

## Leading Learning Processes

Att leda lärprocesser  
15 credits

Single subject course

911G15

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2007-04-17	First cycle	G1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2008		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Intended learning outcomes

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

- describe learning theories that explain a learning process as both an individual and a collective process
- identify formal and informal learning processes in the lives of adults
- describe and account for how leadership can be understood in relation to different learning processes
- describe the educational ideas behind different forms of education and apply these
- relate the concepts of gender and diversity to learning processes
- understand the importance of examination and evaluation in a learning process
- analyse learning processes based on different factors that influence learning and group processes.
- account for the own reflections and analyses, orally and in writing.
- critically review, discuss and reflect on different fields covered in the course

## Course content

The course highlights different theories of learning, leadership and group processes based on what it means to lead a learning process. The student will study theories that highlight learning as individual and collective processes. Different forms of education and how they affect the learning process are also presented. The importance of a leader and the effects of leadership are discussed in this context. The course also covers gender and diversity aspects and the role of examination.

In addition to different theories of learning processes, the student also encounters different working methods such as lectures, role play, group assignments and seminars, and these working methods also function as course contents in relation to the aims of the course: to lead learning processes.

## Teaching and working methods

The teaching takes the form of lectures, seminars, group work and applications, where students are expected to take an active role for their learning. The student is expected to come prepared to each session by, for example, reading literature, active participation in group assignments, discussing and giving constructive feedback on other students' work.

## Examination

The course is examined through an individual and a group assignment. The examination assignments should be presented orally and in writing in seminars.

Applies to all courses regardless of grading scale.

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

If the course has a three-graded grading scale (U - VG), following applies:

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

The following applies to courses that include a compulsory component:

- 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.

## Grades

Three-grade scale, U, G, VG

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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 or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- 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).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.