



## Course syllabus

Faculty of Arts and Humanities  
Department of Languages

2SPÄ06 Spanska IV - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

Spanish IV - Spanish for upper secondary school teachers, 15 credits

### **Main field of study**

Spanish

### **Subject Group**

Spanish

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2012-10-23

Revised 2015-03-24 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2015

### **Prerequisites**

Spanish III - Spanish for upper secondary school teachers, 61–75 credits, or the equivalent.

## Objectives

After completing the course, the student should be able to:

- assess and evaluate previous research and various theories and methods in relation to their own study and their own future careers,
- identify and formulate problems relevant for further research and their future careers,
- select, argue for and apply relevant methods on the basis of their research questions and theoretical approach,
- utilise and critically evaluate research and development work within their field,
- critically examine, analyse, problematise and draw conclusions concerning teaching and other educational work, on the basis of theoretical perspectives and in relation to their research questions,
- discuss ethical aspects and considerations in scientific work,
- retrieve, collect, evaluate and critically examine information,
- communicate and argue for a research and development project, in speech and writing,
- write an independent academic project in Spanish language didactics or literature didactics,

- critically review and act as an opponent for academic projects,
- use the Spanish language correctly and in a varied way, in both speech and writing.

## Content

In this course the students have the opportunity to develop the didactic knowledge they acquired during both the previous and the current semester and by that continue to develop the professional basis and scientific approach necessary to teach in Swedish schools. The student conducts a study of a problem area relevant for their future career as a Spanish teacher. This means that the students must develop their knowledge of theories and methods during the course, as well as their abilities to independently retrieve and evaluate information about the chosen problem area. The results of the study are presented in an academic essay written in Spanish, including abstracts in both English and Swedish. The student must also critically review and act as an opponent for another student's project.

All sessions in which the projects are discussed are compulsory.

## Type of Instruction

The independent project is planned and conducted individually in consultation with the supervisor. In consultation with the supervisor, the student chooses a topic for their project within Spanish language didactics or literature didactics. The supervisor provides written or oral comments on the student's project. The independent project ends with a seminar for examination. Some parts of the teaching may include ICT. All teaching is in Spanish.

## Examination

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

In order to receive the grade of Pass, all objectives must be achieved. Grading criteria for the grade of Pass with Distinction (VG) can be found in the study guidelines. The course is examined at a seminar at the end of the course. In order to receive the grade of Pass, the student must present and defend their independent project, and critically review and act as an opponent for another student's independent project. The student must also demonstrate good language proficiency in their independent project. In cases when the students have worked in pairs, the individual students' contributions should be identified and assessed individually.

## Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students and the program advisory board concerned and filed and stored according to departmental regulations.

## Other

Students who have completed the course with the grade of Pass can receive a course certificate upon request.

## Required Reading and Additional Study Material

Literature relevant for the chosen topic is chosen in consultation with the examiner and the supervisor.

### *Additional Study Material*

Andersson, Sten. *Kvalitativa metoder*, Studentlitteratur, 2012, 137 p.

Bryman, Alan. *Kvantitet och kvalitet i samhällsvetenskaplig forskning*. Lund: Studentlitteratur, 1997 or later edition, 229 p.

Ejvegård, Rolf. *Vetenskaplig metod*, Studentlitteratur, 2008, 175 p.

Eliasson, Annika. *Kvantitativ metod från början*, Studentlitteratur, 2008, 161 p.

Johansson, Bo & Svedner, Per Olov. *Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning*, Kunskapsföretaget, 2006, 136 p.

Kvale, Steinar. *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur, 2009 or later edition.

Maltén, Arne. *Pedagogiska frågeställningar*, Studentlitteratur, 1997 or later edition, 248 p.

Patel, Runa. *Forskningsmetodikens grunder*, Studentlitteratur, 2011, 149 p.

Schött, Kristina & Melin, Lars & Strand, Hans & Moberg, Bodil. *Studentens skrivhandbok*, Liber, 2007, 176 p.

Stukát, Staffan. *Att skriva examensarbete inom utbildningsvetenskap*. Lund: Studentlitteratur, 2005 or later edition, 240 p.

Trost, Jan. *Enkätboken*. Lund: Studentlitteratur, 2012 or later edition, 178 p.

Uljens, Michael (ed.) *Didaktik – teori, reflektion och praktik*. Studentlitteratur, 1997, 267 p.