

KOGP17, Developing Instruction on the Basis of Cognitive Science, 7.5 credits

Att utveckla undervisning på kognitionsvetenskaplig grund, 7,5 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2023-12-14 (U 2023/917). The syllabus comes into effect 2024-03-01 and is valid from the autumn semester 2024.

General information

The course is offered as a freestanding course. It can normally be included in a first or second-cycle qualification.

Language of instruction: Swedish

Main field of study

Specialisation

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A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

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

Knowledge and understanding

- give an account of a number of evidence-based teaching practices or types of instruction that have turned out to be powerful in supporting pupils' learning including knowledge and understanding of the causes that they are powerful in terms of how people, in particular children and young, learn and can learn;
- give an account of central learning mechanisms and about types of instruction that utilise these;
- be able to explain the relationship between biologically primary versus biologically secondary knowledge and learning

Competence and skills

- use material from the course content to analyse and discuss different lesson plans;
- use one or several of the evidence-based teaching practices from the course content to design and carry out teaching elements and be able to reflect on the outcome;
- orally and in writing, clearly give an account of and discuss the evidence-based types of instruction that the course raises,
- orally and in writing, clearly give an account of and discuss their own application – design and implementation of a teaching element – and the outcome of this application;

Judgement and approach

- demonstrate an understanding of what limitations apply with respect to the generalisability of cognitive principles, learning mechanisms and evidence-based teaching practices;
- demonstrate an understanding that the impossibility of making reliable predictions in individual cases is fully compatible with the fact that there is general knowledge of well-functioning teaching practices;
- demonstrate an understanding that well-proven and evidence-based teaching practices are something that must interact in the classroom with a teacher's own unique experiences and knowledge about, and relation to, their own pupils.

Course content

In recent decades, there has been an explosive growth in scientific knowledge about how people, especially children and young people, learn different things, and how learning can be supported through different forms of teaching. The course is intended to communicate knowledge of a number of evidence-based teaching practices or types of instruction that have turned out to strengthen learning opportunities for people, particularly children and adolescents. This includes explaining why the teaching methods discussed are effective or efficient.

The course content thereby contributes to answering questions such as 'what can I do that leads to that my pupils learning more?', 'how can I teach so that my pupils get the best possible opportunity to learn as much as possible?'

An important element in the course is the student's own applications of the course content, where the student uses one or several of the evidence-based teaching practices from the course content to design and carry out teaching elements.

Course design

Teaching consists of lectures and seminars. The course is delivered remotely, but the introductory lecture and another component take place on campus. The introductory lecture is compulsory. The course includes seven seminars of which the student must participate in at least five.

If, due to circumstances beyond their control, such as accidents, sudden illness or similar, students are unable to carry out a compulsory component, the University is responsible for ensuring that an equivalent alternative or another time for the component is offered. This also applies to students participating in activities in an elected position as a student representative

Assessment

Examination takes place through a written assignment and through two oral presentations.

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.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

The written assignment is graded with Fail/Pass/Pass with distinction, the oral presentations with Fail/Pass. The grade on the written assignment decides the grade in the course, but for a Pass grade, the student must also have achieved the grade of Pass on both their oral presentations.

Entry requirements

Teacher's degree (or at least 90 credits in Educational Science from uncompleted teacher studies) or at least 60 credits in Cognitive Science at second-cycle level, and knowledge of Swedish and English equivalent to general entry requirements at first-cycle level.

Further information

- The course is offered at the Department of Philosophy, Lund University.
- The credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- For further details, see current registration and information materials.