



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

2GG01U Geografi för lärare i gymnasiet, 61-90 hp - ingår i
läraryftet II, 30 högskolepoäng

2GG01U Geography for Teachers, 61-90 credits, 30 credits

Main field of study

Geography

Subject Group

Earth Sciences

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2011-12-05

Revised 2015-03-12 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2015

Prerequisites

Degree in education, and 1–60 credits of Geography or the equivalent.

Objectives

Overall intended learning outcomes for the course as a whole:

After completing the course, the student should be able to:

- distinguish and account for basic characteristics of the teaching profession in relation to the subject and its didactics,
- identify and formulate subject-didactic problems in relation to the areas covered by the education,
- apply didactic theories and learning processes and assess policy documents,
- in general terms account for the content and development of geography as a subject, including its development in schools,
- in general terms account for didactic models used in the teaching of geography,
- from a subject-didactic perspective problematise the selection of material and forms of teaching used in geography, on the basis of Gy 2011,
- use the knowledge and competence they have acquired to plan teaching in upper secondary school,

- identify and apply aspects which strengthen the applicability of the teaching,
- account for central concepts relevant to economic and political processes of globalisation,
- discuss the method of field studies on the basis of geographical phenomena,
- discuss and reflect on some current issues in society and research concerning globalisation,
- problematise the human impact on the bedrock, earth, landscapes, the water cycle and the climate, as well as human exploitation of natural resources,
- problematise sustainable development from the perspective of exploitation of natural resources,
- discuss the method of excursions as a form of teaching with clear applicability,
- independently formulate and define geographically relevant research questions in relation to relevant theories, methods and previous results,
- independently choose, apply and critically evaluate appropriate theories and methods,
- systemically collect, choose and critically evaluate material and sources,
- constructively and critically discuss their own and other students' texts,
- identify, apply and reflect on relevant research ethics and norms.

Module 1 The economic and political landscape 7.5 credits

After completing the module, the student should be able to:

- account for central concepts relevant to economic and political processes of globalisation,
- account for and explain the connections between global and local economic and political processes,
- discuss and reflect on some current issues in society and research concerning globalisation,
- identify and apply aspects which strengthen the applicability of the teaching,
- discuss the method of field studies on the basis of geographical phenomena,
- problematise the teaching of geography in upper secondary school through field studies in schools, focusing on aspects concerning grading and assessment.

Module 2 Human impact on nature 7.5 credits

After completing the module, the student should be able to:

- problematise the human impact on the bedrock, earth, landscapes, the water cycle and the climate, as well as human exploitation of natural resources,
- problematise sustainable development from the perspective of exploitation of natural resources,
- discuss the method of excursions as a form of teaching with clear applicability,
- use the knowledge and competence they have acquired to plan teaching in upper secondary school.

Module 3 Independent project with research methods 15 credits

After completing the module, the student should be able to:

- independently formulate and define geographically relevant research questions in relation to relevant theories, methods and previous results,
- independently select, apply and critically evaluate appropriate theories and methods,
- systemically collect, select and critically evaluate material and sources,
- constructively and critically discuss their own and other students' texts,
- identify, apply and reflect on relevant research ethics and norms.

Content

The course includes the following 3 modules (the teachers will inform the students about compulsory parts):

Module 1 The economic and political landscape 7.5 credits

The module focuses on the development of the economic and political landscape from pre-capitalist societies to today's international and globalised economy. Globalisation is not seen solely as an economic process, but is also connected to political and cultural phenomena. The module identifies important forces behind this development and its consequences for people in different parts of the urban world. Consequences of economic and cultural processes of globalisation are discussed. The module discusses general geographical perspectives which strengthen the applicability of the teaching. In terms of subject didactics, the module covers the selection of material in geography, on the basis of Gy 2011. The teaching of geography is problematised through field studies in upper secondary schools, focusing on aspects concerning grading and assessment. On the basis of geographical concepts and phenomena, the module discusses the method of field studies as a form of applicable teaching.

Module 2 Human impact on nature 7.5 credits

In this module the students develop their knowledge of people's interplay with the natural environment, focusing on sustainable development. The course focuses on the human impact on vegetation, earth, water resources, the atmosphere and the climate, as well as geomorphological processes and landforms. Knowledge and competence acquired in the course as a whole is used to plan teaching in upper secondary school. The module demonstrates and discusses the method of excursions as a form of teaching with clear applicability.

Module 3 Independent project with research methods 15 credits

The students practise their ability to independently plan, conduct and present a scientifically based, geographically relevant study by using geographical theories and methods. The students have the possibility to develop their knowledge in both human geography and the earth sciences. The study is presented in a paper. The students also practise communication by critically reviewing and commenting on other students' independent projects.

Type of Instruction

The course is completely distance-based and includes no meetings on campus. Teaching is delivered in the form of lectures, seminars, exercises, laboratory sessions and supervision. The teaching is carried out on the online learning platform MyMoodle, and some teaching might be carried out through Adobe Connect. Students must have access to a computer (PC or Mac) no more than three years old, and broadband or ADSL of at least 2 MB, as well as a web camera and a USB headset with a built-in microphone. Some parts of the teaching will be recorded for the students.

Examination

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

Assessment of the students' performance is usually provided in written form, in connection to each module. In order to receive the grade of Pass, the intended learning outcomes must be achieved. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction in at least two of the three modules, including the Independent project.

The course consists of three modules and is examined through written assignments,

discussions, written specialisation assignments including oppositions, and an independent project. The course is examined on the basis of compulsory written assignments and active participation in the different parts of the course. For students who do not pass the first examination, retake examinations are provided in accordance with local regulations at Linnaeus University.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Validation is offered to enable credit transfer from previous studies.

Required Reading and Additional Study Material

Links to digital resources are available on the learning platform.

Didactic literature for all modules

- Møller, Jens Peter, (2003): *Geografididaktik. Perspektiv och exempel*. Stockholm: Liber. ISBN: 914705140X. 120 p.
- Skolverket: *Läroplan för gymnasieskolan, Gy 2011*. skolverket.se. 204 p.
- Current research within geography didactics (article compendium) ca 500 p.

Module 1 The economic and political landscape 7.5 credits

- Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2012): *An introduction to human geography: Issues for the 21st century*. 3rd edition. Harlow: Pearson Education. ISBN: 9780273740704. Chapters. 2-3, 7-8, 13-14, 16-18, 20-23. ca 270 p.
- Hermelin, Brita (2010): *The spaces of Economies of Services*. In: Hermelin, B. & Jansson, U. (eds) *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 251-275.
- Lundmark, Mats (2010): *Industrial Development in Sweden: Patterns of Location, Internationalization and Knowledge Production*. In: Hermelin, B. & Jansson, U. (eds.). *Placing Human Geography: Sweden through Time and Space*. Ymer (årsbok). The Swedish Society for Anthropology and Geography. Stockholm. pp. 223-250.
- Compendia provided by the department. Texts about the economic and political landscape relevant to the module: extracts from literature and reports and articles, ca 450 p.

Module 2 Human impact on nature, 7.5 credits

- Andréasson, Per-Gunnar (ed): *Geobiosfären, en introduktion*. Lund: Studentlitteratur. The latest edition. 300 p.
- Goudie, A.: *The human impact on the natural environment*. Blackwell, the latest edition, ca. 300 p.
- Additional literature chosen in consultation with the teacher (texts relevant to the module: extracts from literature and reports and articles) ca. 200 p.

Module 3 Independent project with research methods 15 credits

- Björklund, Maria and Paulsson, Ulf (2003): *Seminarieboken: att skriva, presentera och opponera*. Lund, Studentlitteratur. ISBN: 914404125X. 138 p.
- Gomez, Basil and Jones, John Paul III (eds.) (2010). *Research Methods in Geography: A Critical Introduction*. WileyBlackwell. ISBN: 9781405107112. 480 p.
- Trost, Jan (2008): *Att skriva uppsats med akribi*. 3rd [revised] edition. Lund: Studentlitteratur. ISBN: 9789144053400. 88 p.