



DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

PDG455 Introduction to Learning Theories and the Teaching Profession, 7.5 credits

Introduktion till lärandeteorier och läraryrket, 7,5 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2022-01-27 to be valid from 2022-08-29, autumn semester of 2022.

Field of education: Social Sciences 100%

Department: Department of Pedagogical, Curricular and Professional Studies

Position in the educational system

The course is given as a free-standing course.

Main field of studies

Education and Didactics

Specialization

G1N, First cycle, has only upper-secondary level entry requirements

Entry requirements

General entrance requirements for university studies and the Swedish upper secondary course English 6 or equivalent. English proficiency equivalent to IELTS 6.5 no part under 5.5 or TOEFL 575 p, TWE score 4.5 is also required.

Learning outcomes

On successful completion of the course, the student will be able to:

Knowledge and understanding

- outline different aspects of the teaching profession and the complexity of teachers' work

- describe and compare learning theories and the learning environment from a teaching point of view
- summarize and compare different perspectives on learning
- describe the historical development of teaching
- reflect on teachers' practice in relation to societal changes
- identify how children's development can be understood and integrated into pedagogical work

Competence and skills

- apply critical reading to scientific texts on subject-didactics
- develop teaching activities based on studied theories

Judgement and approach

- argue different didactical aspects of working within school systems,
- choose assignments that promote learning, based on learning theories.

Course content

The course is given as a general course for students enrolled in teaching/pedagogical programmes, and for other students interested in broadening their competencies in understanding teaching and learning within formal educational systems. An important aspect of the course is learning about what characterizes the teaching profession and how learning theories and knowledge from developmental science are interpreted and implemented in teaching. The course largely relies on empirical research conducted within the Swedish context.

Four topics are explored.

Perspective on teaching and educational science

The history of *didaktik* is discussed. The special emphasis will be put on the historical development of the teaching profession.

Applying learning theories and developmental science in the classroom

Learning theories, from the beginning of the 20th century to the present day, are discussed. The focus of this topic is on linking theory and practice, and understanding how different theoretical approaches influence teaching and organization of classroom activities.

Complexity of the teaching profession

Focus is on mapping the complexity of teachers' work and teaching profession, as well as the multidimensionality of teachers' competencies and skills.

Teaching and academic research

Focus is on the scientific basis for the teaching profession. Students will discuss research articles relevant for the teaching profession.

At the beginning of the course, students can choose one of the topics to focus more thoroughly on during the seminars.

Form of teaching

Lectures and seminars will be linked to each topic. Exercises will be integrated into online activities.

Language of instruction: English

Assessment

The course is assessed through one written assignment and one mandatory presentation during the seminars.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

The presentation is graded with Pass or Fail. The written assignment is graded with Pass with Distinction, Pass or Fail.

To get Pass for the whole course, both examinations must be graded at least Pass. To get Pass with Distinction for the whole course, the presentation must be graded with Pass and the written assignment must be graded with Pass with Distinction.

Course evaluation

The course will be evaluated and the results will be the subject of discussion between the teachers in the course. The course evaluation is anonymously conducted via an on-line

evaluation survey after the course has been completed. The evaluation will be used for course development.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.