



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1UV011 Sociala relationer, konflikthantering och ledarskap för lärare,
7,5 högskolepoäng

Social Relations, Conflict Management and Leadership for upper
secondary school teachers, 7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by Faculty of Social Sciences 2019-09-04

The course syllabus is valid from spring semester 2020

Prerequisites

General entry requirements. General entry requirements

Objectives

After having completed the course the student will be able to:

- Describe and analyze how different life conditions can influence social relations and relate this to different cultural and societal structures.
- Describe and analyze communication and processes of communication related to social relations.
- Discuss and problematize theories concerning the origin and dynamics of conflicts and to apply conflict solving methods
- Describe and explain how equality work can be used to prevent discrimination, bullying and harassment
- Describe and analyze how different leadership theories can be related to the everyday pedagogical practice in schools and to problematize how different forms of leadership are related to values emphasized policy documents

Content

The course deals with how human interaction in schools can be analyzed from the theories and perspectives of sociology and social psychology. How different life conditions influence the shaping of identities and how this effect interaction are analyzed by using theories of social relations, conflict and leadership. The course also discusses values, norms and perceptions of normality from a critical perspective. A professional

approach and leadership are considered in relation to expectations and organization of schools. Equality work and strategies to prevent discrimination and harassment are discussed.

Professional base and progression

This course train aims to equip students with the ability to critically examine their own activities in order to effectively develop a conscious approach to education. For teachers, it is vital to understand context and living conditions of pupils. In a leaning environment, it is essential that teachers widen their own perspective in order to understand and comprehend the world through the eyes of their students. Special emphasis is placed on the development of a scientific and professional stance where the knowledge will strengthen the professional ability of the student to act in relation to pupils' learning and the missions of the school.

Scientific approach and scientific progression

The students' development of learning are expressed in written and oral communication and knowledge, understanding, skills and abilities are continuously tested based on the goals of the education.

Type of Instruction

Lectures, seminars and workshops. The course is held in English.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

Grade A represents the highest grade, and the subsequent grades follow in descending order, where grade E is the lowest grade that qualifies as a Pass. A grade of F means that the student's performance is assessed as Fail, (i.e. received the grade F) Examination is carried out by paper exam.

In order to receive the grade of Pass, the student must achieve the objectives. For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Required readings and additional study material

Litterature

Bickmore, K. (2001) *Student Conflict Resolution, Power "Sharing" in Schools, and Citizenship Education, Curriculum Inquiry*, 31:2 (25 pages)

Bush, K. & Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peacebuilding Education for Children. Florence, IT: UNICEF Innocenti Research Centre* (selected chapters circa 100 pages)

Alvesson, Mats, and André Spicer, eds. *Metaphors we lead by: Understanding leadership in the real world*. Routledge, 2010. (Chapter 1 and 2 circa 70 pages)

Apple, Michael W. (2013). *Introduction. In Can Education Change Society?* New York: Routledge. (circa 15 pages)

Ball, Stephen J. (2010). New states, new governance and new education policy. In Apple, Michael W., Ball, Stephen J. and Armando Gandin, Luis. *The Routledge International Handbook of the Sociology of Education*. New York: Routledge. (11 pages)

Carabana, Julio (2019): Why Do The Results of Immigrant Students Depend so Much on Their Country of Origin and so Little on Their Country of Destination? In Pereyra, Miguel, Kotthoff, Hans-Georg and Cowen, Robert. *PISA under Examination: Changing Knowledge, Changing Tests, and Changing Schools*. Boston: Sense Publishers. (circa 15 pages)

Feinberg, Walter and Soltis, Jonas F. (2009). *School and Society*. New York: Teachers College Press. (200 pages)

Johansson, Olof, and Leif Lundberg. "Changed leadership roles in Swedish schools." *Local Education Policies*. Palgrave Macmillan, London, 2002.181-203 (22 pages)

Leithwood, K. Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004) *How leadership influences student learning*, The Wallace Foundation. New York. (70 pages)

Marzano, R, et al. (2005) *A Handbook for classroom management that works Association for Supervision & Curriculum Development*. ProQuest Ebook Central (50 pages)

Morrison, B. & Vaandering, D. (2012) *Restorative Justice: Pedagogy, Praxis, and Discipline*, *Journal of School Violence*, 11:2, 138-155 (17 pages)

Slee, Roger. (2009). The Inclusion Paradox: The Cultural Politics of Difference. In Apple, Michael W., Ball, Stephen J. and Armando Gandin, Luis. *The Routledge International Handbook of the Sociology of Education*. New York: Routledge. (12 pages)

Sobe, Noah W. and Fischer, Melissa G. (2009). Mobility, Migration and Minorities in Education. In Cowen, Robert. and Kazamias, Andreas M. (Eds.) *International Handbook of Comparative Education*. Heidelberg: Springer. (13 pages)

Stromquist, Nelly P. (2009). Feminism, Liberation and Education. In Cowen, Robert. and Kazamias, Andreas M. (Eds.) *International Handbook of Comparative Education*. Heidelberg: Springer. (20 pages)

Weis, Lois (2010). Social class and Schooling. In Apple, Michael W. Ball, Stephen J. and Armando Gandin, Luis. *The Routledge International Handbook of the Sociology of Education*. New York: Routledge. (circa 10 pages)