



LT1014 Education, School and Society-Contemporary and Historical Perspectives 6.0 credits

Utbildning, skola och samhälle-nutida och historiska perspektiv

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

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

Establishment

Course syllabus for LT1014 valid from Spring 2016

Grading scale

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

Education cycle

First cycle

Main field of study

Specific prerequisites

Language of instruction

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

Intended learning outcomes

On completion of the course, the student is expected to be able to:

- account for the emergence of the Swedish school
- understand and be able to account for the principles of the management of the school and discuss how political control of the school is related to educational practices
- compare how the view of children and youth has changed over time and how these changes have influenced the activities of the school
- reflect on the assignment regarding education and upbringing of the school in relation to democratic values, the statement about human rights and the convention about the children's rights
- compare task as teacher in past and present, and reflect on how the teaching profession has changed over time
- analyse, by means of relevant theories and concepts, the teacher's role in relation to the organisation and management of the school
- analyse the selection of knowledge in school from a curriculum-theoretical perspective

Course contents

The aim of the course is to give an introduction to the organisation and management of the school included laws and regulations and norms and values. The course treats this from a historical and present-day perspective. The school role in relation to education, democracy and upbringing are discussed and how this has been changed over time. Further, the teacher's task and the teacher's role in relation to the organisation and control of the school are brought up. The course also treats curriculum theory and highlights how society chooses knowledge and how principles of this selection and assessment have shifted over time.

Disposition

The course is given largely at distance. Each component starts with a short introduction and thereafter is interleaved individual work (reading and processing of literature, reflections) with group activities (seminars, discussions, assignments).

Course literature

Anges senast tre veckor före kursstart. Delar av kurslitteraturen är på engelska.

Equipment

Computer with Internet connection.

Examination

- INL1 - Assignment, 2.0 credits, grading scale: A, B, C, D, E, FX, F
- INL2 - Assignment, 4.0 credits, grading scale: A, B, C, D, E, FX, 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.

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.