



Programme syllabus

Faculty of Social Sciences

Professionsprogram i pedagogik för undervisning, lärande och pedagogiskt ledarskap, 60 högskolepoäng

Education profession programme in teaching, learning and education leadership, 60 credits

Level

Second Level

Date of Ratification

Approved by Faculty of Social Sciences 2021-12-02

The programme syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements for second-cycle studies.

Specific entry requirements:

For entry I and II are required: Degree of bachelor of arts in pre-school education, degree of bachelor of arts in primary education, degree or master of arts in secondary education or other relevant and equivalent professional qualification within the teacher education comprising at least 180 credits, or an equivalent degree from a university abroad.

For entry III is required completed national school leadership training programme comprising 30 credits, or the equivalent.

A good command of Swedish and English is required.

Description of Programme

The aim of the programme is for students to develop a scientific basis for pedagogical work within preschool and school, and to enhance their theoretical understanding and analytical skills. The students may through the programme deepen and broaden their competence, enhance their teaching skills and their leadership, and acquire specialist competence within their profession. The study programme also qualifies for third-cycle studies.

Objectives

Qualitative targets in accordance with the Higher Education Ordinance

Knowledge and Understanding

For a Degree of Master (60 credits), the student shall:

- demonstrate knowledge and understanding in the main field of study, including both an overview of the field and specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and Skills

For a Degree of Master (60 credits), the student shall:

- demonstrate the ability to integrate knowledge and analyse, assess and handle complex phenomena, issues and situations also with limited information provided,
- demonstrate the ability to independently identify and define issues as well as plan and by using appropriate methods, undertake advanced tasks within predetermined time frames,
- demonstrate the ability in speech and writing to report clearly and discuss their conclusions and the knowledge and arguments on which they are based in dialogue with different groups, and
- demonstrate the skills required for participation in research and development work or employment in some other qualified capacity.

Judgement and Approach

For a Degree of Master (60 credits), the student shall:

- demonstrate the ability to make assessments in the main field of study with reference to relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work,
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the personal need for further knowledge and take responsibility for their continuous competence development.

The objectives are described in detail in the course syllabuses in the programme.

Content

The study programme is administered by the Faculty of Social Sciences, and there is a programme coordinator appointed who holds the overall responsibility for the administration, organisation and quality development of the programme.

Programme overview

The programme is given at the second-cycle level and as a distance learning programme with a few meetings held on campus (for more information, please see the respective course syllabus). The rate of study is 25 per cent. The language of instruction is Swedish, but some parts may be held in English.

The programme offers three different types of entry:

- Entry I: didactics for teachers/pre-school teachers (60 credits)
- Entry II: towards educational leadership for teachers/pre-school teachers (60 credits)
- Entry III: towards educational leadership for principals (30 credits)

For entry III, the national school leadership training programme comprising at least 30

credits is stipulated as entry requirement and the education profession programme comprising the remaining 30 credits is required in order to obtain a Degree of Master (60 credits).

Programme courses

(* = course included in the main field of study)

Year 1

Year 1 consists of two courses each comprising 7.5 credits for entry I and II, and one course comprising 15 credits for entry III.

Entry I

*Mentor Training for a Qualitative Introductory Period, 7.5 credits (AIN)**

The course content is focused on how teachers/preschool teachers in the role as mentors in a professional manner may support and guide newly qualified teachers/preschool teachers in their professional roles. The course presents and problematizes the concepts of mentoring and supervision based on different conversation methodological purposes, such as the perspectives of confirmation/support and direction/control.

*Teacher Leadership for Improving Schools and Systematic Quality Management, 7.5 credits, (AIN)**

The aim of the course is that students through current research and best practice shall enhance their knowledge and skills in managing processes within the scope of the school's systematic quality management. The course discusses theories and research on sustainable teacher leadership, systematic quality management and collegial learning. Leadership in relation to global sustainability goals involving issues such as equality, equal opportunity and equal treatment is also discussed. This content is discussed in close relation to the course participants' own experiences, dilemmas and questions gathered from their own school practice.

Entry II

*Pedagogical Leadership I, 7.5 credits (AIN)**

The course discusses the assignment, responsibility and role of the principal, as well as governance, leadership and quality management. Key themes are the governance of the school, the principal and the pedagogical leadership, the principal and the core activities, and preschool and school as a local organisation. The perspective of the head of school and the judgement as well as the ethical competence of the principal are also discussed. Practice-based studies such as job shadowing are also included.

*Pedagogical Leadership II, 7.5 credits (AIN)**

The course discusses school development and improvement activities, school leadership and professional ethics and codes of conduct, as well as scientific methods for qualitative studies. Issues concerning the principal's assignment, pedagogical leadership, systematic quality management, and the school leader and the school practice are more deeply looked into and developed on the basis of the disciplinary foundation and experiences from educational practices. Practice-based studies are also included.

Entry III

*Method and Design for Educational Studies, 15 credits (A1F)**

The course discusses research design focusing on development work and studies of the educational field. The course addresses how to put forward the questions, how to design a scientific study, and how collection and analysis are carried out through qualitative and quantitative methods.

Year 2

Year two includes two courses each comprising 7.5 credits for entry I and II, and one course comprising 15 credits for entry III.

Entry I

*Pedagogical and Didactic Perspectives on Digitalisation, 7.5 credits (A1N)**

The course content highlights the digitalisation of society in relation to education and educational assignments on the basis of pedagogical/didactic issues and current research into the field of digitalisation concerning teaching and learning. The course also addresses issues concerning education and digitalisation on the basis of an equality perspective, regarding the opportunity for all people to participate in and impact the development of society.

or

Optional course in pedagogics or didactics, 7.5 credits

*Documentation, Assessment and Grades, 7.5 credits (A1N)**

The aim of the course is for students to acquire advanced knowledge relevant to their profession, of documentation, assessment and grades in preschool, school and adult education. Pedagogical, didactic, social and normative dimensions are discussed in a way that supports the students' critical and reflexive competence and which deepens the scientific approach. The course content reflects for instance a sustainability perspective and professional ethical issues are main features discussed.

or

Optional course in pedagogics or didactics, 7.5 credits

Entry II

*Pedagogical and Didactic Perspectives on Digitalisation, 7.5 credits (A1N)**

The course content highlights the digitalisation of society in relation to education and educational assignments on the basis of pedagogical/didactic issues and current research into the field of digitalisation concerning teaching and learning. The course also addresses issues concerning education and digitalisation on the basis of an equality perspective, regarding the opportunity for all people to participate in and impact the development of society.

or

Optional course in pedagogics or didactics, 7.5 credits

*Documentation, Assessment and Grades, 7.5 credits (A1N)**

The aim of the course is for students to acquire advanced knowledge relevant to their

profession, of documentation, assessment and grades in preschool, school and adult education. Pedagogical, didactic, social and normative dimensions are discussed in a way that supports the students' critical and reflexive competence and which deepens the scientific approach. The course content reflects for instance a sustainability perspective and professional ethical issues are main features discussed.

or

Optional course in pedagogics or didactics, 7.5 credits

Entry III

*Practice-based Research, 15 credits (AIE)**

The student shall carry out an independent project on the basis of an educational practice and shall define a research question, carry out some kind of intervention/development related measure and document, present and discuss this based on theories and previous research.

Year 3

Year three consists of one course comprising 15 credits.

Entry I and II

*Method and Design for Educational Studies, 15 credits (AIF)**

The course discusses research design focusing on development work and studies of the educational field. The course addresses how to put forward the questions, how to design a scientific study, and how collection and analysis are carried out through qualitative and quantitative methods.

Year 4

Year 4 consists of one course comprising 15 credits.

Entry I and II

*Practice-based Research, 15 credits (AIE)**

The student shall carry out an independent project on the basis of an educational practice and shall define a research question, carry out some kind of intervention/development related measure and document, present and discuss this based on theories and previous research.

Internationalisation

The professional training and education gives the students the opportunity to gain a perspective of an increasingly globalised world, mainly through elements of international research partly created through international comparison, such as during lectures held by guest lecturers.

Societal Relevance

The aim of the programme is to create favourable opportunities for active teachers concerning supplementing their master's degrees in education with a master's degree (60 credits) in pedagogics. This so called professional master's degree will thus give active teachers the opportunity to enhance their competence within the field of their

specialisation and by this also enhance their teaching skills, their leadership skills and their pedagogical specialisation within the profession.

Sustainable development

The programme highlights various educational issues on the basis of an equality and equal treatment perspective, in which the aspect regarding the opportunity for all people to participate in and impact the development of society is a main objective. The perspective of sustainability is also reflected in the course contents, in which professional ethical issues are key features discussed.

Quality Development

Student influence is assured through course and programme evaluations. A course evaluation is conducted after each course, where the results are followed up on by the faculty staff. Student influence is also assured through representation in the faculty board, working committees and programme council (or the equivalent). Compilations of various evaluations are available at the university.

Degree Certificate

After completed studies in accordance with the objectives specified in the Higher Education Ordinance System of Qualifications and the Linnaeus University Local System of Qualifications, the student may apply for a degree.

Those having completed the Education Profession Programme in Teaching, Learning and Education Leadership, 60 credits may obtain the following degree:

Master of Science, 60 credits, with specialisation in teaching, learning and education leadership

Main field of study: Education

The degree certificate is written in both Swedish and English. The degree certificate also comes with a Diploma Supplement (English).

Courses previously given within the same programme code, LAPE1, may also be included in the degree and will then replace courses with equivalent content.