

Syllabus

for course at first level

Schoolage Educare

Fritidshemmets pedagogik

15.0 Higher Education

Credits

15.0 ECTS credits

Course code:	UE2097
Valid from:	Autumn 2014
Date of approval:	2011-10-10
Changed:	2014-03-13
Department	Department of Child and Youth Studies
Main field:	Leisure Pedagogic
Specialisation:	G1N - First cycle, has only upper-secondary level entry requirements

Decision

This course plan has been approved by the Board of Science at Stockholm University 2011-10-10. Latest revision approved by the Head of the Department of Child and Youth Studies 2014-03-13.

Prerequisites and special admittance requirements

Swedish upper secondary school courses English B and Social Studies A, or equivalent.

Course structure

Examination code	Name	Higher Education Credits
EX01	Performative group exam	6
EX02	Oral group exam	2
EX03	Individual written exam	7

Course content

The course is an introduction to the pedagogy of Swedish school-age educare. The course covers theories about school-children's learning and play at school-age educare. The course also covers outdoor pedagogy and valuebase issues, among others managing conflict. The course work is based on a multimodal approach, integrating drama, visual arts and music.

Learning outcomes

After having completed the course, a student is expected to be able to:

- show awareness of Swedish school-age educare and the role of its teachers,
- reflect on different theoretical perspectives of children and their learning and play,
- reflect on issues of valuebase and the handling of conflicts,
- identify the value of the outdoors as an environment for learning in school-age educare,
- reflect on children's perspectives linked to multimodal environments for learning.

Education

The course is delivered on campus as well as through webbased work and study visits. Education on campus will have both theoretical and practical content and consists of lectures, seminars, group tasks, literature seminars, project work, presentations and assignments.

Seminars, study visits, group tasks and web based tasks are mandatory. Absence can be compensated in accordance with instructions by the course tutor. With an absences over 45% from meetings on campus, the

student is considered not to have taken the course and must reregister in order to complete the course at a later stage.

Forms of examination

a) Forms for examination

The course is examined in the following way:

EX01 Group work, 6 hp

EX02 Group work, 2 hp

EX03 Individual assignment, 7 hp

b) Assessment

Assessment of the whole course and on EX03 is made according to a criterion referenced seven-point scale

A-F:

A = Excellent

B = Very Good

C = Good

D = Satisfactory

E = Adequate

Fx = Insufficient

F = Fail

Assessment of EX01 and EX02 is made according to a two-grade rating scale G-U:

G = Approved

U = Not approved

Grades Fx, F and U are not approved assessments.

c) Assessment criteria

The grading criteria for this course are included in the study guide.

d) Final grade

A grade of at least E or G on all assignments and exams is required in order to obtain a grade for the whole course.

e) Re-examination and fail

A student who has received a grade E or higher, may not do the assignment again in order to receive a higher grade.

A grade of E or G can also not be changed on the request of the student.

A student who receives the grade Fx has the possibility of complementing the exam within two weeks after being informed of the need to do this. If this is not done in the time allowed the student has to retake the examination.

A student who has received U, Fx or F twice on a given exam and by the same examiner can, on application, be granted a new examiner. The application should be addressed to the director of studies.

Forms for retaking exams are given in the study guide. Opportunity to retake exams is given at least once per semester.

Interim

Students may request to be examined in accordance with this syllabus up to three times over a two year period following its expiry. The application should be addressed to the director of studies.

Misc

This course is a freestanding course given in English.

Required reading

Else, P. (2009). *The value of play*. Maidenhead: Continuum. (167 p.)

Faulkner, D., & Coates, E. (2011). *Exploring children's creative narratives*. Abingdon: Routledge. (288 p.)

Illeris, K. (Ed.) (2009). *Contemporary theories of learning. Learning theorists in their own words*. Abingdon: Routledge. (256 p.)

- Lester, S., & Maudsley, M. (2006). *Play, naturally: A review of children's natural play*. London: Children's Play Council for PlayDay. (105 p.) (Available on-line)
- Palsdottir, K. (2012) *Care, learning and leisure: The organizational identity of after-school centres for 6-9 year old children in Reykjavik* (Doctoral thesis). Reykjavik: School of Education, University of Iceland. (285 p.) (Available on-line)
- Pihlgren, A. & Rohlin, M. (2013) "The free child" - organized after school activities as the upbringing of a community. In B. Boufoy-Bastick (Red.), *The international handbook of cultures of education policy*, vol. 1(pp. 437-476). Strasbourg: Analytrics. (39 p.) (Available on-line)
- Sandell, K., & Öhman, J. (2010). Educational encounters with nature: Reflections from a Swedish outdoor perspective. *Environmental Education Research*, 16(1), 113-132 (19 p.) (Available on-line)
- Skolverket. (2007). *General guidelines and comments: Quality in leisure-time centres*. Stockholm: Skolverket. (Available on-line)
- Skolverket. (2011). *Curriculum for the compulsory school, preschool class and the recreation centre 2011*. Stockholm: Skolverket. (20 p.) (Available on-line)
- Skolverket. (2012). *Evaluation of anti-bullying methods*. Stockholm: Skolverket.(228 p.) (Available on-line)
- Sommer, D., Pramling Samuelsson, I., & Hundeide, K. (2009). *Child perspectives and children's perspectives in theory and practice*. Dordrecht: Springer. (264 p.)
- Øksnes, M. (2008). The carnival goes on and on! Children's perceptions of their leisure time and play in SFO. *Leisure Studies*, 27(2), 149-164. (15 p.)