

## **Pedagogy**

Pedagogy is an interdisciplinary knowledge area closely related to psychology, sociology and philosophy and has developed its own identity as a discipline in the social sciences. The subject of pedagogy takes as its starting point people's lives and learning in different environments, and focuses on the interaction between people from the perspectives of the individual, group and leader.

### **Aim of the subject**

Teaching in the subject of pedagogy should aim at students developing knowledge of how people learn, develop and are socialised in different contexts, and also knowledge about different theories relating to this.

Students should also be given the opportunity to develop knowledge of how views on knowledge and learning have changed, and how this has affected upbringing and teaching. They should also be given the opportunity to develop knowledge of how people are formed by and themselves create social context, societies and cultures. Teaching should give students the opportunity to develop knowledge of how values and knowledge are created, survive and change in different cultures, societies, institutions and groups of people. Students should also be given the opportunity to develop knowledge of human life and growth in different environments.

By means of teaching, students should be given the opportunity to develop their knowledge about people's interaction and communication, and also about pedagogical leadership. Teaching should lead to students developing the ability to meet and pedagogically lead people in different situations, and create good conditions for people to learn and grow.

Problem-solving and preparedness for action should be encouraged in the teaching, and opportunities given to students to take part in choosing working forms and content. Through field studies or by participating in different activities, students should be given the opportunity to get an insight into and experience of social and pedagogical contexts. Students should be given the opportunity to reflect on and discuss subject content, key concepts and their own actions and attitudes, and those of others. Teaching should also give students the opportunity to develop skills to critically search for, process, assess and use information from different sources.

### **Teaching in the subject of pedagogy should give students the opportunities to develop the following:**

- 1) Knowledge of people's learning, life and growth, and about different conditions governing this, and about social and pedagogical contexts.
- 2) The ability to use pedagogical concepts, theories and theoretical perspectives.
- 3) Skills in critically using information from different sources.
- 4) Skills in planning, implementing, documenting and assessing activities to support and encourage people's learning and participation in different situations.

- 5) The ability to communicate, cooperate and coordinate in order to meet and pedagogically guide people in different situations.
- 6) The ability to discuss their own and others' attitudes and views on knowledge and learning, and also discuss actions in social and pedagogical contexts.

### **Courses in the subject**

- Activity leadership, 100 credits. The course can be studied several times with different contents.
- Communication, 100 credits.
- Learning and development, 100 credits.
- Human environments, 100 credits.
- Children's learning and growth, 100 credits, which builds on the course, learning and development, and the course, human environments.
- Pedagogical theory and practice, 100 credits, which builds on the course, pedagogical work.
- Pedagogical leadership, 100 credits.

## Pedagogical theory and practice

The course, pedagogical theory and practice, covers points 1–6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- In-depth studies of one or more pedagogical theories e.g. those of Montessori, Waldorf and Freinet, which are the basis for pedagogical activities.
- Pedagogical approaches, practitioners and learning environments.
- Relationships between pedagogical approaches, working methods and learning.
- Critically processing information from different sources.
- Interaction and communication in co-operation and meetings with people.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** one or several pedagogical theories. Students also give examples of how they affect the design and contents of activities. In their descriptions, students use **with some certainty** key concepts and theories, and also explain **simple** relationships, and draw **simple** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **in consultation** with the supervisor. In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students draw up **simple** documentation of tasks and activities. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their work and activities in **simple** assessments based on the goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** one or more pedagogical theories. Students also give examples of how they affect the design and contents of activities. In their descriptions, students use **with some certainty** key concepts and theories, and also explain relationships, and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **after consultation** with the supervisor. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students create **accurate** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** one or more pedagogical theories. Students also give examples of how they affect the design and contents of activities. In their descriptions, students use **with certainty** key concepts and theories, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions. **In addition, students evaluate theories in balanced assessments and can discuss their strengths and weaknesses.**

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. **In their planning, students identify critical points and anticipate obstacles that can occur during implementation.** Based on plans, students carry out tasks and activities **after consultation** with the supervisor, **and also adapt where needed their**

**implementation to changing conditions. Students discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with certainty**, in co-operation and meetings with people. In addition, students draw up **accurate and detailed** documentation of tasks and activities carried out. In their documentation, students use **with certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments, based on the goals set up **and responses from participants**. In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Pedagogical leadership

The course, pedagogical leadership 1, covers points 1–6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Leadership and organisation based on different theories.
- How individuals, groups and social context affect and are affected by leaders.
- Leadership from gender and gender equality perspectives.
- Leadership in situations involving conflicts and conflict resolution.
- Critically processing information from different sources.
- Planning, implementation, documentation and evaluation of different activities.
- Interaction and communication in co-operation and meetings with people.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** conditions and prerequisites for leadership, and also organisational forms. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with some certainty** key concepts and theories, and also explain **simple** relationships, and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **in consultation** with the supervisor. In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students draw up **simple** documentation of tasks and activities. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their work and activities in **simple** assessments based on the goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students describe **in detail** the conditions and prerequisites for leadership, and also organisational forms. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with some certainty** key concepts and theories, and also explain relationships, and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **after consultation** with the supervisor. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students create **accurate** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students describe **in detail and a balanced way** the conditions and prerequisites for leadership, and also organisational forms. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with certainty** key concepts and theories, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions. **In addition, students evaluate theories in balanced assessments and can discuss their strengths and weaknesses.**

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. **In their planning, students identify critical points and anticipate obstacles that can occur during implementation.** Based on plans, students carry out tasks and activities **after consultation** with the supervisor, **and also adapt where needed their implementation to changing conditions.** Students **discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with certainty**, in co-operation and meetings with people. In addition, students draw up **accurate and detailed** documentation of tasks and activities carried out. In their documentation, students use **with certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments, based on the goals set up **and responses from participants.** In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Communication

The course, communication, covers points 1–6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Human interaction and communication in different contexts based on different theories.
- Impact of social and cultural conditions on human interaction and communication.
- Importance of the group and social context for interaction and communication.
- Use of dialogue as a tool in communication.
- Interaction and communication in conflicts and conflict management.
- Development of media cultures and the use of digital media, as well as their importance for human life and learning.
- Critically processing information from different sources.
- Using information technology as a tool for communication and information.

## Knowledge requirements

### Grade E

Students describe **in basic terms** human interaction and communication. Students also give examples of how interaction and communication affect people's learning and participation in social and pedagogical situations. In their descriptions, students use **with some certainty** key concepts and theories, and also explain **simple** relationships, and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students plan, both independently and in cooperation with others, a presentation with a specific purpose. Based on plans, students carry out presentations **in consultation** with the supervisor. In their presentations, students interact and also communicate **with some certainty**. In addition, students evaluate their presentation in **simple** assessments based on the goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to presentations. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students describe **in detail** human interaction and communication. Students also give examples of how interaction and communication affect people's learning and participation in social and pedagogical situations. In their descriptions, students use **with some certainty** key concepts and theories, and also explain relationships, and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, a presentation with a specific purpose. Based on plans, students carry out presentations **after consultation** with the supervisor. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In their presentations, students interact and also communicate **with some certainty**. In addition, students evaluate their presentation in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to presentations. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students describe **in detail and in a balanced way** human interaction and communication. Students also give examples of how interaction and communication affect people's learning and participation in social and pedagogical situations. In their descriptions, students use **with certainty** key concepts and theories, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions.

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, both independently and in cooperation with others, a presentation with a specific purpose. **In their planning, students identify critical points and anticipate obstacles that can occur during implementation.** Based on plans, students carry out presentations **after consultation** with the supervisor, **and also adapt where needed implementation to changing**

**conditions. Students discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions.** In their presentations, students interact and also communicate **with certainty**. In addition, students evaluate their presentation in **balanced** assessments based on the goals set up **and participants' responses**. In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to presentations. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Learning and development

The course, learning and development, covers points 1–3 and 6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Human learning, development and socialisation in different contexts based on different theories and theoretical perspectives.
- How views on knowledge, learning, teaching and education have changed.
- How knowledge and values are formed, survive and change in different cultures, societies, institutions and groups of people.
- Different conditions for human learning and development and how views of normality and deviation affect this.
- The impact of different pedagogical situations and learning environments on learning.
- Importance of the social context and the group for learning.
- Critically processing information from different sources.

## Knowledge requirements

### Grade E

Students describe **in basic terms** human learning, development and socialisation. Students also give examples of the factors affecting people's learning and growth. In their descriptions, students use **with some certainty** key concepts and theories, based on different theoretical perspectives, and also explain **simple** relationships and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students discuss **in basic terms** their own and others' attitudes, values and actions. In their discussions, students put forward **simple** arguments for their views, and also show respect for those of others.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** people's learning, development and socialisation. Students also give examples of the factors affecting people's learning and growth. In their descriptions, students use **with some certainty** key concepts and theories, based on different theoretical perspectives, and also explain relationships and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded** arguments for their views, and also show respect for those of others.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** people's learning, development and socialisation. Students also give examples of the factors affecting people's learning and growth. In their descriptions, students use **with certainty** key concepts and theories, based on different theoretical perspectives, and also explain **complex** relationships and draw **well grounded and balanced** conclusions. **In addition, students evaluate theories in balanced assessments and can discuss their strengths and weaknesses.**

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

## Human environments

The course, human environments, covers points 1–3 and 6 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- People's different living environments and living conditions.
- How people are affected by, and also contribute to the creation of cultures and societies they are living in.
- How identity is shaped and formed in social contexts.
- How e.g. gender, class, ethnicity, family, generation, functional impairment, work and leisure affect people's living conditions.
- Democratic values and international agreements on human rights.
- Meaning of integration, segregation, equal treatment and discrimination.
- Critically processing information from different sources.

## Knowledge requirements

### Grade E

Students describe **in basic terms** the different living environments and conditions of people. Students also give examples of what factors affect living environments and conditions. In their descriptions, students use **with some certainty** key concepts and theories, and also explain **simple** relationships, and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students discuss **in basic terms** their own and others' attitudes, values and actions. In their discussions, students put forward **simple** arguments for their views, and also show respect for those of others.

### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## **Grade C**

Students describe **in detail** different living environments and conditions of people. Students also give examples of what factors affect living environments and conditions. In their descriptions, students use **with some certainty** key concepts and theories, and also explain relationships, and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded** arguments for their views, and also show respect for those of others.

## **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## **Grade A**

Students describe **in detail and in a balanced way** the different living environments and conditions of people. Students also give examples of what factors affect living environments and conditions. In their descriptions, students use **with certainty** key concepts and theories, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions. **In addition, students evaluate theories in balanced assessments and can discuss their strengths and weaknesses.**

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

## Activity leadership

The course, activity leadership, covers points 1 and 4–6 under the heading Aim of the subject, with special emphasis on pedagogical context and leadership within these.

### Core content

*Teaching in the course should cover the following core content:*

- Pedagogical leadership in specific activities in conjunction with activities.
- Business organisation, goals, type of activities, leadership training and key concepts for activities.
- Human interaction, the importance of the group and social contexts for learning and pedagogical leadership.
- Planning, implementing, documenting and evaluating activities in ways consistent with the goals of the business.

## Knowledge requirements

### Grade E

Students describe **in basic terms** pedagogical leadership, and the organisation and content of a specific activity. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with some certainty** key concepts, and also explain **simple** relationships and draw **simple** conclusions.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **in consultation** with the supervisor. In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students draw up **simple** documentation of tasks and activities. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their work and activities in **simple** assessments based on the goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** pedagogical leadership, and the organisation and content of a specific activity. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with some certainty** key concepts, and also explain relationships and draw **well grounded** conclusions.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. Based on plans, students carry out tasks and activities **after consultation** with the supervisor. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with some certainty** in co-operation and meetings with people. In addition, students create **accurate** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** pedagogical leadership, and the organisation and content of a specific activity. Students also give examples of the factors affecting leadership and the organisation. In their descriptions, students use **with certainty** key concepts, and also explain **complex** relationships and draw **well grounded and balanced** conclusions.

Students plan, both independently and in cooperation with others, tasks and activities in accordance with aims and goals. **In their planning, students identify critical points and anticipate obstacles that can occur during implementation.** Based on plans, students carry out tasks and activities **after consultation** with the supervisor, **and also adapt where needed their implementation to changing conditions.** **Students discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions.** In their work, students interact, and also communicate **with certainty**, in co-operation and meetings with people. In addition, students draw up **accurate and detailed** documentation of tasks and activities carried out. In their documentation, students use **with certainty** relevant concepts. After

the task has been completed, students evaluate their tasks and activities in **balanced** assessments, based on the goals set up **and responses from participants**. In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to tasks and activities. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Children's learning and growth

The course, children's learning and growth, covers points 1–3 and 6 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Children's learning, development and socialisation in different contexts in relation to different theories and theoretical perspectives.
- How views on children, childhood and upbringing have changed.
- Children's different childhood environments and living conditions, and how societal changes have affected this.
- The meaning and importance of children's interaction in peer groups and the creation of peer cultures.
- The importance of adults for children's learning and development.
- How different media cultures affect children's learning and development.
- How, for example, gender, class, ethnicity, functional impairment and leisure affect children's living conditions.
- Critically processing information from different sources.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** the learning, development and socialisation of children. Students also give examples of the factors affecting children's learning and growth. In their descriptions, students use **with some certainty** key concepts and theories, based on different theoretical perspectives, and also explain **simple** relationships and draw **simple** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students discuss **in basic terms** their own and others' attitudes, values and actions. In their discussions, students put forward **simple** arguments for their views, and also show respect for those of others.

#### Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students describe **in detail** the learning, development and socialisation of children. Students also give examples of the factors affecting children's learning and growth. In their descriptions, students use **with some certainty** key concepts and theories, based on different theoretical perspectives, and also explain relationships and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded** arguments for their views, and also show respect for those of others.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students describe **in detail and in a balanced way** the learning, development and socialisation of children. Students also give examples of the factors affecting children's learning and growth. In their descriptions, students use **with certainty** key concepts and theories, based on different theoretical perspectives, and also explain **complex** relationships and draw **well grounded and balanced** conclusions. **In addition, students evaluate theories in balanced assessments and can discuss their strengths and weaknesses.**

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.