



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

FOU1816 Educational Reforms for School Development in Sweden, 7.5 credits

Utbildningsreformer för svensk skolutveckling, 7,5 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation

This syllabus was confirmed by the Department of Education and Special Education on 2019-02-24, and was last revised on 2023-09-18. The revised course syllabus is valid from Autumn semester 2023.

Responsible Department

Department of Education and Special Education, Faculty of Education

Entry requirements

For admission to the course, the doctoral student has to be registered as student in the third cycle.

Learning outcomes

After completed course the student should be able to

Knowledge and understanding

- explain the relation between educational reforms and school development in Sweden from a historical perspective.
- report on a selection of scientific studies that describe the impact of some of the educational reforms on school development and professions in preschools/schools.

Competence and skills

- analyze how prerequisites for school development vary due to different reforms and how municipalities and preschools/schools organize for their implementation.
- analyze and critically assess current research on educational reforms and how they are operationalized and formed in and by local preschools/schools.

Judgement and approach

- critically evaluate and reflect on how reforms form the conditions for local school development.

Course content

In this course we will study the development of the Swedish school in relation to various educational reforms as well as through the lens of research on the impact and significance of reforms. Educational reforms, school development and research from 1960 until today will be presented and discussed. We will discuss how ideas about steering and changing schools have evolved over time. Especially with regard to the importance of different professions within pre-schools and schools (e.g., teachers, pre-schoolteachers, caretakers, curator, special pedagog, student-/teacher assistants) for the inner organization of local school development. In addition, we will review how municipalities have implemented policy reforms, including what this has meant for local school and professional development. Finally, we will consider the development of the Swedish school within a context of international views and global trends.

Types of instruction

The course is based on different work forms with extensive scope for doctoral student participation. The main types of teaching are seminars on research literature and doctoral students' prepared assignments as well as lectures with follow-up seminar on related literature.

Language of instruction

The course is given in Swedish.

The use of English or other Nordic languages may occur.

Grades

The grade Pass (G) or Fail (U) is given in this course.

For a passing grade, the written examination assignment must have a language, a reference handling and a precision that follows scientific practice.

Types of assessment

Performance is assessed through:

An individual paper relevant to the course goals and possibly linked to the doctoral student's dissertation work.

Course evaluation

At the course close, course participants will be invited to evaluate the course via a short online or paper questionnaire. Course evaluations are anonymous. The results will be communicated to the students and will function as a guide for further development of the course.