



Board of Teacher Education  
Social and Political Studies

## Syllabus

### Civics and Civics Teaching III

**Course Code:**

SHGL13

**Course Title:**

Civics and Civics Teaching III

*Samhällskunskap III med didaktisk inriktning*

**Credits:**

30

**Degree Level:**

Undergraduate level

**Progressive**

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 2017-02-15, and is valid from the Spring semester 2018 at Karlstad University.

#### Prerequisites

SHGL01 completed and SHGL02, or SHGL12 with at least 20 ECTS cr completed, or equivalent.

#### Learning Outcomes

The aim of the course is that students acquire further knowledge of subject-specific teaching methodology and subject theory with a special emphasis on the international relation of school and society and on different perspectives on citizen participation. Students are expected to develop knowledge of international relations and also reflect on Swedish society and civics education in comparison with other countries. International exchange is emphasised. Students develop their professional skills in the classroom by applying scholarly and experienced-based knowledge of learning and developing in school.

Module 1 Social Science Methods and Current Civics Education Research 7.5 ECTS cr

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

1. describe and interpret basic social science methods,
2. apply an analytical approach to social science research,
3. interpret and compare examples of current social science education research,
4. relate current social science education research to the planning of their own teaching,
5. describe and problematise grading and assessing in the school subject civics.

Module 2 Independent Academic Writing, 7.5 ECTS cr

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

1. independently write an academic text and apply relevant social science methods to their own collected material, and
2. describe and thoroughly analyse a specifically formulated social science problem.

Module 3a Practical Placement 1, 7.5 ECTS cr (for students who take civics as their first subject)

The aim of practical placement is to introduce students to school practice and give them the

opportunity to develop professional knowledge by processing the relation between theory and practice.

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

1. act in accordance with the core values specified in the education act and curricula
2. explain the meaning of the legislation pertaining to teacher confidentiality and obligation to notify irregularities,
3. reflect on how the equality and equity perspectives can be integrated in pedagogical activities,
4. communicate professionally with students and staff, individually and in groups, adopting a language in speech and writing that is functional and adequate to the situation,
5. plan and conduct, under supervision, teaching to a certain degree in their subjects based on school curricula and knowledge of subject and subject-specific pedagogy,
6. describe the local school's special education efforts and student welfare services,
7. describe and reflect on their own teaching and how it is based on curricula and knowledge of subject and subject-specific pedagogy,
8. give an account of their own professional development and identify their needs of further development.

Module 3b, Practical Placement 2, 7.5 ECTS cr (for students who take civics as their second subject)

The aim of the module is that students develop their professional skills by applying evidence- and experience-based knowledge to learning and development.

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

1. act in accordance with the core values specified in the education act and curricula
2. give an account of legislation concerning school obligations to prevent and take measures against bullying and abuse and analyse local school policy on discrimination,
3. integrate, under some supervision, a norm critical perspective in the pedagogical activities with a focus on equality and equity,
4. communicate professionally with students and staff, individually and in groups, adopting a language in speech and writing that is functional and adequate to the situation,
5. plan, lead and carry out, under supervision, teaching sequences based on school curricula and knowledge of subject and subject-specific pedagogy,
6. plan and carry out teaching sequences taking into account students' different needs and under supervision reflect on special education needs,
7. analyse their own teaching and present arguments for showing how it is related to curricula and knowledge of subject and subject pedagogy,
8. assess students' knowledge development and social situation at school under supervision, and discuss how this can be communicated to students, guardians and staff,
9. with some instruction, use digital tools in pedagogical activities, and
10. discuss their own professional development and identify their need of further development.

Module 4 Citizen Participation, 7.5 ECTS cr

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

1. describe and compare the subject civics in Sweden and other countries,
2. describe different aspects of globalisation from a sociological perspective,
3. independently define and analyse the concept society,
4. describe and explain political participation, nationally and internationally, on the basis of wide and narrow definitions of politics,
5. explore the importance of participation to society from both a protection and change perspective,
6. give an account of the relation between individual actions and the social structure from a political science perspective,
7. describe different aspects of global development from an economics perspective,
8. apply subject-specific theories to the globalisation and participation content and relate these to concrete teaching examples.

## **Content**

Module 1 Social Science Method and Current Civics Education Research 7.5 ECTS cr

- central concepts and methods of importance to the source critical approach are studied and practised
- central concepts and methods with importance to validity, reliability, and analysis in social science investigation are studied and practised

- current research in social science education is presented and analysed

- their own teaching is related to and problematised on the basis of current research in social science education

- current research on grading and assessing in the school subject civics is presented.

Module 2 Independent Academic Writing, 7.5 ECTS cr

- academic writing involves formulating a topic and aim, making methodological choices and delimitations, collecting data and compiling their own material, presenting the study in writing,
- the academic text is presented with a logical and pedagogical structure and with standard techniques for reporting the material and referencing,
- supervision on choice of topic and the other stages of the investigation and writing process,
- a final seminar where students present their text, discuss other texts and review one text,
- students have the opportunity to pursue field studies in Kenya.

Module 3 Practical Placement 1 or 2, 7.5 ECTS cr

Students engage in the daily work in a school and reflect on general school-related issues and also plan, conduct and evaluate their own teaching in the civics subject.

Module 4 Citizen Participation, 7.5 ECTS cr

- an international perspective on school and teaching is introduced and applied in the comparison with other countries' civics education
- participation in the national and international community is described and problematised at the levels of the individual and society along with the actor and structural perspectives
- the students' accumulated subject knowledge and subject-specific teaching experiences and skills are related to the concept of society and current research
- an international perspective is related to subject-specific teaching through exemplifications and applications.

## **Reading List**

See separate document.

## **Examination**

Assessment is based on:

Module 1

Learning outcomes 1 and 4: written exam.

Learning outcomes 2, 3 and 5: individual hand-in assignments discussed in seminar.

Module 2

All learning outcomes are assessed on the basis of the academic text and student performance as respondent and reviewer.

Module 3a (first subject)

Learning outcomes 1,4 and 5: completed and documented practical placement.

Learning outcomes 2, 3, 6, 7 and 8: orally and/or written assignments on campus.

Module 3b (second subject)

Learning outcomes 1, 2, 3, 4, 5, 6, 8 and 9: completed and documented practical placement.

Learning outcome 2, 7 and 10: orally and/or written assignments on campus.

The number of retake opportunities is limited to two for the practical placement component.

Attendance is required for the introduction to and the school placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless there are special circumstances.

#### **Module 4**

All learning outcomes are assessed on the basis of individual hand-in assignments discussed in seminars.

#### **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 programme: Secondary school level

Students have the opportunity to pursue field studies in Kenya at their own expense.