

Learning and Development

Lärande och utveckling
15 credits

Programme course

941A10

Valid from: 2024 Spring semester

Determined by		Main field of study	
The Board of Educational Science		Special Education	
Date determined		Course level	Progressive specialisation
2009-05-07		Second cycle	A1F
Revised by		Disciplinary domain	
Course Syllabus Board at the Faculty of Educational Sciences		Education	
Revision date		Subject group	
2021-03-08; 2019-09-10		Educational Sciences/General Didactics	
Offered first time		Offered for the last time	
Autumn semester 2009			
Department		Replaced by	
Institutionen för beteendevetenskap och lärande			

Course offered for

- Special Educational Needs Programme
- Master's programme in Pedagogical Practices/Education with Emphasis in Outdoor Didactics/Special Education

Entry requirements

15 HE credits approved in the Special Education Programme, or equivalent.

Intended learning outcomes

On completion of the course, the student should:

- demonstrate knowledge of different development theories and learning theories
- demonstrate theoretical knowledge of different methods for educational development work and follow-up
- demonstrate awareness of how different environmental factors may affect learning and development
- analyse and problematise grounds for different organisational, content-based and methodological choices in the teaching
- demonstrate theoretical and experimental knowledge of how approaches and methods may affect the organisation of the teaching and provide conditions for learning
- problematise and critically reflect on learning situations
- demonstrate an ability to reflect on the own learning
- be able to compile and discuss scholarly literature based on a specific purpose and its associated issues.

Course content

In a qualified way, the course covers how different factors may affect learning and development, both theoretically and based on experience. The conditions for learning and development are studied in different learning environments and complex learning situations. The course provides advanced knowledge of different methods for learning, and the importance for the learning environment of different educational approaches. The course also covers different aspects of child and youth development. The advanced knowledge is then connected to theories of learning. The students should also further develop how they reflect on their own learning.

Teaching and working methods

The teaching takes the form of lectures and literature seminars, as well as through oral and written assignments, carried out independently or in groups. The teaching also takes the form of given through practice-oriented studies and placement.

Examination

Students who have passed an examination are not eligible for the re-examination to obtain a higher grade.

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

Two-grade scale, U, G

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 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 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.