

## Course Syllabus

### Education and Curriculum Theory 15 Credits\*, First Cycle

#### Learning Outcomes

##### Modules

##### 1. Fundamental Didactic Issues, 5 Higher Education Credits

Upon completion of the module, students will be able to:

- demonstrate knowledge about fundamental didactic issues, theories and models
- demonstrate the ability to independently plan teaching with regard to pupils' needs, as based on the school curriculum
- demonstrate the ability to argue for their didactic choices when planning their teaching
- demonstrate the ability to critically reflect on the role of the teacher in relation to different didactic perspectives and their own subject knowledge and with regard to current education acts and curricula
- demonstrate communicative ability in the skills of listening, speaking and writing that supports education through the design and discussion of teaching plans

##### 2. The School in the Past and Present, 5 Higher Education Credits

Upon completion of the module, students will be able to:

- demonstrate knowledge about different aspects of current management of education and its organisation, with particular focus on primary and lower-secondary school, upper-secondary school and adult education
- demonstrate knowledge about the history of the school system from a philosophical and political standpoint with deeper focus on their own subject field
- demonstrate the ability to reflect on their own competence in the teaching of their own subject and their future professional role
- demonstrate knowledge about school values, including human rights,

- democratic values and sustainable development
- demonstrate the ability to read, summarise and reference content in texts that has relevance for teachers' education and the teaching profession, and compose text in accordance with the linguistic norms of Swedish
- demonstrate the ability to apply scientific method through the use of interviews

### 3. Social Relations, 5 Higher Education Credits

Upon completion of the module, students will be able to:

- demonstrate knowledge about social relations and power by planning and motivating teaching with others with support from research on conflicts, identity and sexuality, ethnicity and gender, as well as mediatisation
- demonstrate the ability to reflect on forms for teachers to manage, prevent and counteract discrimination and other forms of victimisation of pupils, as well as to analyse and problematise social relations in relation to the learning and development of pupils
- demonstrate the ability to observe basic democratic values and various equality perspectives in the design of their teaching
- demonstrate the ability to work professionally with fellow students in their ability to work together with others, to be empathetic, to listen, and to take and give critique
- demonstrate the ability to communicate with pupils and guardians by working together with others in the production of moving images
- demonstrate the ability to adopt a scientific approach using research results as underlying documentation in professional work.

## Course Content

### Modules

1. Fundamental Didactic Issues, 5 Higher Education Credits
2. The School in the Past and Present, 5 Higher Education Credits
3. Social Relations, 5 Higher Education Credits

## Assessment

## Forms of Study

**Grades**

The Swedish grades U–VG.

**Prerequisites**

Qualifying and relevant knowledge in one or more vocational subjects in upper secondary school. For further information of what constitutes qualified and relevant knowledge as specific entry requirements for programmes that lead to a Higher Education Diploma in Vocational Education, see the regulations stipulated by the Swedish Council for Higher Education ([www.uhr.se](http://www.uhr.se))

**Subject:**

Educational Work

**Group of Subjects:**

Education

**Disciplinary Domain:**

Education, 100%

**Progression Indicator:**

GXX

**Approved:**

Approved 2 June 2021

Valid from 30 August 2021