



Board of Teacher Education
Social and Political Studies

Syllabus

School as System and Idea - Primary Education

Course Code:	VIG002
Course Title:	School as System and Idea - Primary Education <i>Skola som system och idé - grundlärare</i>
Credits:	9
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has only upper-secondary level entry requirements (G1N)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2019-03-06, and is valid from the Autumn semester 2019 at Karlstad University.

Prerequisites

General admission requirements and either
-field-specific eligibility A6 b (upper secondary level Mathematics 2a or 2b or 2c, Natural Sciences 1b or 1a1 + 1a2, Civics 1b or 1a1 + 1a2), or
-field-specific eligibility 6b (upper secondary level English B, Mathematics B, Natural Science A, Civics A)

Learning Outcomes

The aim of the course is to promote understanding of the organisation and mission of school, with a special focus on governance.

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

1. give an account of how curriculum theory perspectives are important for understanding school as an

organisation,

2. give an account of the different forms of school governance in Sweden in terms of contemporary, historical, and international perspectives, including the Declaration of Human Rights,
3. describe the function of assessment in relation to the system of goals and results used in school,
4. analyse steering documents on the core values of school, and
5. discuss a critical approach to norms in relation to the core values of school.

Content

- The concepts of knowledge and education as well as curriculum theory are introduced, problematised, and related to the organisation of school and the everyday work of teachers.
- The political governance of schools at different levels is treated and considered in historical and international perspectives.
- Grading and assessment are introduced, explained, and problematised in national and international perspectives.
- The core values of school as formulated in the curriculum are analysed, and examples are given of their thematic use in practice, for instance in relation to sustainable development.
- As part of instruction concerning the core values of school, a critical approach to norms is introduced alongside gender theory.

The course content is related to the school-based work of the teacher student.

Reading List

See separate document.

Examination

Learning outcomes 1-3: Assessment is based on a written exam.

Learning outcomes 4-5: Assessment is based on an individual written 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.

The course is part of the general education core studies required for the school-based Teacher Education programme, grades 4-6.