



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2UVÄ16 Läroplansteori och didaktik för ämneslärare - inriktning
gymnasieskolan, 7,5 högskolepoäng

Curriculum Theory and Didactics for Upper Secondary Teachers,
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 by Faculty of Social Sciences 2019-09-04

The course syllabus is valid from spring semester 2020

Prerequisites

General entry requirements:

Studies comprising 60 credits in a subject within secondary and upper secondary teacher education, or the equivalent.

Objectives

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

- describe and explain the school activities, mission, governance and changes,
- critically analyse policy documents and the school activities in a societal respectively individual perspective with regard to different aspects of the relation between conditions, processes and results of changes in society,
- account for and discuss an educational and didactic fundamental view and on the basis of this adopt a curriculum theoretical perspective on the teacher assignment,
- describe the essential features of the Swedish and international didactic and curriculum theoretical fields of research and discuss these on the basis of didactic models,
- on the basis of didactic and curriculum theoretical theories plan, discuss and analyse educational activities within the school years the education is intended for.

Content

The central areas of content in the course are the school's mission, governance and changes, and didactic aspects on teaching, learning and other educational activities. On the basis of a coherent perspective on the school's knowledge and democracy mission, didactic issues are also discussed in relation to the activities and professional practice for which the education is intended.

Knowledge of the conditions and prerequisites of teaching and learning is discussed through questions on the selection of content, how learning environments are established, how teaching may be structured, how participation may be stimulated and what kind of feedback on learning outcomes that may be successful. Issues concerning how citizens are shaped through the educational system are problematized. Other issues discussed are what/who determines what counts as valid knowledge and on what grounds content, knowledge, experiences and values are selected, structured and presented in the different activities within the educational system.

In didactic and curriculum theoretical models and perspectives, the relations between pupil, teacher, content and society are central aspects as well as issues concerning the factors that may affect conditions, processes and results. The content is discussed in relation to the aforementioned background in terms of the framework of the curriculums and fundamental principles, what is being conducted over time, what changes that occur and the requirements and expectations aimed at the educational system. Didactic and curriculum theoretical aspects are put in relation to the study material in a broad sense, and are also discussed on the basis of a gender perspective and international perspective.

The course provides a theoretical didactic basis as well as the conditions for practical application of this knowledge in teaching. Students are given the opportunity to develop skills in planning teaching in accordance with current policy documents.

The course may include field studies in order to strengthen the relation between didactic theories and educational activities.

Professional Basis and Professional Progression

Students deepen their didactic knowledge and skills in planning, implementation and evaluation, and develop a reflective and distanced approach where for instance curriculums and study resources are understood in a perspective of change, and by this supporting the knowledge basis and professional progression. The students develop a professional understanding of that the conditions and prerequisites of teaching and learning are different. Students practice in this way the ability to identify and formulate didactic problems and to make assessments relevant to their professional practice, taking into account different societal aspects.

Scientific Approach and Scientific Progression

Students account for and review critically previous research, didactic models and curriculum theories and reflect on how research may contribute to the development of their own professional practice, and by this supporting scientific as well as professional progression. The course clarifies the relation between ideas within the theory of science, philosophy of education and scientific traditions of didactics and how curriculums are developed in different periods and societies.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, individual assignments, 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 through written assignments and active participation in seminars. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In order to receive a grade of Pass, the course objectives must be attained.

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.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 2UVÄ06 - Curriculum Theory and Didactics for Upper Secondary Teachers, 7.5 credits.

Other

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

Required Reading and Additional Study Material

Fleischer, Håkan & Kvarnsehl, Helena (2015). *Digitalisering som lyfter skolan. Teori möter praktik*. Stockholm: Gothia fortbildning (179 p.)

Hansén, Sven-Erik & Forsman, Liselott (Eds.) (Latest edition). *Allmändidaktik - vetenskap för lärare*. Lund: Studentlitteratur, (398 p.)

Håkansson, Jan & Sundberg, Daniel (Latest edition). *Utmärkt undervisning. Framgångsfaktorer i svensk och internationell belysning*. Stockholm: Natur och Kultur, (310 p.).

Lindström, Gunnar & Pennlert, Lars Åke (Latest edition). *Undervisning i teori och praktik - en introduktion i didaktik*. Umeå: Fundo, (93 p.)

Lundgren, Ulf P., Säljö, Roger & Liberg, Carolin (Eds.) (Latest edition). *Lärande, skola, bildning - Grundbok för lärare*. Stockholm: Natur och Kultur, (selected parts of 620 p.)

Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet. Lgr 11. www.skolverket.se

Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011. www.skolverket.se.

Wahlström, Ninmi (Latest edition). *Läroplansteori och didaktik*. Malmö: Gleerups (176 p.)

Additional policy documents and scientific publications are included in connection with assignments (for more information, see the study guide).

