



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

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 2024-02-26. Revision of course literature. Revision under examination and type of instruction in accordance with new local regulations.

The course syllabus is valid from autumn semester 2024.

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 compulsory 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.

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, and to new students at the following course date along with any changes made. The course evaluation is conducted anonymously.

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.)

Skaalvik Einar M & S 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.)

Palmblad, Alexandra & Åström, Karin (latest edition). *Främjande lärmiljöer: vägar till lärande och hälsa*. Lund: Studentlitteratur AB, (201 p.) (ch. 1 and 2)

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

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