



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2UV901 UVK-kurs: Läroplansteori och didaktik inklusive ämnesdidaktik för ämneslärare (KPU), 7,5 högskolepoäng

Curriculum Theory and Didactics, Subject Didactics Included, 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 2012-03-01

Revised 2013-06-19 by Faculty of Social Sciences. Changes made to the forms of instruction, examination and the course literature.

The course syllabus is valid from autumn semester 2013

### **Prerequisites**

General entry requirements.

## Objectives

After completing the course, students shall be able to:

- develop and problematize an educational and didactic fundamental view, and on these grounds adopt a curriculum theoretical perspective on the teacher assignment
- identify and formulate general and subject didactic issues in relation to didactic research and the teaching practice for which the education is intended
- distinguish, account for and reflect on fundamental subject didactic features of the teaching profession in relation to the school policy documents and general didactic essential issues
- critically analyse policy documents and educational practices in relation to the society and changes in society

## Content

The central areas of content in the course are the mission, governance and changes of school and the didactic aspects on teaching, education, learning and other kinds of educational activities. Based on a coherent perspective on the knowledge and democracy mission of school, didactic issues are discussed in relation to the activities and professional practice for which the education is intended. The fundamental principles of the curriculum are discussed, as well as what is being managed over time and changes that occur.

The course provides a theoretical didactic basis as well as the conditions for a practical application of the knowledge in the actual teaching. Students develop skills in planning the teaching sessions in accordance with the policy documents in force.

Field studies may be included in the course in order to strengthen the connection with the placement period within the education.

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

The teaching assignment is put in relation to subject didactic as well as general didactic issues. Students practice the ability to link subject knowledge to general didactic skills.

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

Previously acquired subject knowledge is further developed and problematized on the basis of an educational scientific perspective. The education provides the students with theoretical knowledge, based on research and proven experience. A scientific approach is continuously developed in the course through various assignments presented in writing as well as orally.

## Type of Instruction

Teaching consists of lectures and seminars/group projects.

## 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 take-home exam, a written assignment and seminars/group projects. Whatever the examination method, it is the individual student's performance that is assessed and graded. In order to receive a grade of Pass, the intended learning outcomes must be achieved.

## Course Evaluation

A course evaluation is carried out at the end of the course, which is compiled in writing and presented to the students who have completed the course. The results are reported to the departmental bodies and the programme council concerned, and filed by the course coordinating department.

## Other

Any additional costs that may arise in connection with assignments and the like, are paid for by the students themselves.

## Required Reading and Additional Study Material

The latest edition applies, unless otherwise stated.

### **Required reading**

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

Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (Eds). *Lärande skola bildning Grundbok för lärare*. Stockholm: Natur & Kultur, (selected parts)(631 p.).

Skolverket (2011): *Allmänna råd för planering och genomförande av undervisningen*. Available on [www.skolverket.se](http://www.skolverket.se)

Scientific publications in the form of didactic thesis and article/articles also included.

**Works of reference**

Policy documents in force within the practice for which the education is intended.