



Board of Teacher Education
Social and Political Studies

Syllabus

Civics and Civics Teaching 5

Course Code:	SHAL92
Course Title:	Civics and Civics Teaching 5 <i>Samhällskunskap med didaktisk inriktning 5</i>
Credits:	22.5
Degree Level:	Master's level
Progressive Specialisation:	Second cycle, has second-cycle course/s as entry requirements (A1F)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2018-02-12, and is valid from the Autumn semester 2018 at Karlstad University.

Prerequisites

SHGL03/SHGL13 with at least 82.5 ECTS credits completed, including "Independent Academic Writing" 7.5 ECTS credits.

Learning Outcomes

The aim of the course is that students develop knowledge and skills of Civics and civics education with special emphasis on aspects of democracy and young people's situation today. Students learn to analyse contemporary society and to transform the knowledge into teaching as well as problematise teaching in relation to current research.

Module 1. Subject content and teaching perspectives on democracy, 7.5 ECTS credits

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

1. independently give an account of and compare different theoretical perspectives on democracy and relate them to the concept of society,
2. independently give an account of and compare different democratic perspectives on education and learning,
3. collect, analyse and compile empirical material,
4. summarise and independently analyse current research on pupils', teachers' and citizens' attitudes to democracy,
5. relate the content of the module to analyses of means of control, text books and teaching,
6. identify and independently analyse problems and potentials of teaching in relation to module content.

Module 2a. Political and sociological perspectives on young people's situation and role in contemporary society, 7.5 ECTS cr.

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

1. describe and analyse young people's political rights, actions and influence in Sweden today and in an international perspective,
2. identify young people's different life circumstances and analyse and explain how young people's identity is formed in the interaction between individuals and between individuals and society,
3. analyse and discuss young people's lives from a gender perspective,
4. analyse and discuss young people's situation today from a diversity perspective,
5. identify and independently analyse problems and potentials of teaching in relation to module content.

Module 2b. Independent research project on young people in our contemporary democracy, 15 ECTS cr (to be taken by students who have not completed an independent project 15 ECTS cr in their second teaching subject)

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

1. independently identify, formulate and delimit a relevant social studies problem related to young people's situation and actions in today's democratic society,
2. apply literature search methods and choose relevant literature for the problem,
3. collect, analyse and compile empirical material,
4. refer to, analyse and critically review academic literature and empirical material based on a social studies problem,
5. argue for chosen research methods and theories, data collected and analysis, and identify any errors on the basis of chosen methods and theories,
6. evaluate the result of their project in relation to previous research and identify needs for further research in the project area,
7. structure a written report meeting requirements of adequate language and formal aspects,
8. give arguments for their choice of methods and material in relation to legal limitations and ethical principles in research,
9. defend their project orally and act as a peer reviewer.

Module 3. Teaching Civics based on research 7.5 ECTS cr

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

1. plan and practise varied teaching in different knowledge areas,
2. relate the planned and implemented teaching to current civics education research,
3. relate the planned and implemented teaching to the subject content of several social studies disciplines,
4. use ICT tools in a relevant and considered way in the planned and implemented teaching.

Content

Contemporary society is analysed with the help of political and sociological concepts. Subject content is related and adapted to teaching through students' own lesson planning and problematised on the basis of their experiences and subject education research.

Module 1. Subject content and teaching perspectives on democracy 7.5 ECTS cr

The module deals with

- contemporary democracy debate and democracy research related to education and learning
- freedom and rights and other democratic perspectives and how the individual learns these aspects from a democratic citizen perspective
- subject-specific teaching theories and issues applied to module content and their own teaching

Module 2a. Political and sociological perspectives on young people's situation and role in contemporary society, 7.5 ECTS cr.

The module includes analysis and discussions of

- Swedish society with a focus on young people's situation
- local, national, international or global levels with a focus on young people's situation

- young people's situation in terms of the concepts individual, identity, gender and diversity
- subject-specific teaching theories and issues applied to module content and their own teaching

Module 2b. Independent research project on young people in our contemporary democracy, 15 ECTS cr

The module comprises

- introduction and supervision
- formulation of topic, aim and problem
- choice of method and arguments for its link to the problem
- systematic literature search in chosen area
- collection, analysis and compilation of empirical material
- analysis and discussion of the empirical material in the light of theory, aim and questions
- written report on the investigation
- serving as peer reviewer

Module 3. Teaching Civics based on research 7.5 ECTS cr

- students plan and present their teaching
- current and relevant civics education research is described and used in planning and analysing teaching.

Reading List

See separate document.

Examination

Module 1: Assessment is based on individual hand-in assignments discussed in seminar.

Module 2a: Assessment is based on individual hand-in assignments discussed in seminar.

Module 2b: Learning outcomes 1-8 are assessed on the basis of an independent written project. Learning outcome 9 is assessed on the basis of peer review performance.

Module 3: Learning outcomes 1 and 4 are assessed on the basis of a description of the lesson planned and in part conducted (microteaching). Learning outcomes 2 and 3 are assessed on the basis of an individual hand-in assignment.

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: Secondary school levels