



LUND
UNIVERSITY

Faculties of Humanities and Theology

ÄRED20, Religious Education 2.a., Secondary School, 7.5 credits

Religionskunskap 2.a., 7-9, 7,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-12-18 to be valid from 2018-12-18, spring semester 2019.

General Information

The course is included in the Master's programme in Secondary Education at Lund University.

Language of instruction: Swedish and English
Swedish but elements in English occur.

Main field of studies

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Depth of study relative to the degree requirements

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, the students shall be able to

Knowledge and understanding

- account for different ways to describe, analyse and take a position on ethical problems and on learning and teaching about this
- account for the importance of identity, its different dimensions and how it is shaped and developed by different factors
- account for what school curricula say about the aspects of the subject of religion addressed by the course
- account for didactic models and concepts that can be used to reflect on how schools can work with the different themes of the course

Competence and skills

- discuss and critically assess ethical theories
- discuss different modes of action based on ethical concepts and theories
- compare and analyse different theories about identity
- use didactic concepts and adapt didactic models to the different fields and learning outcomes addressed by the course
- use a didactic analysis to independently devise and convert content and working methods in relation to the learning of groups and individuals and to school policy documents

Judgement and approach

- take informed positions on practical ethical problems
- express specialised awareness of meanings that can be generated in the meeting between religious education teachers and pupils in matters raised by the subject of religion, especially in ethical issues and issues of identity
- express the significance of knowledge, respect and perceptiveness in meetings with pupils with different cultural backgrounds and perspectives on life
- assess and reflect on their own teaching in religion by relating it to their intentions, the pupils' learning and policy documents

Course content

In the course, ethical problems and views as well as questions of identity are analysed and discussed. Subject didactics is integrated in all components with reflection, discussion and exercises about the roles of teachers and pupils, learning outcomes, learning, teaching and assessment.

The course consists of two components:

Component 1 *Didactics of Ethics* deals with different ways to identify, analyse and take a position on moral issues. The tools are moral concepts and theories as well as knowledge of moral and religious traditions. Exercises are conducted on moral issues from everyday and social life and from situations that can arise in school. In coordination with this, students reflect on the issues of ethics didactics. How can concepts and models be introduced in school teaching to clarify ethical problems, to help in taking a position and in argumentation as well as to create understanding for people's different values?

Component 2 *Didactic Perspectives on Identity* deals with different ways to view human identity and what problems of identity may entail. Questions posed include how people's identity is shaped by social and cultural norms, media and popular culture as well as by attitudes to life issues of existential importance. The subject didactic reflection addresses the interplay between practical and theoretical aspects of teaching as well as how the multifaceted question of identity can be put into perspective in a way that pupils can recognise and that develops their thinking and approach.

Course design

The teaching consists of lectures, seminars and exercises. Attendance is compulsory on the course's approximately five seminars and exercises. Absence is to be compensated for with written work according to the lecturer's instructions.

Assessment

Component 1, Didactics of Ethics, is assessed through a written lesson plan in the field of ethics produced in a group as well as oral presentation and discussion of the plan.

Component 2, Didactic Perspectives on Identity, is assessed through an individual written assignment on the subject of the teaching profession and identity.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

The grades awarded for Component 1 are Pass or Fail. The grades awarded for Component 2 are Fail, Pass or Pass with Distinction.

For a grade of Pass on the course, the student must have been awarded at least the grade of Pass on both components. For a grade of Pass with Distinction on the course, the student must also have been awarded this grade on Component 2.

Entry requirements

To be admitted to the course, students must have passed at least 18 credits of Religious Education 1 (ÄRED01) or the equivalent.

Further information

1. The course is offered at the Centre for Theology and Religious Studies, Lund University.
2. It is included as module 1 in ÄRED02, Religious Education 2.
3. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree. For further details see the current registration information and other relevant documentation.
4. The module titles in Swedish:

1. Etikdidaktik
2. Didaktiska perspektiv på identitet.

Subcourses in ÄRED20, Religious Education 2.a., Secondary School

Applies from V19

1901 Religious Studies 2a, 7-9: Ethics, Identity and Education, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction