



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2GF40E Självständigt arbete inom det fritidspedagogiska området,
15 högskolepoäng

2GF40E Independent Project in the Field of Extended School
Education, 15 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2E

Date of Ratification

Approved by Faculty of Social Sciences 2022-12-19

The course syllabus is valid from autumn semester 2023

Prerequisites

1GF401 Educational Practice Based on Research and Documented Experience, 17
credits,

1GF402 Teaching and Learning in Extended School Education A: Literacy Learning
and Aesthetic Forms of Expression, 10 credits,

1GF404 Teaching and Learning in Extended School Education B: Sustainable
Development in a Digital Society, 10 credits

or the equivalent.

Objectives

To be awarded a Degree of Bachelor of Arts in Primary Education – Extended School,
students shall upon completion of the course and based on their own practical
experience, be able to:

- account for the correlation between theory and practice in the educational setting,
- define a research problem,
- plan, carry out and document an independent project within the field of extended school education,

- analyse, interpret and communicate an independent project within the field of extended education,
- present research conducted within the field of the chosen defined problem and demonstrate methodological and ethical awareness in the work,
- demonstrate the ability to maintain a critical approach to different sources,
- examine critically and discuss in a constructive manner their own work and results as well as that of others.

Content

The students shall in the course carry out an independent project on a research problem within the field of extended school education. The course includes two different alternatives of conducting the study:

1. A research-oriented study that enhances the skills as regards scientific theories and concepts within the field of extended school education.
2. A research and development project which is more practically oriented with the aim of challenging and developing the field of extended school education.

Both alternatives are composed of a scientific study including research data, literature retrieval, planning, realisation, analysis, discussion and documentation. The independent project shall be presented in writing as well as orally. The course discusses concepts and formal academic writing. The students shall also participate in a public discussion and examination as the student reviewer of another study, and carry out a popular science presentation.

Irrespective of the nature of the independent project (research-based or oriented towards development), the independent project shall be scientifically established, based on research ethical principles, and have a clear relevance to the profession. The course deals with the scientific discourse both orally and in writing.

Professional basis and professional progression

The course discusses scientific perspectives on the profession and the professional practice. Students shall also reflect on the professional role based on practical as well as theoretical reasonings.

The importance of actively working with developing and evaluating a practice is discussed in the course. Enhanced knowledge within relational, communicative and didactic competence in the field of extended school education is also discussed in relation to the professional role.

Scientific approach and scientific progression

The scientific progression comprises gradual complementary and specialised studies with reference to the students' *ethical and scientific awareness*, which includes *studying research, theoretical application, methodical knowledge and the production and analysis of empirical data* as well as *information retrieval* in order to be able to perform their work based on scientific grounds. The scientific progression also includes communicative competence.

The students conduct an independent specialised empirical study and based on previous research and varying perspectives, a research problem, problem definitions and research issues are formulated. The students choose and justify a scientific perspective by conducting an independent project, and by maintaining a critical approach to research

ethical principles in relation to their own study. Scientific publications are retrieved through databases, analysis is carried out and syntheses are created. The students argue for the choice of method and can describe the consequences of the choice made, and use theoretical concepts in order to process and analyse the empirical data, and draw conclusions.

Global values

The global values of the course of progression include the perspectives of learning for a sustainable development (including social, economic and ecological sustainability), equal treatment and interculturalism.

The course problematises and discusses how the practice of extended school education may be designed and characterised by the core values given in the policy documents. The course also discusses how all aspects of learning for sustainable development are implemented in the teaching in extended school.

Type of Instruction

Teaching takes place in the form of seminars and supervision.

Examination

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

At a final examination seminar, the students shall present in writing and orally defend their study in its entirety, and on a disciplinary foundation critically examine and serve as the student reviewer for another independent project, and carry out a popular scientific presentation.

In order to receive a grade of Pass in the course, the course objectives shall be attained. To be awarded a grade of Pass with Distinction in the course, it is required that the independent project is assessed as Pass with Distinction and the other examination elements require the grade of Pass.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Other

Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Ahrne, Göran & Svensson, Peter. (2022). *Handbok i kvalitativa metoder*. (3rd ed.). Liber (300 p.) ISBN 9789147140077.

Bergmark, Ulrika & Viklund, Sara. (2021). *Aktionsforskning i undervisningen: från idé*

till handling. (1st ed.). Studentlitteratur. (264 p.) ISBN: 9789144152042.

Dahl, Marianne, Eek-Karlsson, Liselotte. & Perselli, Ann-Katrin. (Eds.) (2019). *Att skapa en professionell identitet: om utvecklingsinriktade examensarbeten i lärarutbildningen.* (1st ed.). Liber. (210 p.) ISBN 9789147130627.

Denscombe, Martyn .(2018). *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna.* (4th ed.). Studentlitteratur. (506 p.) ISBN 9789144122885.

Strömquist, Siv. (2021). *Konsten att tala och skriva.* (7th ed.). Gleerups (272 p.) ISBN 9789151100579.