



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2UVÄ02 UVK-kurs: Skolväsendets historia, värdegrund och samhälleliga villkor för ämneslärare - inr mot arbete i gymnasieskolan, 7,5 högskolepoäng

School System, History, Fundamental Values and Social Conditions - for Subject Teachers to Upper Secondary School, 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 2012-03-29

Revised 2017-01-23 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

### **Prerequisites**

NO VALUE DEFINED

## Objectives

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

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

## Content

The course contains two modules, one historical and one in educational sciences. The history of the school system is discussed in relation to relevant changes in society, and in this perspective, the changes that apply to the role of the teacher are also illustrated. The dual role of the school in the form of instructing and educating citizens is discussed and problematized. On the basis of fundamental democracy theories, special emphasis is

and problematized. On the basis of fundamental democracy theories, special emphasis is put on the democracy mission of the school, and the conditions of the school's political and professional governance. Students practice the ability to conduct critical analyses of the school's fundamental values on the basis of the challenges that occur in the encounters between teacher, pupil and social interests.

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

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

The course introduces the school environment as a workplace and a social institution. Here, the educational scientific grounds are established where the teacher assignment is illustrated and discussed.

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

The students' existing scientific knowledge is deepened and broadened in an educational scientific direction through critical approach, reflection and problematization.

### **Type of Instruction**

Teaching is conducted in the form of lectures and seminars.

### **Examination**

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

Examination of the historical element comprised of 2 credits takes place through seminars and a written assignment. Examination of the element in educational sciences comprised of 5.5 credits takes place through seminar and a written examination. In order to receive a grade of Pass, the course objectives must be attained. In order to receive a grade of Pass with Distinction, it is required that the written examination 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 are presented to the students who have completed the course as well as to the students at the following course date. The course evaluation is conducted anonymously. The results are presented to the departments in question and the programme council concerned.

### **Required Reading and Additional Study Material**

The latest edition applies, unless otherwise stated.

Broady, Donald (2007). *Den dolda läroplanen. Kritisk utbildningstidskrift (KRUT)* No. 127 (3) (105 p.).

Colnerud, Gunnel (2004). *Värdegrund som pedagogisk praktik och forskningsdiskurs*. I: *Pedagogisk forskning i Sverige*. Årg 9, no. 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*.

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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.). May be obtained at [www.skolverket.se](http://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 on circa 200 pages are included.

**Works of Reference**

**WORKS OF REFERENCE**

Current policy documents in the activities the education is intended for.