



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1FL009 UVK-kurs: Sociala relationer, konflikthantering och ledarskap i förskolan, 7,5 högskolepoäng

1FL009 Social Relations, Conflict Management and Leadership in Pre-school, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2012-08-13

Revised 2017-11-03 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Objectives

After completing the course, the students shall be able to

- describe and critically discuss how children's diverse living conditions may have an impact on social relations, and be able to relate such issues to cultural and social aspects
- account for theories of groups and group processes and critically discuss these in relation to the heterogeneity of groups as well as social norms and values
- describe and discuss communication and communication processes related to social relations
- account for theories of the origin and dynamics of interpersonal conflicts and practice methods of conflict management
- account for how the work against discrimination and abusive behaviour may be comprehended and organised within pre-school activities
- account for and interpret how different theories of leadership may be put in relation to the educational practice, and critically discuss forms of organisation and leadership within the pre-school activities

Content

The course content aims at illustrating different living conditions in relation to social relations in society as well as in pre-school activities, how the origin and dynamics of conflicts may be comprehended, and forms of organisation and leadership within the pre-school activities.

The course critically discusses the conditions under which relations are created, how different living conditions may have an impact on the individual and how these may manifest in pre-school. Knowledge of diverse living conditions in society is put in relation to democracy, rights, influence, participation and equal treatment. The course discusses leadership from an intersectional point of view and special emphasis is put on class, gender and ethnicity. The views and ideals of society are also illustrated, which entails that values, norms and normality are focused on.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, group assignments and forum play. Digital technology as a teaching tool is also used.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination is carried out through seminars, one workshop, two group presentations, one pair assignment and one home examination. The course objectives must be fulfilled in order to receive the grade Pass. To receive the grade Pass with Distinction for the entire course, students must receive this grade for the home examination.

Course Evaluation

A course evaluation is carried out either during the course or at the end of the course. Results and analysis of the course evaluation shall be presented to the students who have completed the course, and to the students who are to attend the following course date. The course evaluation is conducted anonymously.

Other

Any additional fees in connection with the course are paid for by the students themselves. This course is included in the Early Years Education Programme.

Required Reading and Additional Study Material

Aspelin, Jonas (2010). *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerup, (168 p.). ISBN: 978-91-40-66888-2.

Edling, Christofer & Liljeros, Fredrik (eds.) (2016). *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Malmö: Liber, (184 p.). ISBN: 9789147112821.

Fernqvist, Stina (2012). Barns strategier och ekonomisk utsatthet. *Sociologisk Forskning* 49(3), (16 p.). ISSN 0038-0342

Johansson, Eva & Emilson, Anette (2015). Conflicts and resistance: potentials for democracy learning in preschool. *International Journal of Early Years Education*. 24(1), (26 p.).

Lunneblad, Johannes (2013). *Den mångkulturella förskolan: motsägelser och möjligheter*. Lund: Studentlitteratur, (146 p.). ISBN:9789144091624.

Persson, Sven. (2015). *En likvärdig förskola för alla barn - innebörder och indikatorer*. Stockholm: Vetenskapsrådet. (97 p.). ISBN: 9789173072977.

Qvarsell, Birgitta (2011). Demokrati som möjlighet i små barns liv och verksamhet. *Nordisk barnhageforskning*, 2, 65-74.

Riddersporre, Bim (2010). Ledarskap i förskolan. I: Riddersporre, Bim & Persson, Sven (2010). *Utbildningsvetenskap för förskolan*. Stockholm: Natur & Kultur, (p. 212-227). ISBN: 978-91-27-12111-9.

Skolverket (2012). *Diskriminerad, trakasserad, kränkt?* Skolverkets rapport 326. Stockholm: Skolverket, (111 p.).

SOU 2010:64 . *Se tidiga tecken - forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Utbildningsdepartementet, (p. 79-99). ISBN: 978-91-38-23444-0.

Ärlemalm-Hagsér, Eva & Pramling Samuelsson, Ingrid. (2009). Många olika genusmönster existerar samtidigt i förskolan. *Pedagogisk Forskning i Sverige*, 14 (2), 89-109.

Öhman, Margareta (2009). *Hissad och dissad: om relationsarbete i förskolan*. Stockholm: Liber, (255 p.). ISBN: 978-91-47-09366-3.