Education 1

Pedagogik 1
30 credits

Single subject course

734G60

Valid from: 2018 Autumn semester

Determined by	**Main field of study**	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Education	
Date determined	**Course level**	**Progressive specialisation**
2018-05-23	First cycle	G1N
Revised by	**Disciplinary domain**	
	Social sciences	
Revision date	**Subject group**	
	Education	
Offered first time	**Offered for the last time**	
Autumn semester 2010		
Department	**Replaced by**	
Institutionen för beteendevetenskap och lärande		

Entry requirements

General entry requirements for undergraduate studies

Intended learning outcomes

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

Knowledge and understanding
-describe the emergence and development of the educational subject matter
-identify and report some key research fields within the subject of teaching
-exemplify and discuss educational processes in different contexts account for key theories and concepts relating to education, teaching and education
-account for key theoretical perspectives on learning
-identify and communicate in writing and verbally differences and similarities between different perspectives on learning
-account for theories and concepts that focus on different aspects of socialization and identity development
-account for education design as a process based on basic theories, concepts and theoretical perspectives

Skills and abilities
-identify and analyze educational issues in everyday life
-distinguish and reason for key aspects of learning and development in different contexts
-identify and analyze socialization and identity development in different empirical materials
design an education by planning for the implementation, evaluation and follow-up of the education effort
-provide constructive feedback on others' training designs and presentations
-writing and verbally reporting a planned education project
-carry out simpler analyzes of scientific texts
-review and provide feedback on written texts
-plan and conduct interviews on a basic level
-writing text and argue on the basic level
-prepare and hold a presentation to the group
-apply basic reference management in your own text

Evaluation ability and approach
-problematize key concepts in different perspectives on learning
-reflect on the perspectives of different theoretical perspectives on the conditions for learning and development
-reflect on their own experiences from educational contexts in relation to theoretical perspectives on learning
-critically evaluate socialization and identity development in relation to intersectionality, power and ethics
-critically analyze, evaluate and adopt perspectives on educational design as a process
-problematize meaning and requirements in higher education
-reflect on their own learning in a university context.

Course content

The course comprises the following four sub-courses:

Educational overview course, 7.5 credits

In the first part course, teaching is introduced as science; the emergence and development of the pedagogy topic and basic educational theories and concepts are highlighted. Various content areas / divisions of the pedagogical subject as well as educational processes in different contexts such as school, work and leisure are also discussed. In connection with this, we also discuss how teaching in different contexts can promote values, knowledge and skills that contribute to sustainable development. In the course, basic group-dynamic processes and phenomena are also taken. In addition, the university emphasizes the demands of the student, what critical attitude means and how the student's lifelong learning can be understood. The course also introduces study techniques and study guidance.

Perspective on learning, 7.5 credits

In the second part course, different ways of looking at, and understanding learning are studied. During the course, theoretical perspectives are raised, and concepts for learning up and questions such as: What is learning? Why do we learn? How do we learn? processed. Even opportunities and obstacles to learning as well as what learning can lead to in terms of change is addressed. In addition, the course includes an introduction of university library resources for searchers of literature as well as guidelines for managing scientific references.

Socialization and Identity Development, 7.5 credits

The third part of the course deals with theories and concepts of socialization and identity development. Socialization is considered here as a lifelong process through which we humans are shaped and influenced by society and the people around us. The course also illustrates how society's norms and values are transmitted between generations and how factors, such as sex, class and ethnicity, are important for growing conditions, choice of education and occupation, and opportunities for learning. In connection with this, we also discuss how different gender equality can affect the learning environment. Furthermore, it deals with how people's identity is created, developed and shaped in relation to society and culture. Power dimensions and ethics in relation to socialization and identity development are also discussed in the sub-course. The course also includes basic writing techniques for the writing of academic texts.

Educational Design, 7.5 credits

In the fourth part, it is educational design as an educational process that is being processed. Education planned in a thoughtful manner facilitates the participants to learn and develop. An important aspect of the planning work is to reflect on several didactic questions, for example; What? How? Why? and who? In the course, these questions are dealt with based on different logic (perspectives), where the answers may differ depending on the knowledge view, view of the human being and organizational view as one assumed. As a teacher and teacher, it is also important to be able to communicate a message to a group and to create an

open conversation climate, therefore, the course also includes basic presentation techniques as well as approaches for giving and receiving feedback

Teaching and working methods

The teaching takes place in the form of lectures, workshops, group supervision, seminars and role-playing. 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. 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.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is “Swedish”, the course as a whole could be given in Swedish, or partly, or as a whole, in English. Examination language is Swedish, but parts of the examination can be in English.
- If teaching language is “English”, the course as a whole is taught in English. Examination language is English.
- If teaching language is “Swedish/English”, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English depending on teaching language.