



## Course syllabus

Faculty of Social Sciences

Department of Sport Science

2KP130 Ämnesdidaktik och digitala verktyg för ämneslärare i idrott och hälsa (KPU), 7,5 högskolepoäng

2KP130 Subject-specific didactics and digital tools for secondary- and upper secondary school teachers of physical education, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/Practical Subjects

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2019-03-13

Revised 2021-01-29 by Faculty of Social Sciences. Revision of examinations.

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

*Specialisation in secondary education, year 7-9:*

Subject knowledge in at least one teaching subject in secondary education, equivalent to subject studies with a specialisation comprising at least 90 credits, in accordance with the study requirements established by the Board of Teacher Education. The qualifications comprising 240 and 270 credits require that the subject studies include a degree project comprising at least 15 credits.

*Specialisation in upper secondary education:*

Subject knowledge in at least one teaching subject in upper secondary education, equivalent to subject studies with a specialisation comprising at least 120 credits, in accordance with the study requirements established by the Board of Teacher Education. The qualifications comprising 300 and 330 credits require that the subject studies include a degree project comprising at least 15 credits

### **Objectives**

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

- identify and define subject-specific didactic issues in relation to the subject physical education and health,
- plan teaching sessions and describe as well as reflect on the choice of content, forms of instruction and formative assessment, with reference to policy documents in force and subject-specific didactic theories and research,
- justify teaching methods supported by subject-specific didactics, and give suggestions on how relevant digital tools may be used during teaching.

## Content

### *Professional Basis and Professional Progression*

In this course, students are introduced to fundamental subject-specific didactics and methodology. The course and subject-specific syllabuses are analysed on the basis of subject-specific traditions and subject didactic theories, giving the students the tools required to reflect on the tradition and function of the subject in school and society. Didactic and learning theories are discussed in relation to the fields of knowledge in the subject physical education and health, in order for the students to develop the ability to describe and reflect on the choice of content, forms of instruction and formative assessment. Students practice planning teaching sessions as well as longer teaching sequences. In this context, ICT is also considered, with reference to the specific conditions and requirements of the subject as well as diversity issues from a subject-specific perspective.

### *Scientific Approach and Progression*

On the basis of curriculum theoretical studies completed in the previous courses, the students will in this course learn about subject-specific didactic theories and concept formation. The course also includes reading subject-specific didactic scientific publications.

## Type of Instruction

Teaching takes place in the form of lectures, seminars and practical exercises.

## Examination

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

Examination of the course takes place by means of two written assignments and one practical presentation.

In order to receive a grade of Pass, the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that two of the examination assignments are assessed as 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 as well as to new students at the following course date. The course evaluation is conducted anonymously.

## Required Reading and Additional Study Material

Brolin, Magnus. (2017). *Perspektiv på hälsa – att bredda vägen*. Stockholm: Liber, (230 p.), selected parts. ISBN: 9789147122479

Casey, Ashley., Goodyear, Vicky., & Armour, Kathy. (Eds.) (2016). *Digital Technologies and Learning in Physical Education: Pedagogical cases*. New York: Routledge (276 p.), (selected parts). ISBN: 9781138947290

Larsson, Håkan. (2016). *Idrott och hälsa: i går, i dag, i morgon*. Stockholm: Liber, (333 p.) ISBN: 9789147121960

Larsson, Håkan, Lundvall, Suzanne, Meckbach, Jane, Peterson, Tomas & Quennerstedt, Mikael (Eds.) (2016). *Hur är det i praktiken? Lärare utforskar ämnet idrott och hälsa*. Stockholm: Gymnastik och idrottshögskolan, (148 p.) Available on the Internet. ISBN: 978919808628

Nyberg, Gunn & Larsson, Håkan (2016). *Rörelseförmåga i idrott och hälsa. En bok om rörelse, kunskap och lärande*. Lund: Studentlitteratur, (176 p.) ISBN: 9789144111629

Current policy documents and commentary for the subject physical education and health in compulsory school and upper secondary school. Available on the Internet.

Additional scientific publications, (100 p.)