies and how these may be used to create an efficient teaching environment that both challenges as well as supports the pupils' learning. The course also gives the

students the chance to reflect on their own teaching practice and to identify vocational didactic issues. The students are encouraged to develop and adapt their didactic methods in order to optimise the pupils' learning processes, clearly supported by the school policy documents. In connection with this, the theories of assessment of learning and feedback strategies become key aspects.

Scientific approach and scientific progression

The importance of adopting a critical and reflective approach is emphasised in the course, where the students learn how to relate theoretical perspectives and research findings to actual teaching situations. By working with the dialogue seminar method, analogical thinking and writing, the students are given the opportunity to develop the ability to identify and discuss issues and challenges related to the professional life, and to reason about their own didactic choices in the vocational subject.

This course forms the basis of a continuous scientific progression by integrating practice and theory, and by encouraging the students to write, discuss and argue for the application potential of both learning theories as well as didactic theories in teaching, based on disciplinary foundation as well as own experiences.

Type of Instruction

Types of instruction include lectures, dialogue seminars and practice-based elements.

Examination

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

Examination of the course objectives takes place by means of two written individual assignments and two oral individual presentations.

In order to receive a grade of Pass in the course, all the course objectives must be attained. For a grade of Pass with Distinction in the course, one of the written assignments requires the grade Pass with Distinction.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels.

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:
1YL003 Vocational Learning, Knowledge and Special Education , 6 credits
1YL012 The Vocational Teacher and the Student, 1.5 credits

Required Reading and Additional Study Material

Biesta, Gert J.J (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education* 50(1), 75-87.

Blomström, Vendela & Wennerberg, Jeanna (latest edition). *Akademiskt läsande och skrivande*. Andra upplagan Lund: Studentlitteratur (selected parts, ca. 50 p.)

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Carlgren, Ingrid (latest edition). *Kunskapskulturer och undervisningspraktiker*. Göteborg: Daidalos. (Selected parts, ca. 100 p.)

Jönsson, Anders (latest edition). *Lärande bedömning*. Malmö: Gleerups. (182 p.)

Köpsén, Susanne (Ed.) (latest edition). *Lära till yrkeslärare*. Lund: Studentlitteratur. (256 p.)

Phillips, Denis. C. & Soltis, Jonas F. (latest edition). *Perspektiv på lärande*. Lund: Studentlitteratur. (190 p.)

Ratkic, Adrian (2006). *Dialogseminariets forskningsmiljö*. Doktorsavhandling, Kungliga tekniska högskolan. Available on the Internet. (Selected parts ca. 75 p.) ISBN 13: 978-91-975060-8-3.

Tyson, Ruhi (2016). Yrkesutbildning eller yrkesbildning: vad lär vi oss egentligen? En introduktion till empirisk yrkesbildningsdidaktik. *Nordic Journal of Vocational Education & Training*, 6(2), 1-16.

Additional scientific publications and policy documents for school are also included, (ca. 150 pages).