

KOGU01, Cognitive Science Perspectives on Teaching and Learning for F-3-Teachers, 7.5 credits

Kognitionsvetenskapliga perspektiv på undervisning och lärande för F-3-lärare, 7,5 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-04-08 (U 2024/189). The syllabus comes into effect 2024-04-08 and is valid from the autumn semester 2024.

General information

The National Agency for Education are the commissioning client.

Language of instruction: Swedish

Main field of study

Specialisation

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AXX, Second cycle, in-depth level of the course cannot be classified

Learning outcomes

On completion of the course, students shall be able to

Knowledge and understanding

- give an account of a number of basic principles of how human information management functions and what implications these have for teaching.
- give an account of the basic ability to focus, to be able to regulate their own motivation and to have stamina – and how these can be supported and are developed in/through teaching.
- give an account of various stages in the development of reading and writing ability, why it is so difficult for many children to learn to read and write, and secondary effects of to learning read and write.
- give an account of differences between phonics-based teaching methods and whole-word methods for early reading and writing acquisition.

- compare analogue and digital information formats with regard to children's learning.

Competence and skills

- use central material from the course content to analyse and discuss different lesson plans and working methods with F – 3 pupils.
- use some principle or teaching practice from the course content to design and carry out their own teaching.
- summarise, discuss and give an account of central contents of the reading list in both oral and written form.
- summarise, discuss and give an account of the design and application of central content of their own teaching in both oral and written form.

Judgement and approach

- demonstrate an understanding of what limitations apply with respect to the generalisability of cognitive principles and evidence-based teaching practices.
- demonstrate an understanding that the difficulty of making reliable predictions in individual cases is fully compatible with the fact that there is general understanding 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, considerable growth in scientifically based knowledge of children and adolescents' learning has taken place, and how this learning can be supported through different forms of teaching. The course provides knowledge of a number of scientifically based teaching practices that have been shown to improve opportunities for children and adolescents' learning.

The focus lies on basic forms of skills that are particularly important to support in younger children through teaching, as they form the basis for continued learning through primary and lower-secondary school and beyond. This includes learning to: focus, have a certain level of endurance and control their own motivation. It also includes basic relationship skills, abilities to communicate orally and to deal with written language i.e. read and write.

The course will address the systematic empirical evidence on how these skills are developed and can be supported, particularly for students who have limited opportunities to get the support they need outside of school. In this way, the course relates to the school's compensatory assignment.

The aim is for the course content to contribute to answering questions such as: "What can I do to provide my pupils with the opportunity to develop these forms of basic skills?", "How can I work and teach to ensure my pupils receive the best possible opportunity during primary school to put in place strong foundations for continued learning?"

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

Course design

Teaching is conducted through remote sessions. These include lectures, overviews, seminar discussions and group discussions. The course includes ten course meetings of which the course participant must participate in at least eight. The course is offered as a distance learning course, supported by an online virtual learning platform and/or digital tools. Course participants are required to participate on this basis and to have access to a computer with an internet connection as well as working speakers, microphone and a webcam. The department will provide information about technical requirements.

If course participants have not been attend at least eight course meetings, they are offered an opportunity to complete a supplementary written assignment.

Assessment

Assessment takes place through (i) oral examination, (ii) a written assignment and (iii) an oral presentation of the written assignment.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction
The oral examination is graded with: Fail, Pass, Pass with Distinction. The written assignment and the oral presentation of this work are both graded with Fail/Pass. The examination grade determines the grade on the course. For a grade of Pass, the student must also have the grade of Pass on the written assignment and the oral presentation of it.

Entry requirements

The course is aimed at teachers of grades F-3.

Further information

The course is offered at the Department of Philosophy, Lund University.