

## Education 2, continuation course

Pedagogik 2, fortsättningskurs  
30 credits

Single subject and programme course

734G55

Valid from: 2018 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2018-02-13	First cycle	G1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2018		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- Education 1, basic course 30 ECTS credits with at least 22,5 ECTS credits passed

## Intended learning outcomes

On completion of the course, the student should be able to:

### Knowledge and understanding

- account for and problematize change work as an educational process
- describe and problematize theories, concepts and models regarding issues related to change and learning in organizations
- describe and problematize concepts and theories regarding leadership issues
- account for and problematize leadership as an educational impact process in organizations
- explain and describe basic theories, concepts and practical methods for interpersonal communication and supervision
- account for basic science-theoretical and methodological concepts in pedagogical research
- account for research ethical principles

### Skills and abilities

- prioritize, argue and defend your own choices of theories and practical approaches for change work in organizations
- search, select and use relevant scientific articles and apply for analysis of a practical case of change work and learning in organizations
- discuss relevant theories and concepts for employee and leader development in relation to different situations
- analyze various practical methods for interpersonal communication and supervision
- conduct as well as verbally and in writing analyze different types of conversations
- observe, analyze and verbally and verbally communicate verbal and non-verbal aspects of interpersonal communication
- formulate an educational research problem
- argue for a methodological approach within one of education's subdivisions
- perform simpler data analysis
- apply a proven scientific reference management system
- contribute to other students' learning through joint work in groups

### Evaluation ability and approach

- analyze, evaluate and critically review the conditions for change and learning in organizations
- critically review how leaders' work, learning and development shape and

- shape in a social and organizational context
- problematize leadership based on gender perspective
- critically review practical methods for interpersonal communication and supervision
- reflect on ethical issues associated with different types of conversations
- analyze and evaluate in writing their own development of conversational skills
- interpret and critically review results from educational research

## Course content

The course comprises the following four sub-courses

### Change and Learning in Organizations, 7.5 credits

In the first part of the course, change work is problematized as an educational process and theories, concepts and models related to change and learning in organizations are being processed. It also includes analyzing an organization and its outside world, and then practicing and applying theories and models for change work and learning. The theories and practical approaches chosen for the change work should be argued and defended based on the application of a proven scientific reference management system. The course also co-operates in group.

### Leadership for Learning and Development, 7.5 credits

In the second part course, leadership is dealt with based on several basic theoretical perspectives and traditions. More specifically, leadership is focused as an educational impact process and the importance of leadership for learning and development in different types of organizations is being processed. The course content also includes the conditions for employee and management's learning and development. Furthermore, leadership is problematized based on gender perspectives and analyzes empirical data regarding leaders' work and influence on learning and development.

### Communication and Supervision, 7.5 credits

The third part of the course deals with theories and practical methods of interpersonal, ie interpersonal communication, and supervision. Some of the course contents consist of practical exercises where the student can apply theories of communication and supervision. This is done by allowing the student to lead, participate, observe, analyze and return different types of conversations. Furthermore, ethical questions and positions that may arise at different types of conversations are included in the course. It also includes analyzing and evaluating their own development of conversational skills.

### Method in Education, 7.5 credits

The fourth part course deals with scientific theoretical approaches and methodological approaches to research based on an educational context. The course also includes methodological concepts in pedagogical research, basic planning of empirical studies in the form of problem solving, purpose and questions. The course also contains research ethical requirements and critical approaches in relation to educational research.

## Teaching and working methods

The teaching takes place in the form of lectures, practical exercises, group supervision and seminars. In addition, the student should conduct self-study individually and in groups.

## Examination

The course is examined through individual written examinations and group-based assignments as well as verbally in connection with active participation in seminars and practical exercises. Detailed information about the contents and forms of the exam can be found in separate study instructions.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.