

ASSESSOR'S GUIDE – MA473 Pedagogical theory 1

General information

Course information	
Course code	MA473
Course name	Pedagogical theory I
Academic year and semester	2023, 1st semester
Credits	15 ECTS
Course responsible	Kenneth Aggerholm
Type of examination	Written assignment

Learning outcomes

After completing the course, students will be able to

- understand and articulate key human science traditions underpinning modern pedagogical approaches
- understand and articulate key sociological and critical theoretical frameworks as they relate to teaching and learning
- understand and articulate key movement science perspectives that can be used to interpret pedagogical practice
- compare and critically discuss the strengths and weaknesses of the central theoretical perspectives presented during the course
- explore synergies and alignments between theoretical perspectives presented during the course

Syllabus/subject matter

The course provides a broad introduction to pedagogical theories within the human and social sciences. During the course, students have gained insights into key developments and positions within pedagogical theory - from their historical roots to their role and relevance in society today. Through engaging with a selection of pedagogical theories, the students are prepared to address complex pedagogical issues and questions within a variety of movement and activity contexts.

The course has been divided into three main parts, each of which considers a broadly themed disciplinary approach to pedagogical theory:

- Human science pedagogy
- Social science and critical pedagogy
- Movement science and non-linear pedagogy

In each of the above themed sections, students have been presented with key theories and concepts that have come to shape contemporary knowledge and practice. The theories have been illustrated and discussed through a variety of practical cases.

Teaching

Due to external circumstances, the part of the course that concerns 'movement science' was reduced to two lessons in the first week. Therefore, the students cannot choose a theory from this part of the course in the exam. The other two parts of the course (human and social science) were given equal weight in the rest of the course. The lessons were taught by lectures, workshops, discussion groups and case-based teaching methods.

The students have completed three assignments as part of the course and have received feedback on each of these. The course also included three interdisciplinary seminars for all students in the master's program.

Summary/suggested solutions/assessment criteria

The candidates are expected to provide an overview of one pedagogical theory and then apply it to a sport pedagogical case. The students must also explicate how the theory has informed their reflections and actions. When assessing the work, the examiners will particularly emphasise the following factors:

- The candidate's ability to select and apply relevant literature
- The candidate's ability to explain key concepts
- The candidate's ability to apply concepts and theory to a pedagogical case
- The candidate's ability to discuss connections between theory and practice
- The candidate's ability to present nuanced arguments, including evidence for their claims

The candidates' reasoning should reflect a qualified understanding of pedagogical issues and topics within the subject's area of knowledge.

It is assessed as a certain degree or low degree of reflection and independence when the assignment is characterised by descriptive and summative descriptions in the use of concepts and discussion.

It is assessed as very good to excellent level of reflection and independence when the assignment is characterised by argumentative dynamics in the use of concepts and discussion.

See also the [General grade descriptions for higher education](#) (UHR 6 August 2004, rev. 2011), for a description of the requirements for a pass/fail grade.