



Course syllabus

Board of Education Science

School of Education, Psychology and Sports Science

2PE450 Lek, lärande och utveckling i förskolan, del II, 30
högskolepoäng

Play, learning and development in early childhood education, part II,
30 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the School of Education, Psychology and Sports Science
2010-12-09

The course syllabus is valid from autumn semester 2011

Prerequisites

NO VALUE DEFINED

Expected learning outcomes

The aim of the course is for students to develop their ability to plan, carry out, follow up, document and evaluate activities from the comprehensive view of learning that preschools are based on where fun, learning, care and fosterage form a totality.

On completion of the course, students should be able to:

- Discuss and problematize the relationship between preschool and home by using key concepts such as acclimatization and discussions on progress as a basis
- Use different documentation methods for making children's fun and learning in an educational environment visible as well as plan, carry out, follow up, document and evaluate educational settings
- plan and carry out educational activities regarding art, music and motion for younger children
- In an advanced study project, account for and problematize the ways in which preschool tasks can be converted into a thematic project where art, music and motion are included
- Demonstrate the ability to identify their need for further knowledge and develop their educational skills

Content

The course contains the following elements:

Cooperation preschool and home

Acclimatization and discussions on progress

Art, music and motion as a tool

Methods and techniques for study of and with children as well as documentation

Planning, carrying out, following up, documenting, evaluating and reporting an educational/didactical theme/project work where art, music and motion are included

The extent of compulsory elements are displayed in the study guide

Included in the course is placement, corresponding to 7.5 credits, where the content is related to educational practice. The importance of teamwork in education is highlighted here and students are given the opportunity to test and reflect over their own work. This is carried out through the student's active participation in placement

Type of Instruction

Teaching is in the form of lectures and seminars, group exercises/ workshop, written and oral communication as well as active participation in working groups. Fields studies may be included. Placement is carried out in preschools.

Examination

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

Course Evaluation

Course evaluations are carried out verbally and/or in writing continuously throughout the course. At the end of the course, a written course evaluation is performed. Course evaluations are compiled and stored at the institution. The results are fed back to the students who have taken the course and are presented, together with the possible measures taken, to the students the next time the course is given.

Other

Possible additional fees regarding assignments and such shall be paid by the student.

Required Reading and Additional Study Material

Arnér, Elisabeth & Tellgren, Britt (2006). *Barns syn på vuxna. Att komma nära barns perspektiv*. Lund: Studentlitteratur. 132 pages.

Doverborg, Elisabeth & Pramling, Ingrid (2000). *Att förstå barns tankar. Metodik för barnintervjuer*. Stockholm: Liber. 88 pages.

Ericsson, Gunilla (2002). *Lära ute – upplevelser och lärande i naturen*. Stockholm: Friluftsförbundet. 72 pages.

Grindberg, Tora & Langlo Jagtöien, Greta (1998). *Barn i rörelse*. Lund: Studentlitteratur. 147 pages.

Johansson, Eva & Pramling Samuelsson, Ingrid (red.) (2003). *Förskolan – barns första skola!* Lund: Studentlitteratur. Ca 40 pages.

Lenz Taguchi, Hillevi (1998). *Varför pedagogisk dokumentation?* Stockholm: HLS förlag. 83 pages

Markström, Ann-Marie (2006). *Utvecklingssamtalet – ett möte mellan hem och institution*. Linköping: Skapande Vetande. 63 pages.

Neuman, Sigrid (1987). *Musik i livets början*. Stockholm: Berghs förlag. 48 pages.
(Borrowing items)

Nordin-Hultman, Elisabeth (2004). *Pedagogiska miljöer och barns subjektskapande*. Stockholm: Liber. 206 pages.

Sandberg, Anette & Vuorinen, Tuula (2007). *Hem och förskola. Samverkan i förändring*. Stockholm: Liber. 122 pages.

Skolverket (2005). *Allmänna råd och kommentarer – Kvalitet i förskolan*. Stockholm: Fritzes. 54 pages. Is available on the internet: www.skolverket.se.

Uddén, Berit (2004). *Tanke-Visa-Språk. Musikpedagogik med barn*. Lund: Studentlitteratur. 152 pages

Utbildningsdepartementet (2010). *Läroplan för förskolan, Lpfö 98, reviderad 2010*. Stockholm: Fritzes. 16 pages.
Available on the internet: www.skolverket.se

Wessman, Camilla (2010). *Välkommen till förskolan*. Stockholm: Liber. 112 pages

Åberg, Ann & Lenz Taguchi, Hillevi (2005). *Lyssnandets pedagogik – etik och demokrati i pedagogiskt arbete*. Stockholm: Liber. 150 pages.

Änggård, Eva (2006). *Barn skapar bilder i förskolan*. Lund: Studentlitteratur. 197 pages

Self-selected literature in connection with advanced study project, ca 200 pages

Articles/compendium may be included. Supplied by the institution at cost price.