



Faculty of Fine & Performing Arts

MULM73, School Development, Ideology and Discretionary Power, 10 credits

Att utveckla skolan, ideologi och handlingsutrymme, 10 högskolepoäng

Second Cycle / Avancerad nivå

Details of approval

The syllabus is an old version, approved by Education Committee for Music Teacher Education on 2022-06-08 and was valid from 2025-01-20, spring semester 2025.

General Information

Course type and place in education system: The course is included in the upper-secondary teacher training programme in music. The course is given semester 10 in the main subject of the upper-secondary teacher training programme in music.

Main field of studies

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Depth of study relative to the degree requirements

A1N, Second cycle, has only first-cycle course/s as entry requirements

Learning outcomes

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

- using concrete examples, illustrate different ways to organise the work in a school based on current policy documents
- give an account of and discuss different interpretations of how the educational development work in schools is influenced by environmental factors, regulatory frameworks and local circumstances and how these influence pupils
- critically review and problematise the fundamental value of school in relation to basic democratic and human rights in both national and international contexts
- demonstrate the ability to establish action plans and discuss how schools can counteract and prevent discrimination and other victimisation, with specific focus on an equal opportunities and inclusive teaching
- account for and critically review the links between education systems, education policy, a school's curriculum and teachers' choice of content and method in connection with day-to-day music teaching
- distinguish and analyse how formulations about pupils and teachers influence

This is a translation of the course syllabus approved in Swedish

and participation in the school's policy documents are expressed through planning, leading, carrying out and evaluating educational activities on the basis of an influence perspective

- on the basis of own and others' experiences and relevant research results, evaluate, reflect on and give an account of a stimulating psychosocial and physical working environment in the activities of the school
- plan teaching and discuss and problematise didactic questions linked to teaching of sexuality, consent and relationships
- on the basis of proven experience and scientific evidence, discuss and give an account of the possibilities and limitations of the school of the future to deliver teaching and learning

Course content

- School organisation and management
- School aims and visions, from the perspective of fundamental values
- Different models for school and organisational development
- Educational and ideological specialisations and alternative school types
- Teaching in relation to policy documents and societal expectations
- Curriculum theory on the basis of formulation, transformation and realisation
- The aims of teaching and assessment of goal attainment, organisation, contents and working methods.
- Equal opportunities, discrimination victimisation
- Sexuality, consent and relationships
- Psychosocial and physical working environment
- The influence and responsibility of teachers and pupils

Course design

The varied working methods of the course include seminars, workshops, teamwork and individual, oral and written work. In the course, problem-based learning is applied, which means that the students have influence over both contents and implementation based on the aim of the course and needs that arise in connection with the examination assignment. The teaching method of the course is based on students' active participation in the collective generation of knowledge with course peers and teachers through actively contributing their own experiences, reflections, interpretations and perspectives.

Assessment

Examination assignment (group) "The school of the future"

"The school of the future" - the assignment be assessed in the form of an integrated written group assignment where the students describe a school where they should want to work in groups. The description should contain an activity plan with aims and visions where the educational specialisation (approach to others, to knowledge and the role of schools) is clarified; the contents and implementation of the teaching and assessment of goal attainment; school organisation; the psychosocial working environment with action plans; equal opportunities with regard to discrimination law and preventative and promotional measures supported by action plans; how consent, sexuality and relationships may be included in teaching; a description of how the influence and responsibility of teachers and pupils in schools looks, and a description of the design of the physical environment. All proposals should be justified and linked

to reading list and other self-chosen sources. The description and the report take place in the form of a web page that then forms the basis for joint critical review and discussion at a seminar. In addition, students keep a joint log book over the process. It is also to be submitted and be assessed on the basis of the aims of the course.

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 three further re-sit opportunities for courses completed in the past year (catch-up exam).

If a student with disabilities requires an equivalent examination alternative, this must be requested by the student no later than two weeks before the 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, students must have obtained a grade of Pass in all courses semester 1-4 in 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.

Reading list

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

Subcourses in MULM73, School Development, Ideology and Discretionary Power

Applies from V25

2501 School Development, Ideology and Discretionary Power, 10,0 hp
Grading scale: Fail, Pass