



Board of Teacher Education

Syllabus

The Learning Pupil

Course Code:	LPGK10
Course Title:	The Learning Pupil <i>Den lärande eleven - KPF</i>
Credits:	15
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has at least 60 credits in first-cycle course/s as entry requirements (G2F)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2016-12-06, and is valid from the Spring semester 2017 at Karlstad University.

Prerequisites

Admission to the pedagogical bridging programme after third-cycle qualifications

Learning Outcomes

The aim of the course is that students develop an understanding of how teachers contribute to pupils' knowledge and learning and that they acquire knowledge of hindering and supporting factors in the learning process. The learning process for children and adults is problematised and analysed from different pedagogical and subject-specific perspectives. Pupils' learning is related to the social and cultural factors that impact on teaching and learning.

Module 1 Conditions for learning, 7.5 ECTS

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

1. describe and problematise different conditions for children's, adolescents' and adults' development and learning in various environments from theoretical and experience-based perspectives on knowledge and learning,
2. describe and problematise how child and youth development and the conditions under which pupils grow up affect their learning processes,
3. demonstrate communicative ability in listening, speaking and writing in ways that are both functional and adequate.

Module 2 Subject-specific and special needs pedagogy 7.5 ECTS

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

1. give an account of how perspectives on knowledge and learning affect the teaching design in their own subject,
2. analyse and evaluate the use of digital tools, and
3. give an account of and problematise different special needs approaches to teaching and learning,

Content

Module 1

On the basis of the knowledge and skills required for teaching, the module comprises the following components:

- children and young adults' different conditions for development and learning are problematised and analysed
- oral, written and digital skills are trained
- theoretical and experienced-based perspectives on knowledge and learning are related to the students' own conceptions
- the concept of knowledge is problematised in relation to learning and development
- the effects of different life circumstances, such as class, gender, sexuality, ethnicity, age, needs and maturity, as well as the effects of different cultural contexts, such as youth cultures and mass media, on pupils' development and learning in different educational settings are problematised.

Module 2:

On the basis of the knowledge and skills required for teaching, the module comprises the following components:

- learning scenarios are problematised and analysed
- pedagogical and subject-specific considerations are problematised and analysed
- the uses of digital tools as a resource in their own subject are identified and problematised
- special needs perspectives are problematised in relation to learning and teaching.

Reading List

See separate document.

Examination

Module 1

Learning outcome 1 is assessed on the basis of individual, written reports, one of which is preceded by a group assignment.

Learning outcome 2 is assessed on the basis of individual, written reports, one of which is preceded by a group assignment.

Learning outcome 3 is assessed on the basis of oral and written presentations.

Module 2

Learning outcome 1 is assessed on the basis of individual, written reports, one of which comprises a group task.

Learning outcome 2 is assessed on the basis of an individual, oral and written report, including a group task.

Learning outcome 3 is assessed on the basis of an individual, written assignment.

Submitted material for assessment must clearly indicate individual contributions.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Teacher Education Bridging Programme: Education core studies course