



Faculty of Fine & Performing Arts

## MULE23, Leadership and Learning in School, 7.5 credits

*Lärande och ledarskap i skolan, 7,5 högskolepoäng*  
First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by Education Committee for Music Teacher Education on 2021-12-08 and was last revised on 2021-12-08. The revised syllabus applies from 2022-08-29, autumn semester 2022.

### General Information

Course type and place in education system: The course is included in the second cycle degree in music teaching with a specialisation in upper-secondary school. The course is given semester 2 as part of the core education subjects

*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

After completing this course, the student should be able to:

- reflect and discuss planning and implementation of music teaching on the basis of different didactic theories and theories of scope for action
- discuss different ways to see the relationship between teaching and learning in music
- discuss and problematise the role of schools and teachers based on steering documents and their experience of their placement (VFU)
- define and describe the physical, mental and social factors that influence learning, development and socialisation in contemporary schools and society, especially from the perspective of gender, class, and ethnicity
- show how a creative approach to teaching and the ability to lead can inspire adolescents in their area of expertise
- identify and critically review aesthetic forms of expression that take place in schools
- observe educational activities and by means of theories from the educational

This is a translation of the course syllabus approved in Swedish

sciences be able to describe and illustrate how children and adolescents acquire and communicate values, attitudes, knowledge and skills

- account for, evaluate and apply theories of educational leadership and project management and discuss their implications for educational practice
- analyse and discuss group psychological mechanisms, the importance of leadership in educational institutions and how well-functioning communication between people from the aspects of gender, ethnicity and class contribute to advanced cooperation skills

## Course content

The course covers theories of scope for action and frame factors on the basis of school steering documents, societal needs and ideological movements that concern school. The course also contains theories of child and adolescent development and learning, as well as different theoretical and practice-orientated perspectives on creativity and social interaction between people in different situations. Furthermore, group dynamics are dealt with both theoretically and through group psychological exercises. During the course, leadership and group dynamics in learning situations are discussed and practised, and in connection with project management.

## Course design

The course is designed to allow the students to participate in joint knowledge building alongside their fellow classmates and teachers. Teaching is carried out in the form of seminars, workshops, exercises and work individually and in groups. Part of the course takes the form of regular lectures and the other part as a project week. The project week contains compulsory components that are based on student participation, unless special circumstances apply. An alternative form or date for compulsory components is offered to students who are not able to complete a compulsory component owing to circumstances beyond their control, e.g. accident, sudden illness or similar. This also applies to students who have missed teaching because of activities as a student representative..

## Assessment

The course is examined in two parts. The first examination consists of a report that should describe how scope for action can be identified and developed at the school where the student is carrying out their placement. The assignment is written individually and is submitted before the project week. Should the student not have completed the first examination, they cannot participate in the following project week.

The other examination consists of students working in groups to develop, lead and coordinate a project for a target group in the students' specialisation. The students should be able to function as active and constructive project managers and are trained in to be able to cooperate in and lead groups during the project week. The project week contains compulsory components (needs analysis, idea generation and selection, experimentation and prototyping) in which the students lead a project where they acquire different tools to develop their leadership and communication skills alongside others. In connection with project management, the students should give an account of and evaluate different theories of educational leadership, discuss their importance and implication for educational practice, analyse and discuss group psychological mechanisms and how constructive cooperation can be designed at all

levels. In connection with the management of the project, the students must keep a log book over their development of creative approaches to teaching and their ability to lead artistically and inspire adolescents in their area of expertise.

In all, two oral presentations are included in the examination; one of five minutes (a pitch) and one of fifteen minutes. At the end of the course, the students deliver their project log book and a project proposal that has been developed into a project plan, of which the latter shall be presented in written and oral form.

The number of examinations is limited to five.

The course includes opportunities for assessment at a first examination, a re-examination close to the first examination and a further three re-sits for courses completed in the past year (catch-up exam).

If a student with a functional impairment wishes an equivalent examination alternative, they need to report this no later than two weeks before examination.

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.

## **Entry requirements**

To be admitted to the course, the student must already be admitted to the upper-secondary teacher training programme in music, LAMGY.

## **Further information**

### *Course evaluation*

The course evaluation includes formative (oral) evaluation where results can directly influence ongoing teaching and lead to discussions on learning between teachers and students, as well as a written evaluation that is carried out anonymously on completion of the course. The results of the written evaluation are to be made available to the students. The focus is on learning outcomes, contents and types of instruction. Important views and experiences from the course evaluations are passed on at the end of the course. The teachers are responsible for ensuring that the evaluations are carried out. Experiences and views from the evaluation shall be considered and followed up in the following year's course.

### *Course literature and other study resources*

Reading list and other study resources are presented in a separate list.

## Subcourses in MULE23, Leadership and Learning in School

Applies from H22

2201 Leadership and learning in School, 7,5 hp  
Grading scale: Fail, Pass