



## Course syllabus

Faculty of Social Sciences  
Department of Education

1UV014 Lärarassistent: Livsvillkor och sociala relationer, 10  
högskolepoäng

Teacher Assistant: Life conditions and Social Relations, 10 credits

### **Main field of study**

Didactics

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1N

### **Date of Ratification**

Approved 2019-12-11.

Revised 2024-10-07. Transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

General entry requirements.

### **Objectives**

The aim of the course is for students to gain knowledge of the importance that living conditions and relationships may have for children's and young people's development, achievements and experiences of school.

Upon completion of the course, students shall be able to:

- Describe and give examples of how the diverse living conditions of children and

young people may impact social relations and identity formation.

- Identify and explain the importance of communication, and apply a professional approach when forming social relationships with children and young people.
- Account for how schools may organise the work concerning promoting democratic values, equal treatment, prevention of discrimination and other offensive treatment.
- Critically examine norms and values concerning living conditions and social relations.

## Content

The course discusses the diverse living conditions of children and young people, and how having a knowledge of this may affect communication and treatment. The course also addresses democracy issues and in what ways offensive treatment may be prevented on the basis of scientific studies and best practice.

## Type of Instruction

Teaching takes place in the form of field studies, workshops, seminars and lectures based on the course themes and literature.

## Examination

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

Examination of the course takes place by means of four seminars, comprising 6 credits and assessed by the grades Fail or Pass, and a take-home exam, comprising 4 credits and assessed by the grades Fail, Pass or Pass with Distinction.

In order to receive a grade of Pass in the course, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that the take-home exam is assessed as 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.

## Other Information

Any additional costs that may arise in connection with the course are paid for by the students themselves.

## Required Reading and Additional Study Material

Ackesjö, Helena (2019), Borde svenska lärare bli mer franska? - En essä med reflektioner över lärararbetets gränser, structure och communitas. *Pedagogisk forskning i Sverige* vol. 24 nr 2 2019: pp. 70 – 83. (12 p.) ISSN 1401-6788

Barnombudsmannen (2015), *Könsskillnader i skolresultat och psykisk ohälsa*. Temarapport Max 18 - 2015. (24 p.) Stockholm: Barnombudsmannen. Available on the Internet.

Dimenäs, Jörgen (Ed.) (2007), *Lära till lärare*. Stockholm: Liber. (Chapter 5, 12 p.). ISBN 9789147084210

Iwarsson, Petter (2014), *Samtal i skolan – En möjlighet till utveckling*. Stockholm: Gothia fortbildning (282 p.) ISBN 9789172058729. Available on the Internet.

Jensen, Mikael & Fjällhed, Anders (2013), *Barns livsvillkor i mötet med skola och fritidshem*. Lund: Studentlitteratur: Ch. 1, 2, 7, 8, 9 and 12 (79 p.). ISBN 9789144090924

Sorbring, Emma, Andersson, Åsa & Molin, Martin (Eds.) (2014), *Att förstå ungdomars identitetsskapande: en inspirations- och metodbok*. Stockholm: Liber: Ch. 3, 5, 6, 9 and 12 (83 p.). ISBN 9789147098330

Policy documents in force and reports from The National Agency for Education (ca. 200 p.)