



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2UVÄ14 Utveckling och lärande för ämneslärare - inriktning  
gymnasieskolan, 7,5 högskolepoäng

2UVÄ14 Development and Learning for Upper Secondary Teachers,  
7.5 credits, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2019-09-04

Revised 2022-05-18 by Faculty of Social Sciences. An interdisciplinary perspective has been added. Revision of course literature.

The course syllabus is valid from spring semester 2023

### **Prerequisites**

Subject-specific studies comprising 60 credits in one of the subjects within the teacher education for upper secondary school, or the equivalent.

## Objectives

The aim of the course is that students shall develop a reflective approach to and knowledge of youth learning and development, as well as develop a basic didactic competence for professional practice in upper secondary education.

After completing the course, students shall be able to:

- account for and compare in an interdisciplinary way different theories of development and learning, as well as discuss any educational consequences of the same,
- account for and discuss what kind of impact young people's diverse conditions and learning environments may have on the possibility to learn,
- account for scientific views on the concept of knowledge, as well as discuss and

give examples on similarities and differences between different knowledge traditions and their consequences as regards the educational practice,

- account for the importance of a teacher's communicative skills as in listening, speaking and writing, as well as demonstrate a practical ability to take into account formal requirements and linguistic accuracy,
- account for and independently evaluate and apply research ethical principles in relation to observations of the educational practice,
- on the basis of a scientific approach and theoretical perspectives on learning, independently formulate a presentation of a problem in order to observe, document and analyse learning activities in different educational learning environments.

## Content

The course discusses scientific theories, educational traditions and practices that concern youth development, learning and knowledge with the emphasis on the pupils' upper secondary studies. On the basis of the theories discussed in the course, the educational activities are in an interdisciplinary way put in relation to societal, social and organisational factors, as well as to young people's diverse conditions and needs.

The main focus for future teachers is the theories of learning and how this may take place in different situations. Interdisciplinary, the course covers a number of theories of learning, such as behavioural, cognitive and sociocultural perspectives. Furthermore, different scientific theoretical views on how knowledge may be perceived and defined are also discussed, as well as the implications that various views on development, learning and knowledge may have on the organisation and implementation of educational activities.

The course content also consists of psychological and sociological theories of and perspectives on youth development. Issues with regard to education, socialisation and upbringing are included. The interaction between pupils and teachers, as well as with other school personnel and custodial parents is illustrated. The pupil's perspective as well as the teacher's perspective is discussed.

During the course, its main themes are discussed - development, learning and knowledge in relation to different perspectives such as socialisation, gender, social class and ethnicity.

In relation to field studies, a presentation of a problem is formulated, which forms the basis of observations of the educational activities with the emphasis on the pupils' development and learning. These observations are documented, analysed and presented in writing as well as orally.

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

During the field studies, students gain an insight into the conditions of the profession on the basis of a spectator perspective, as a supplement to the discussions in the course on the teaching profession's tasks and conditions. The course emphasizes the importance of having a professional and scientific approach where the development of knowledge and judgement is intended to strengthen the students' ability to reflect on and act in adequate manners in relation to young people's learning and the school's mission. Elements such as presentations and discussions in smaller as well as larger groups are included, with the purpose of developing the students' communicative skills and sense of assurance.

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

In the course are presented scientific theoretical perspectives and different views on scientific knowledge. The course covers observation as a scientific method, and the students learn how to carry out, process and present their observations during field studies. Furthermore, parts of a research process dealing with formulating a presentation of a problem are also discussed.

### Type of Instruction

Teaching is conducted in the form of lectures, seminars, films, individual as well as group assignments, and field studies.

### Examination

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

Examination takes place by means of a written exam, a written assignment, two seminars, and a group presentation.

In order to receive a grade of Pass, all the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction in the entire course, this grade is required for the written individual assignment.

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.

### Other

This course is included in the Teacher Education Programme for Upper Secondary School. Any additional costs that may arise in connection with assignments or the like are paid for by the students themselves.

### Required Reading and Additional Study Material

Ahl, Helene (2004). *Motivation och vuxnas lärande En kunskapsöversikt och problematisering*. Stockholm: Myndigheten för skolutveckling, (pdf-file ca. 100 p.). ISBN 9185128759.

Dimenäs, Jörgen (ed.) (Latest edition). *Lära till lärare: att utveckla läraryrket - vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (selected parts, ca. 60 p.)

Ekehammar, Bo. (Latest edition). *Socialpsykologi - Utdrag ur Grunderna i vår tids psykologi*. Digital resource. Natur & Kultur. (55 p.)

Gustavsson, Bernt (2002). *Vad är kunskap? En diskussion om praktisk och teoretisk kunskap*. Stockholm: Fritzes, (128 p.) (pdf-file). ISBN 9185009199.

Hwang, Philip & Nilsson, Björn (latest edition). *Utvecklingspsykologi*. Stockholm:

Natur och Kultur, (selected parts ca. 225 p.)

Jensen, Mikael. (Latest edition). *Kommunikation i klassrummet*. Lund: Studentlitteratur AB, (selected parts, ca. 60 p.)

Lundgren, P. Ulf, Säljö, Roger & Liberg, Caroline (eds.) (latest edition). *Lärande, skola, bildning*. Stockholm: Natur och Kultur, (selected parts, ca. 75 p.)

Säljö, Roger. (Latest edition). *Lärande: en introduktion till perspektiv och metaforer*. Malmö: Gleerups. (ca. 100 p.)

Compendiums, comprising approximately 100 pages.