



## Course syllabus

Faculty of Social Sciences  
Department of Education

2KP010 Utveckling, lärande och kunskap för ämneslärare (KPU), 6  
högskolepoäng

Development, Learning and Knowledge for Upper Secondary School  
Teachers, 6 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G2F

### **Date of Ratification**

Approved 2019-01-16.

Revised 2024-10-07. Transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

General entry requirements and specific entry requirements as follows:

Specialisation in secondary school education, years 7-9:

Subject knowledge of at least one subject in secondary school education years 7-9, equivalent to subject studies with a specialisation comprising at least 90 credits in accordance with the study requirements determined by the Board of Teacher Education. Qualification comprising 240 respectively 270 credits requires subject studies that include an independent project comprising at least 15 credits.

Specialisation in upper secondary school:

Subject knowledge of at least one subject in upper secondary school, equivalent to subject studies with a specialisation comprising at least 120 credits in accordance with the study requirements determined by the Board of Teacher Education. Qualification comprising 300 respectively 330 credits requires subject studies that include an independent project comprising 15 credits.

## Objectives

The aim of the course is for students to develop knowledge of and adopt a reflective approach to young people's learning and development, and to develop a basic didactic competence for professional work within secondary school education years 7-9 and upper secondary school.

After completing the course, students shall be able to:

- account for and compare different theories of development and learning, as well as discuss the educational implications of the same
- account for scientific outlooks on knowledge, and discuss as well as exemplify similarities and differences between different knowledge traditions and relate these to the learning of children, young people and adults as well as the implications for the educational setting
- account for and discuss how the diverse conditions of young people and different learning environments may impact the opportunity to learn
- demonstrate communicative competence with special emphasis on writing, and considering formal requirements and linguistic correctness.

## Content

The course addresses scientific theories, educational traditions and practices that concern young people's development, learning and knowledge with the emphasis on pupils in secondary school and upper secondary education. On the basis of the theories discussed, the educational setting is put in relation to societal, social and organisational conditions, and to the diverse conditions and needs of young people.

Key aspects for future teachers are theories of learning and how learning may take place in various contexts. A number of theories of learning are discussed interdisciplinary, such as behavioural, cognitive, biological and sociocultural perspectives. Furthermore, scientific outlooks on how knowledge is perceived and defined are also discussed, as well as the implications various outlooks on development, learning and knowledge may have for the design and implementation of the educational setting.

The course content also includes psychological and sociological theories of and views on young people's development. Issues on education, socialisation and adolescence are discussed. The interaction between pupil and teacher, as well as with other school personnel and legal guardians is also highlighted. The course discusses the perspective of the pupil as well as the perspective of the teacher.

Development, learning and knowledge in relation to different views on socialisation, gender, class and ethnicity are also discussed.

*Professional Basis and Professional Progression*

In the course, students gain an understanding of the learning of children, young people and adults while reflecting on the concept of knowledge in relation to the practice of teaching.

### *Scientific Approach and Scientific Progression*

Students practice academic writing by systemizing the course literature on theories of development and learning in a research overview.

## Type of Instruction

Teaching consists of lectures, seminars, individual and group assignments.

## Examination

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

Examination takes place by means of two individual written assignments.

In order to receive a grade of Pass in the course, the course objectives must be fulfilled. For a grade of Pass with Distinction, it is required that the first individual written assignment is assessed with the grade of Pass with Distinction.

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.

In the event 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.

## Other Information

This course is included in the Bridging Teacher Education Programme (KPU).

## Required Reading and Additional Study Material

### **Required Reading**

Ahl, Helene (latest edition). *Motivation och vuxnas lärande En kunskapsöversikt och problematisering*. Stockholm: Myndigheten för skolutveckling, (112 p.) (Available on the Internet).

Gustavsson, Bernt (latest edition). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Stockholm: Fritzes, (128 p.) (Available on the Internet).

Hwang, Philip & Nilsson, Björn (latest edition). *Utvecklingspsykologi*. Stockholm: Natur och Kultur, (376 p.) (ch. 1-2, 14, 17, ca. 100 p.).

Palmblad, Alexandra & Åström, Karin (latest edition). *Främjande lärmiljöer: vägar till*

*lärande och hälsa*. Lund: Studentlitteratur AB, (201 p.) (ch. 1 and 2).

Skaalvik Einar M & Skaalvik Sidsel (latest edition). *Motivation och lärande*. Stockholm: natur och kultur, (110 p.) (ch. 4-6, 8-9).

SOU 1994: 94, *Skola för bildning. Huvudbetänkande av läroplanskommittén*. Stockholm: Allmänna Förlaget. (24 p.).

Säljö, Roger. (Latest edition). *Lärande: en introduktion till perspektiv och metaforer*. Malmö: Gleerups. (ch. 1-6, ca. 100 p.).

Zimmerman, Fredrik (latest edition). *Klass, etnicitet och kön*. Lund: Studentlitteratur AB, (112 p.).

Scientific publications also included, (ca. 70-80 pages) and policy material (ca. 30 pages).

### **Works of Reference**

Blomström, Vendela & Wennerberg, Jeanna (latest edition). *Akademiskt läsande och skrivande*. Studentlitteratur AB: Lund