

Subject code: PH-PRL9100

Credits: 10

This subject covers theories, methodologies and methods for the analysis and critical evaluation of pedagogical resources. Examples will be given of research-based analyses of such resources, linked to a variety of intentions and contexts. The subject also covers theories and methods for the analysis and critical evaluation of individual and collective learning processes in kindergartens and schools. Pedagogical resources and learning processes will be examined separately and together, as well as in relation to the stated learning outcomes.

Pedagogical resources, and individual and collective learning processes, are studied in the light of kindergartens' and schools' institutional cultures and learning contexts, and also in a historical perspective. Exploration will be made of the values that are taken for granted and the priorities assigned during the practical determination of the content and use of pedagogical resources, and the relationships between children and between children and their teachers. Such values may be linked to factors such as ethnic diversity, religion, gender and social background.

Examples will be given of a variety of approaches to studies of pedagogical resources and learning processes, as well as the links between them with a view to analysing and discussing different research traditions. Historical studies that may contribute to an understanding of modern child formation and education cultures will be thematised. Empirical studies that are illustrative of learning contexts in a variety of institutions will also be reviewed. Furthermore, the subject will cover analyses of conversations, texts and practices in kindergartens and schools, together with analyses of how new developments in child and youth cultures influence the modes of communication employed in pedagogical resources, and communication between children and their teachers.

Learning outcomes

Teaching in this subject shall contribute towards the candidate achieving the following learning outcomes:

Knowledge

The candidate

- has current knowledge of Norwegian and international research in the fields of pedagogical resources and learning processes, and of the significance of different learning contexts for key learning and child formation processes
- has an intimate theoretical and empirical knowledge of the historical and contemporary links between pedagogical resources and learning processes, and can contribute to the emergence of new knowledge in the field
- is in the knowledge front when it comes to research into children's and school pupils' reception and production of pedagogical resources as an expression of the kindergarten's and school's organisation for learning
- is able to contribute to new knowledge related to children's, pupils' and teachers' use of semiotic resources, culturally accessible resources and learning resources

Skills

The candidate

- is able to analyse and critically evaluate pedagogical resources, learning processes and learning contexts in kindergartens and schools, and to compare and contrast these in the light of more recent theories and education science-based discussions in the field
- is able to formulate theoretically-based problems for use in printed, digital and multimodal pedagogical resources
- is able to evaluate new research into children's, pupils' and teachers' use of semiotic resources, culturally accessible resources and learning resources
- is able to identify and critically analyse the learning processes of children and young people and to challenge established knowledge and practice in the field, including in international fora

General competency

The candidate

- is able to participate in professional discussions related to pedagogical resources and their significance for learning processes in kindergartens and schools
- is able to contribute towards new profession-relevant knowledge related to the development of pedagogical resources and their significance for learning processes in kindergartens and schools
- is able to communicate results from his/her independent work and relate this to current research in the field

Learning activities

- Lectures followed by discussions and colloquia
- Seminars involving presentations and discussions of own and/or others' research work
- Workshops involving discussions of research literature, with and without senior researchers
- Training in responding to others' presentations and in handling responses to own presentations
- Presentations to audiences other than researchers, such as Bachelor and Master's students
- Independent study

Assessment

The candidate shall submit an essay. The essay shall meet the formal requirements of a scientific article. The essay shall be no more than 6,000 words in length, covering between 10 and 15 pages of text (in 12 font and at 1.5 line spacing).

The essay must be approved before the subject can be formally incorporated in the training component. An approved essay is equivalent to a Grade B or better. The essay will be assessed by an internal and an external examiner.