



LT1051 Perspectives on Learning, Education and Governance

5.0 credits

Perspektiv på lärande, skola och styrning

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

The official course syllabus is valid from the autumn semester 2024 in accordance with the decision by Director of First and Second Cycle Education:M-2024-0567. Decision date: 15/04/2024

Grading scale

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

Education cycle

First cycle

Main field of study

Specific prerequisites

General entry requirements for higher education

Language of instruction

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

Intended learning outcomes

After passing the course, the student should be able to:

Part 1:

1. give an account of and compare how the views of children and youth have changed over time and how these changes have influenced the activities of the school
2. give an account of and compare the teaching assignment before and now, and describe its change over time
3. give an account of the mission of the school regarding education and upbringing in relation to democratic values, the Declaration of Human Rights and the Convention on the Rights of the Child and reflect on their practical consequences today
4. give an account of the principles for control of the school and analyse how political control of the school is connected to the everyday reality of the teacher

Part 2: Perspective on learning:

5. give an account of the main features of the dominating learning theories and compare their view on the individual and the learning
6. Analyse learning situations and argue for what in the teaching that hinders and facilitates learning by means of different learning theories

Course contents

In order to give a context to the teaching process, the course is focused on the conditions, control and relevant regulations of the school and different educational didactic perspectives. The course consists of two course components; item 1 and 2:

In the first item, **Education, school and society**, the aim is to give an introduction to the conditions and control of the school, including laws and regulations, as well as norms and values. Also the development of the teacher/pupil role and the role of the school in relation to education, democracy and upbringing is included.

The second item, **Perspective on learning**, treat different perspectives on learning (learning theories and representatives for these) such as: behaviourism, cognitivism, pragmatism, learning in a socio-cultural perspective and learning in a situated perspective. This component brings up the fundamental features of the theories, their views on the individual and the learning, as well as their importance for teaching.

Examination

- INLA - Hand-in assignment, 3.5 credits, grading scale: A, B, C, D, E, FX, F
- SEMA - Seminar, 1.5 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.

Transitional regulations

Courses started before ht2024 are examined according to the previous syllabus until ht 2025. The examiner then determines how previously completed modules can be credited in the new syllabus. INLA corresponds to earlier SEM1 and INL1, SEMA corresponds to earlier SEM2 and INL2

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.