



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

## **TLVB53, Religious Studies: Ethics, Identity and Education, 7.5 credits**

*Tros- och livsåskådningsvetenskap: Etik, identitet och lärande, 7,5  
högskolepoäng*  
**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2018-11-28 and was last revised on 2020-09-08. The revised syllabus applies from 2020-09-08, spring semester 2021.

### **General Information**

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

*Language of instruction:* Swedish and English  
Swedish but elements in English occur.

*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 different ways to describe, analyse and take a position on ethical problems and on learning and teaching about this
- account for the importance of identity, its different dimensions and how it is shaped and developed by different factors
- account for the content of school syllabi with regard to the parts of religious education that the course deals with
- account for didactic models and concepts that can be used to reflect on how the course's different themes can be addressed in school

### **Competence and skills**

- discuss and critically assess ethical theories
- discuss different modes of action based on ethical concepts and theories
- compare and analyse different theories about identity
- use didactic concepts and adapt didactic models to the different areas and learning outcomes covered in the course
- use a didactic analysis to independently design content and working methods in religious instruction in relation to groups' and individuals' learning as well as in relation to school policy documents

### **Judgement and approach**

- take informed positions on practical ethical problems
- express a specialised awareness about the meanings created in encounters between the religious education teacher and pupil with regard to questions raised in religious education, especially ethical issues and issues of identity
- express the importance of knowledge, respect and perceptiveness in meetings with pupils with different cultural backgrounds and perspectives on life
- assess and reflect on their own teaching in religion by relating it to their intentions, the pupils' learning and policy documents

### **Course content**

In the course, ethical problems and views as well as questions of identity are analysed and discussed. Subject didactics is integrated in all components with reflection, discussion and exercises that address the roles of teacher and pupil, learning outcomes, learning, teaching and assessment.

The course contains two components

Component 1 Didactics of Ethics addresses different ways to identify, analyse and take a position on moral issues. The tools are moral concepts and theories as well as knowledge of moral and religious traditions. Exercises are conducted on moral issues from everyday and social life and from situations that can arise in school. In coordination with this, students reflect on the issues of ethics didactics. How can concepts and models be introduced in school teaching to clarify ethical problems, to help in taking a position and in argumentation as well as to create understanding for people's different values?

Component 2 Didactic Perspectives on Identity addresses different ways of viewing people's identity and what identity problems may entail. Questions posed include how people's identity is shaped by social and cultural norms, media and popular culture as well as by attitudes to life issues of existential importance. The subject didactic reflection addresses the interplay between practical and theoretical aspects of teaching as well as how the multifaceted question of identity can be put into perspective in a way that pupils can recognise and that develops their thinking and approach.

### **Course design**

The teaching consists of lectures and seminars. Attendance at the six seminars in the course is compulsory. Some absence can be compensated for in writing according to

the teacher's instructions. If the absence exceeds 20% of the seminars in the course, students may compensate for it through attendance at the same course component next time the course is offered.

## Assessment

Assessment of Component 1, Didactics of Ethics, is based on an individual written assignment.

Assessment of Component 2, Didactic Perspectives on Identity, is based on an individual written assignment.

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, Pass with distinction.

The grades awarded for Component 1 are Pass or Fail. The grades awarded for Component 2 are Fail, Pass or Pass with Distinction.

For a grade of Pass on the course, the student must have been awarded at least the grade of Pass on both components. For a grade of Pass with Distinction on the course, the student must also have been awarded the grade of Pass with Distinction on Component 2.

## Entry requirements

To be admitted to the course, students must have 30 credits or the equivalent.

## Further information

1. The course is offered at the Centre for Theology and Religious Studies, Lund University.
2. It is included as module 1 in ÄRED02, Religious Education 2.
3. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree. For further details, see the current registration information and other relevant documentation.
4. The module titles in Swedish
  1. Etikdidaktik
  2. Didaktiska perspektiv på identitet

## Subcourses in TLVB53, Religious Studies: Ethics, Identity and Education

Applies from V19

1901 Religious Studies: Ethics, Identity and Education, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction