



Faculties of Humanities and Theology

ÄUVB12, Cognition, Speech, Development and Learning, 7.5 credits

Kognition, språk, utveckling och lärande, 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 2015-05-26 to be valid from 2015-05-26, spring semester 2015.

General Information

The course is included in the Master's programme in Secondary Education offered jointly by Kristianstad and Lund universities. It belongs to the educational sciences core of the programme and is included in the second half of semester 2. The course aims to provide students with knowledge and understanding of the conditions for teaching caused by the different backgrounds, development and learning processes of pupils.

Language of instruction: Swedish

Some of the course components may be in English.

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 and compare the fundamental features of theories about the needs, development and learning processes of children, youth and adults (1)
- explain and account for the impact of social media on the learning and identity development of youth and on schoolwork (2)

Competence and skills

- orally and in writing discuss the relevance of different theories to the teacher's profession and the organisation of teaching and justify different strategies for action on the basis of the theories (3)
- informed by current research, query theories of the needs, development and learning processes of individuals and groups with reference to class, gender and ethnic background (4)
- informed by theories, describe and reexamine how children, youth and adults assimilate and communicate values, attitudes, knowledge and skills in different contexts (5)

Judgement and approach

- take a critical position on theories and their applicability to teachers' work and school (6)
- assess and take a critical position on different strategies for action as tools to create environments favourable to learning (7)

Course content

The course introduces theories of development and learning processes as a basis for understanding and explaining the cognitive and linguistic preconditions of youth and adults to learn and develop abilities needed individually and by society. The theories are queried from the perspective of current research on class, gender and ethnic background. The course also deals with social media and learning. The key concepts are cognitive and linguistic development, mediation, concept formation, socialisation and learning.

These concepts enable the students, individually or in groups, to assess their education from the point of view of research. As a result, the students are indirectly made aware of the fact that school, teaching and study resources are not the only, albeit important, sources to experience and knowledge.

Course design

The teaching method of the course is that students and lecturers collectively participate in the generation of knowledge through actively contributing experiences, reflections, interpretations and perspectives. The teaching consists of lectures, seminars and other study both individually and in groups. The students are provided with the opportunity to study in detail and evaluate the points of departure of different theories and their relevance for the work of the subject teacher.

Assessment

The assessment is based on an individual written assignment.

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 grading criterion is the quality of the written assignment. The assessment specifically takes into account the phenomenon addressed and how it is discussed, queried and related to the contents of the course and to the field of educational sciences.

Entry requirements

Further information

1. To be admitted to the course, the student must be admitted to the Master's programme in Secondary Education offered jointly by Lund and Kristianstad universities.
2. The course is evaluated formatively and to a certain extent summatively at the end of the course. General issues on outcomes, course content, forms of collaboration and teaching should be central in the evaluation. Minutes/notes from the evaluation should be made available to the programme management. The evaluation report is a public document and must be signed by the course directors and elected student representatives. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

Subcourses in ÄUVB12, Cognition, Speech, Development and Learning

Applies from V15

1501 Paper, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction