



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN405 Livsvillkor och sociala relationer - inriktning fritidshem,
7.5 credits

Life Conditions and Social Relations - Extended School Education

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2017-12-20

Revised 2021-11-18 by Faculty of Social Sciences. New field-specific entry requirements.

The course syllabus is valid from autumn semester 2022

Prerequisites

General entry requirements + Civics 1b alt. Civics 1a1 +1a2.

Objectives

After completing the course, students shall be able to:

- describe and problematize the impact that different living conditions of children and young people may have on social relations and identity formation in relation to intercultural learning processes and societal aspects,
- identify the importance of communication to a professional approach in the development of social relations with pupils,
- account for how democratic values may be promoted and organised in an educational practice through work promoting equal treatment, prevention of discrimination and other offensive behaviour,
- critically review norms and values with regard to sexuality and relations.

Content

The aim of the course is to discuss diverse living conditions and the consequences that different principles of social stratification, such as gender, social class and ethnicity, have for the educational practice. The course discusses several different arenas important to children's and young people's formation of identity and relations. Lifestyle, media, spare time and family and how these aspects are related to young people's relations, self-image and self-concept are addressed. The views and ideals of the society as well as the individual are illustrated, which entails that values, norms and normality are discussed and reviewed based on a critical approach.

Interhuman communication is discussed from an interactionist perspective in order to identify and develop a professional approach that includes strategies for the prevention and counteraction of discrimination and other offensive behaviour.

Professional Basis and Professional Progression

In a learning situation, students should be able to view things from a different perspective than their own, and look at the world with the eyes of the child/pupil to the extent possible. In the education, special emphasis is placed on the development of a scientific and professional approach, where the development of knowledge and judgement strengthens the student's professional skills in terms of being able to reflect on and act adequately in relation to the child's/pupil's learning and the school mission. The course also focuses on practicing the ability to critically review individual norms and aspects taken for granted in relation to issues on equality.

Scientific Approach and Scientific Progression

In order for students to develop their scientific approach, they work with scientific publications with the aim of putting their own understanding in perspective with regard to in what ways different living conditions affect children's and young people's relations. By collecting and describing quantitative secondary empirical data and use this as a basis of qualitative discussions, students are expected to develop the ability to interpret and contextualize quantitative data in the role they play initially, in order to adopt a scientific approach.

Type of Instruction

Teaching consists of lectures, seminars, group assignments and field studies carried out in extended school.

Examination

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

Examination takes place by means of two written assignments and one oral assignment. One of the written assignments is assessed by the grades of Fail or Pass and the other one by the grades of Fail, Pass or Pass with Distinction. The oral assignment is assessed by the grades of Fail or Pass.

In order to receive a grade of Pass, the course objectives must be attained. For a grade of Pass with Distinction in the entire course, examination one and three require the grade of Pass and the second written examination requires the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departmental bodies and programme council concerned.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 1GN205 7.5 credits

Other

This course is included in the Primary School Teacher Programme. Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Required reading

Aspelin, Jonas. (2010). *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerups, (168 p.). ISBN 9789140668882

Edling, Christofer & Liljeros, Fredrik (Eds.). (2010). *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Malmö: Liber, (184 p.). ISBN 9789147090426

Fjällhed, Anders och Jensen, Mikael (2013). *Barns livsvillkor: i mötet med skola och fritidshem*. Lund: Studentlitteratur, (216 p.). ISBN 9789144090924

Flato, David & Hulth, Maria. (2019). *Gör det jämställt : praktiskt jämställdhetsarbete i förskola, skola och fritidshem*. Halmstad: Jämställt. (129 p.) ISBN: 9789151934099.

Forsman, Mikael (2014). *Duckface/Stoneface. Sociala medier, onlinespel och bildkommunikation bland killar och tjejer i årskurs 4 och 7*. Medierådet, (197 p.) ISBN: 978-91-979748-5-1. Available on the Internet

Jenner, Håkan (2004). *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling/Liber distr, (Ch. 1 -2, 36 p.) ISBN 9185128813. Available on the Internet.

Lundin, Mattias. (2011). Building a framework to study the hetero norm in praxis. *International Journal of Educational Research* 50(5-6), (pp. 301-306). Available on the Internet

Milner, Richard H. (2011). *Start Where You Are, But Don't Stay There*. Harvard Educational Pub Group. 9781934742761 (pp. 13-45).

Nordenmark, Love. (2011). *Sex och samlevnad i skolan*. Stockholm: Norstedt. (167 p.) ISBN: 9789113032290.

Skolverket (2013). *Kränkningar i skolan - analyser av problem och lösningar*.

Stockholm: Fritzes, (192 p.) ISBN: 978-91-7559-075-2 . Available on the Internet.

Skolverket (2014). *Sex och samlevnadsundervisning i grundskolans tidigare år*. Stockholm: Fritzes, (148 p.) ISBN 978-91-7559-143-8. Available on the Internet.

Optional scientific publication in English on the field of discrimination, offensive behaviour and equal treatment. To be searched out in the data bases available at the university library.

Works of reference

Lundgren, Ulf P, Säljö, Roger & Liber, Caroline (Eds.). (2012). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (ch. 14, 15 & 16, 90 p.) ISBN 9789127133709