LL205N Perspectives on Comprehensive Technology Education 7.5 credits

Perspektiv på grundskolans teknikämne

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for LL205N valid from Autumn 2012

Grading scale

A, B, C, D, E, FX, F

Education cycle

Second cycle

Main field of study

Technology and Learning

Specific prerequisites

Qualified teacher; English, course level A; Swedish, course level B.

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After the course, the student will be able to

Describe the history of the concept of technology, the history of technology in Swedish comprehensive education and the borders to other subjects, and apply this knowledge in analyses of text from within the educational field.

Give examples of how and why gender has influenced the technical field and how this can be handled within comprehensive technology education.

Describe different forms of technical knowledge and use that in order to analyze the syllabus of Teknik, both in terms of content and assessment.

To develop educational activities dealing with large technical systems.

Course contents

The course deals with historic, educational, gender and philosophical perspectives on comprehensive school technology. Apart from the history of the school subject Teknik, also the prehistory of the subject is handled, both in terms of technical content present in other subjects in late 19th century and early 20th century public education, and how the subject was created in Swedish post war education. The character of the content and the borders to other closely related subjects such as educational slojd, social studies, science and home economics are also discussed. As the course is primarily directed towards in service teachers, a lot of effort is spent on making the analyses relevant for practice in terms of assessment and lesson design.

Disposition

Netbased

Course literature

Elgström, O. & Riis, U. (1990). Läroplansprocesser och förhandlingsdynamik: exemplet med obligatorisk teknik i grundskolan. Linköping: Linköping University.

Gyberg, Per & Hallström, Jonas (redaktörer). (2009). Världen gång–teknikens utveckling. Lund: Studentlitteratur.

Hansson, Sven Ove, Nordlander, Edvard & Skogh, Inga-Britt (redaktörer) (2011).

Teknikutbildning för framtiden. Stockholm: Liber AB.

Hedlin, M. (2009). Konstruktionen av kön i skolpolitiska texter 1948–1994, med särskilt fokus pånaturvetenskap och teknik. (Hämtas från http://www.skolporten.com/art.aspx?id=32PC4)

Hultén, M (artikelmanus). Unifying technology: How teknik became a comprehensive form of knowledge in Swedish post-war education.

Ingerman,Åke, Wagner, Karin & Axelsson, Ann-Sofie (redaktörer) (2009). Påspaning efter teknisk bildning. Stockholm: Liber AB.

Ytterligare litteratur tillkommer.

Equipment

Computor with Internetaccess

Examination

- INL1 - Assignment, 2.0 credits, grading scale: A, B, C, D, E, FX, F
- PRO1 - Project Work, 1.5 credits, grading scale: P, F
- INL2 - Assignment, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- DEL1 - Active Participation in Net-based Discussions, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

INL1, 2 credits. Written assignment. Grading scale A-F.

INL2, 3 credits. Written assignment. Grading A, F.

PRO1, 1,5 credits. Project work. Grading P, F (pass, fail).

DEL1, 1 credit. Active participation in net-based discussions. Grading P, F (pass, fail).)

Other requirements for final grade

Approved on all parts.

Ethical approach

- All members of a group are responsible for the group's work.

- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.