



## Course syllabus

Faculty of Social Sciences

Department of Political Science

2SHÄ18 Samhällskunskap III med verksamhetsförlagd utbildning (ämne 1) - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

2SHÄ18 Social studies III with teaching practice placement - for upper secondary school teachers, 30 credits

### **Subject Group**

Social Studies

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2015-09-16

Revised 2022-12-14 by Faculty of Social Sciences. Minor changes, and revision of course literature.

The course syllabus is valid from autumn semester 2023

### **Prerequisites**

Social Studies I, 30 credits, and Social Studies II, 30 credits, or the equivalent.

## Objectives

### **Module 1, Social Policy and Social Problems, 7.5 credits**

After completing the module, students shall be able to:

- describe the Swedish social policy and society's ways of dealing with social problems,
- analyse the origin of social problems,
- problematise in what ways young people are affected by social problems,
- discuss and plan teaching strategies.

### **Module 2, Student Placement Training for Teachers in Social Studies I - with a Specialisation in Upper Secondary Education, 7.5 credits**

After completing the module, students shall during supervision be able to:

- plan and implement teaching which is appropriate for as well as adapted and

- comprehensible to the pupils,
- in the teaching, adapt the choice of methods, content and materials as well as other resources in relation to the objectives of the teaching and the group of pupils in question,
- evaluate to what extent the objectives of the teaching have been attained,
- treat pupils and colleagues in a manner that is in agreement with the basic values of the school policy documents,
- independently as well as together with others, reflect on the social studies didactic issues in relation to the group of pupils in question,
- on the basis of the policy documents of the subject, plan, implement and evaluate a coherent teaching content in social studies.

### **Module 3, Economics for Teachers in Social Studies, 15 credits**

After completing the module, students shall be able to:

- define basic concepts such as gross national product, inflation, unemployment and growth, as well as have an understanding of different concepts of equilibrium,
- account for the construction of national accounts and calculate the parts included,
- explain and discuss stabilising political aims, implementation and results,
- explain fundamental connections and mechanisms for long-term growth,
- explain and discuss the exchange market and its importance to an open economy,
- on the basis of economic theories, discuss an empirical phenomenon.

### **Content**

The course contains three modules; Social policy and social problems on 7.5 credits, Student placement training for teachers in social studies I on 7.5 credits, and Economics for teachers in social studies on 15 credits.

### **Professional Basis and Professional Progression**

The subject didactic knowledge previously acquired during Social Studies I and II is taken account of and further enhanced. The subject knowledge is broadened with respect to the studies in economics complementing the previous studies in political science and sociology, and the ability to see a connection between the disciplines included in the subject is continuously practiced. The student placement training gives the students an opportunity to practice their professional skills on the basis of subject knowledge and subject didactic choices.

### **Scientific Approach and Scientific Progression**

Students are given the chance to both broaden as well as deepen their scientific subject knowledge in the course, by means of new fields of content being introduced at the same time as these are integrated by the use of exercises that promote subject didactic considerations. The theoretical awareness and the methodical skills acquired during the previous subject course is a basis for further development of a scientific approach.

### ***Module 1 Social policy and social problems 7.5 credits***

The aim of the course is for students to acquire knowledge of the Swedish social policy, with the emphasis on various social problems, in particular social problems associated with young people. The course is aimed at imparting a problematising approach to the students and for them to develop skills in analysing the origin and traits of social problems, as well as society's ways of dealing with these. Special emphasis is placed on the role of the mass media in the construction of social problems, the situation of young

people, and the importance of the welfare systems in relation to how social problems are dealt with.

### ***Module 2 Student placement training for teachers in social studies 7.5 credits***

In this course, students shall for five weeks full time participate in and follow the work at a school. The students shall by the help of placement teachers plan, implement and evaluate teaching in relation to subject didactic choices. In addition to teaching, students shall also together with the placement teachers to the extent possible also participate in all work tasks, such as faculty staff meetings and discussions on progress. During the student placement training, students are introduced to planning, implementation and teaching of social studies. In addition to their obvious place in the contents of social studies, the perspectives of sustainable development, gender, diversity and internationalization will be focused upon in relation to the subject didactic issues that the students shall adopt an approach to during this period.

The student placement training is modelled on the basis of two different perspectives on professional learning; the spectator perspective and the participatory perspective. Through the spectator perspective, students are given the opportunity to try out or witness typical situations in the profession, which later may be used as examples and as a basis for reflection. The instructors' assignment in this perspective is to help the students develop a distanced approach to and critically review and analyse the situations. In the participatory perspective, students are given the chance to learn the profession and about the professional community in practical situations through their own experiences as well as that of the supervisors. Students are during this period gradually given more responsibilities in the practice. The social studies teacher education - with a specialisation in upper secondary school - also results in qualifications for secondary education, years 7-9 as well as adult education, whereby also teaching in social studies on these levels of education is taken into account in the course.

### ***Module 3 Economics for teachers in social studies 15 credits***

The course contains an introduction to macroeconomics and discusses Sweden's economic development, macroeconomic definitions and correlations, basic theories of growth, aggregated supply and demand, introduction into macroeconomic models and the fundamentals of fiscal policy. The course introduces and discusses money markets and monetary policy, monetary policy and fiscal policy, the interaction between monetary and fiscal policy, inflation, basic economic situation theories and exchange rates, and the open economy.

## **Type of Instruction**

**Module 1, Social policy and social problems, 7.5 credits and module 3 Economics for teachers in social studies, 15 credits** Teaching takes place by means of lectures, practical assignments and seminars. Compulsory attendance at seminars.

### **Module 2, Student placement training for teachers in social studies I - with a specialisation in upper secondary school, 7.5 credits**

Teaching takes place by means of:

- Observations of social studies teachers, pupils and situations within the practice
- Planning, implementation and follow-up of teaching in social studies
- Discussions with pupils, social studies teachers and management within the practice
- Discussions on progress with supervisors

- Subject didactic seminars with teacher instructors.

## Examination

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

### **Module 1, Social policy and social problems, 7.5 credits**

Examination of the module takes place by means of oral assignments and a written exam. In order to receive a grade of Pass, the course objectives must be attained.

### **Module 2, Student placement training for teachers in social studies I - with a specialisation in upper secondary school, 7.5 credits**

Examination takes place by means of discussions between student-supervisor-university lecturer, and through seminars and written assignments. In order to receive a grade of Pass, the course objectives must be attained. In the event of failure in the placement, students have the right to retake the placement once.

### **Module 3, Economics for teachers in social studies, 15 credits**

Examination of the module takes place by means of a take-home exam comprising 9 credits and three seminars comprising 2 credits each. The take-home exam is assessed by the grades Fail (U), Pass (G) or Pass with Distinction (VG), and the seminars are assessed by Fail or Pass. In order to receive a grade of Pass, the course objectives must be attained and all examinations must be assessed as at least Pass. To be awarded a grade of Pass with Distinction, it is required that all examinations are assessed as at least Pass and the take-home exam must be assessed as Pass with Distinction.

### **Weighted assessment of all the individual parts for a final grade in the course**

In order to receive a grade of Pass with Distinction in the course, it is required that at least 22.5 credits are assessed as Pass with Distinction.

## 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. The compilation is presented to the departmental bodies and the programme council concerned, and is filed by the course coordinating department.

## Other

In the event a student fail the course or the module in student placement training (VFU), they have the right to retake this only once. An examiner may decide that a student's placement training shall be discontinued, to take effect immediately, if the student in question demonstrates such serious lack of knowledge, skills or approach that the safety or integrity of the pupils or the confidence of parents is jeopardized. If the student placement training is discontinued in this manner, the student fails the course and one of the placement opportunities has thus been used.

Any additional costs that may arise in connection with the course are paid for by the students themselves.

## Required Reading and Additional Study Material

### *List of references Module 1 - Social policy and social problems 7.5 credits*

Bengtsson, Stina (ed.) (2016). *Medielandskap och mediekultur. En introduktion till medie- och kommunikationsvetenskap*. Stockholm: Liber. Circa 125 pages

Garland, David (2016). *The welfare state: a very short introduction*. Oxford: Oxford University Press. ISBN: 9780199672660. 153 pages.

Hiltunen, Linda (2017). *Lagom perfekt. Erfarenheter av ohälsa bland unga tjejer och killar*. Lund: Arkiv förlag 338 pages.

Meeuwisse, Anna & Swärd, Hans (Eds). (2013). *Perspektiv på sociala problem*. (Second edition). Stockholm: Natur & Kultur ISBN: 9127084094. 372 pages.

Persson, Magnus, Alvinus, Aida & Linehagen, Frida (2022). *Skolans värld möter samhällskriser*. Lund: Studentlitteratur. ISBN: 978-91-44-15086-4. Circa 100 pages.

Compendium with articles also included, approximately 250 pages.

***List of references Module 2 - Student placement training for teachers in social studies 7.5 credits***

Skolverket (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm: Fritzes ISBN: 978-91-38325-94-0

Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes ISBN: 978-91-38325-41-4

Långström, Sture & Arja Virta (Latest edition). *Samhällskunskapsdidaktik: utbildning i demokrati och samhällsvetenskapligt tänkande*. Lund: Studentlitteratur.

Local policy documents, work plans and action plans.

Additional material provided by the department may be included.

***List of references Module 3 - Economics for teachers in social studies 15 credits***

Eklund, Klas (Latest edition). *Vår ekonomi. En introduktion till världsekonomin*. Studentlitteratur. 352 pages.

Pihl, Håkan (2007) *Ekonomi från början: en samhällsekonomisk introduktion*. Studentlitteratur. 235 pages. ISBN: 9789144019772.

Scientific articles and current statistics also included.

***Subject didactic course literature***

Skolverket (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. Stockholm: Fritzes ISBN: 978-91-38325-94-0

Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Fritzes ISBN: 978-91-38325-41-4

Vernersson, Folke (Latest edition). *Undervisa om samhället. Didaktiska modeller och läraruppfattningar*, Lund: Studentlitteratur. Ca. 300 pages.

Additional material provided by the teacher may be included.