



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2UV900 UVK-kurs: Skolväsendets historia, värdegrund och samhälleliga villkor för ämneslärare (KPU), 7,5 högskolepoäng

The History of Education, its Fundamental Values and Social Conditions for Specialist Teachers, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2012-05-25

Revised 2017-01-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2017

Prerequisites

General entry requirements. *Specialisation in secondary education years 7-9*

Subject knowledge of at least one subject in secondary education years 7-9, equivalent to subject studies with advanced studies on at least 90 credits including an independent project on at least 15 credits.

Specialisation in upper secondary education

Subject knowledge of at least one subject in upper secondary education, equivalent to subject studies with advanced studies on at least 120 credits, including an independent project on at least 15 credits.

Objectives

After completing the course, students shall on the basis of a historical and contemporary perspective be able to:

- account for the Swedish educational system, its origin and development and the social conditions of this process
- describe the political and professional governance of the educational system
- on the basis of the Convention of the Rights of the Child and the school policy documents, problematize and communicate the school fundamental values with special emphasis on fundamental democratic values, human rights, sustainable development, equality and equal treatment
- put the didactic mission as an upper secondary school teacher in relation to the

Content

The course contains two modules, one in relation to the historical perspective and one in relation to educational sciences. The history of the educational system is discussed in relation to relevant changes in society, and in this respect the changes to the role of the teacher are also addressed. The dual mission of the school as a trainer as well as an educator of members of society is discussed and problematized. On the basis of fundamental democracy theories, special emphasis is placed on the democracy mission in school and the conditions of the political and professional governance of school. Students practice their ability to critically analyse the school fundamental values on the basis of the challenges that arise in the encounters between teachers, pupils and public interest.

The democratic mission of the education is discussed on the basis of the protection of human rights, fundamental value issues and the educational system's contribution to the knowledge of ecologically, socially and financially sustainable development. Issues on class, ethnicity and gender are illustrated from a historical and contemporary perspective. The course discusses how institutional contexts influence the organisation of education, in terms of the practice as a whole as well as in terms of the everyday activities in the form of procedures, regulations, traditions and perspectives.

Professional Basis and Professional Progression

The course introduces school as a workplace and a social institution. A foundation of educational sciences is also established, where the teacher assignment is addressed and discussed.

Scientific Approach and Scientific Progression

The students' previously acquired knowledge is further developed and expanded in the direction of educational science, through critical approach, reflection and problematization.

Type of Instruction

Teaching consists of lectures and seminars.

Examination

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

The course is assessed by the grades Fail, Pass or Pass with Distinction. Examination of the module on history, worth 1.5 credits, takes place by means of seminars and a written assignment. Examination of the module on educational sciences, worth 6 credits, takes place by means of seminars and a written exam. In order to receive a grade of Pass, the course objectives must be attained. To be awarded a grade of Pass with Distinction, it is required that the written exam is 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 results are reported to the departmental bodies and the programme council concerned.

Other

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

Required Reading and Additional Study Material

The latest edition applies, unless otherwise stated.

Broadly, Donald (2007). Den dolda läroplanen. *Kritisk utbildningstidskrift (KRUT)* Nr 127 (3) (105 p.).

Colnerud, Gunnel (2004). Värdegrund som pedagogisk praktik och forskningsdiskurs. I: *Pedagogisk forskning i Sverige*. Årg 9, nr 2, pp. 81-98 (18 p.).

Deng, Zongyi & Luke, Allan (2008). Subject matter. Defining and theorizing school subjects. I: Connelly, Michael (Ed.). *The SAGE Handbook of Curriculum and Instruction*. Thousand Oaks: Sage Publication. Available on the Internet

Ekman, Joakim & Pilo, Lena (2012). *Skolan, demokratin och de unga medborgarna*. Stockholm: Liber (200 p.).

Elenius, Lars (2016). "Tornedalens skola i den etniskt neutrala nationalstaten". I: *Vägval i skolans historia* nr 3/2016. 6 p. Available on the Internet

Florin, Christina (2009). Bitter rot eller ljufva frukter? Om kön, utbildning och modernitet. I: *Historien, barnen och barndomarna: vad är problemet? En vänbok till Bengt Sandin*. pp. 101-124. Linköping (24 p.).

Ingvar, Martin (2010). "Biologiska skillnader mellan flickor och pojkar" (SOU 2010:52). Stockholm: Fritzes

Kimmel, Michael (2010). "Pojkar och skolan: Ett bakgrundsdokument om "pojkkrisen" (SOU 2010:53). Stockholm: Fritzes

Lindensjö, Bo. (1999). *Demokrati. Demokrati och medborgarskap*. Demokratiutredningens forskarvolym II. (SOU 1999:77). Stockholm: Fakta info direkt, pp. 11-34 (24 p.).

Lindensjö, Bo & Lundgren, Ulf P. (2000). *Utbildningsreformer och politisk styrning*. Stockholm: HLS förlag

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds.) (Latest edition). *Lärande, skola, bildning - grundbok för lärare*. Stockholm: Natur & Kultur, ch. 1-4, 12-14 and 19-20.

Myndigheten för skolutveckling (2005). *Lärande om hållbar utveckling*. Stockholm: Liber, (21 p.). Available on www.skolverket.se

Nordin, Andreas (2016). "Romer i kommunal skolpolitik 1950-1970: Exempel från två kommuner". I: *Vägval i skolans historia* nr 3/2016. 7 p. Available on the Internet

Sandin, Bengt (2003), "Skolan, barnen och samhället - i ett historiskt perspektiv." I *Kobran, nallen och majjen. Tradition och förnyelse i svensk skola och skolforskning*. Stockholm: Myndigheten för skolutveckling (16 p.)

Sjögren, David (2016). "Nomadskolans införande, genomförande och innehåll". I: *Vägval i skolans historia* nr 3/2016. 5 p. Available on the Internet

Säfström, Carl Anders (2002). Den demokratiska medborgaren går i skolan. I: *Framtider 3(2)*. Institutet för framtidsstudier, pp. 10-15 (6 p.).

Articles also included, approximately 200 pages.

Works of reference

Current policy documents in force in the practice for which the education is intended.

