



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1YL012 Yrkesläraren och eleven, 15 högskolepoäng

The Vocational Teacher and the Student, 15 credits

Main field of study

Didactics

Subject Group

Educational Sciences/Theoretical Subjects

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Social Sciences 2021-09-08

The course syllabus is valid from spring semester 2022

Prerequisites

General entry requirements and qualifying and relevant professional competence acquired through professional experience, higher education or other post-secondary education.

Objectives

The course consists of general education studies and placement studies.

General education studies, 6 credits. Upon completion of the course, students shall be able to:

- describe and think in terms of how the diverse living conditions of young people, the heterogeneity of groups, and norms and values in society create conditions of how educational situations may take place,
- problematize, reflect and communicate on issues concerning identity, sexuality and social relations, as well as be able to put these issues in relation to cultural and societal aspects,
- describe and problematize the values, norms and inconstant roles of the participants in the school environment,
- describe and illustrate the importance of media to young people's identity development and social relations,
- account for theories of the origin and dynamics of conflicts,
- account for how the work on promoting equal treatment and preventing discrimination and other offensive treatment can be organised, and illustrate different ways of understanding and handling offensive behaviour,
- describe and account for assessment for and of learning, documentation of the pupils' knowledge development, and grading.

- demonstrate competence in theory of science as well as in qualitative and quantitative research methods.

Placement studies, 9 credits. Upon completion of the course, students shall be able to:

- consider, communicate and establish the perspective of equal opportunities and equality in the educational setting,
- describe methods for conflict management,
- use digital tools in teaching in a safe and critical manner, and consider the role of the digital environments for the educational activities,
- demonstrate a communicative and social ability as a basis of the own leadership and the educational activities.

Content

The course discusses how educational situations can be comprehended on the basis of different perspectives, as well as on the basis of ethical approaches. The course covers theories of social relations, conflicts and leadership. The focus is on the asymmetric relation between the student and the teacher and how this power relation affects both the role as pupil as well as the role of teacher. The course problematizes the conditions under which relations are formed, how different living conditions impact the identity formation and what kind of impression these factors have on the educational situations.

Knowledge of young people's and adults' diverse living conditions in society is put in relation to democracy, rights, influence, participation and equal treatment. The course covers several arenas important to young people's formation of relationships. Lifestyle, media, spare time and family and how these are connected with young individuals' relationships, sexuality, identity, self-image and self-concept are emphasized. Here, society's as well as the individual's views and ideals are illustrated, which entails that values, norms and normality are addressed.

The course deals with interpersonal communication, groups and group processes, the origin and dynamics of conflicts, and in what ways attitude, behaviour and conflict interact. Work on issues with regard to equal treatment is addressed and how discrimination, offensive behaviour and problems with harassment can be understood. In order to develop the relevant competence, strategies for handling discrimination and other kind of offensive behaviours are illustrated.

The course also provides an introduction to assessment and grading, which discusses assessment, documentation and communication of the pupils' knowledge development, and grading based on current knowledge requirements and grading scales.

Professional Basis and Professional Progression

The ability to critically review the own activities in order to in an efficient manner be able to develop a deliberate approach within the field is practiced. In terms of the teaching profession, it is relevant to understand and have a knowledge of the pupils' living conditions. In a learning situation, students must be able to see beyond their own perspective and as far as possible be able to see the world with the eyes of the pupil. Teaching is particularly focused on the development of a scientific and professional approach where the development of knowledge and opinions strengthens the student's professional ability to reflect on and act in an adequate manner in relation to the pupils' learning and the school's mission. The main part of this field of study is covered during the student placement training (VFU), comprising 9 credits and which is the first placement within the education.

Scientific Approach and Scientific Progression

Students' knowledge development and learning are expressed through written and verbal communication. Knowledge and abilities are continuously tested on the basis of the educational objectives. The students deepen their knowledge and scientific approach partly by carrying out interviews and partly by, on the basis of concepts and theories discussed in the course, analysing quantitative as well as qualitative data.

Type of Instruction

Teaching is conducted in the form of lectures, specific literatures, project work, seminars and workshops, and placement studies. Individual work as well as cooperation between the course participants are essential parts of the learning process. The course is given in the form of distance learning and by IT-support, and three physical meetings. Mandatory attendance during the placement studies. The language of instruction is Swedish.

Examination

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

Examination of the element general education studies takes place by means of two written assignments each comprising 1.5 credits (assessed by the grade of Fail, Pass or Pass with Distinction), and one oral assignment and one project report together comprising 3 credits (assessed by the the grade of Fail, Pass or Pass with Distinction). The assignments are also presented orally at a seminar.

Examination of the placement studies takes place by means of demonstrating that the theoretical knowledge can be implemented in practice, in adequate actions in relation to the pupils and the school mission, alongside written assignments in total comprising 9 credits (assessed by the grade of Fail, Pass or Pass with Distinction). The examination of the placement studies takes place in consultation with the placement supervisor in the activities concerned.

In order to receive a grade of Pass in the course, all assignments require at least the grade of Pass. For a grade of Pass with Distinction in the entire course, it is required that the placement studies (9 credits) and at least 1.5 credits of the general education studies are assessed as Pass with Distinction.

In the placement studies, the student has the right to no more than one reassessment.

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.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1YL002 - The Vocational Teacher and the Student, 15 credits

Other

Students who fail the practical part of the course have the right to retake the placement studies one more time, unless two examination opportunities have already been used. An examiner may decide that a student's placement training shall be discontinued, to take effect immediately, if the student in question demonstrates such serious lack of knowledge, skills or approach that the safety or integrity of the pupils or the confidence of parents is jeopardized. Any additional costs that may arise in connection with assignments or the like are paid for by the students themselves.

Required Reading and Additional Study Material

Ambjörnsson, Fanny. (2019) *I en klass för sig: Genus, klass och sexualitet bland gymnasietjejer*. Stockholm: Ordfront (378 p.) ISBN 9789177751113

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

Carlström, Inge & Carlström Hagman, Lena-Pia. (2007) *Metodik för utvecklingsarbete*. Lund: Studentlitteratur (447 p.) ISBN 9789144038247

Edling, Christofer & Liljeros, Fredrik (eds). (2016) *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Malmö: Liber (224 p.) ISBN 9789147112821

Fleischer, Håkan & Kvarnsehl, Helena (2015). *Digitalisering som lyfter skolan: Teori möter praktik*. Stockholm: Gothia Fortbildning. (178 p.) ISBN: 9789188099358

Frånberg, Gun-Marie & Wrethander, Marie. (2011). *Mobbning – en social konstruktion?* Lund: Studentlitteratur (123 p.) ISBN 9789144055596

Gustavsson, Anders. Máhl, Per. & Sundblad, Bo. (2012). *Betygsättning: en handbok*. Stockholm: Liber (312 p.) ISBN: 9789147099498

Hedlin, Maria. (2010) *Lilla genushäftet 2.0. Om genus och skolans jämställdhetsmål*. Växjö: Institutionen för pedagogik, psykologi och idrottsvetenskap, Linnéuniversitetet. (44 p.) ISBN 9789186491567. Available on the Internet.

Högberg, Ronny. (2009) *Motstånd och konformitet - Om manliga yrkeslevers liv och identitetsskapande i relation till kärnämnen*. Linköping: Linköpings universitet, Institutionen för beteendevetenskap och lärande (185 p.) ISBN 9789173935432 Available on the Internet.

Irisdotter Aldenmyr, Sara; Paulin, Ann & Grønlien Zetterqvist, Kirsten. (2016) *Etik i professionellt lärarskap*. Malmö: Gleerup. (163 p.) ISBN 9789140694751

Jenner, Håkan. (2004) *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling/Liber distr. (parts of 122 p.) pp. 15-36. ISBN 9185128813. Available on the Internet.

Lalander, Philip & Johansson, Thomas. (2017) *Ungdomsgrupper i teori och praktik*. Lund: Studentlitteratur. (319 p.) ISBN 9789144115474

Skolverket (2011). *Läroplan för gymnasieskolan*. Available on the Internet.

Skolverket (2011). *Ämnesplaner och kurser i gymnasieskolan*. Available on the Internet.

Skolverket (2012). *Läroplan för vuxenutbildningen*. Available on the Internet.

Thornberg, Robert. (2020) *Det sociala livet i skolan. Socialpsykologi perspektiv*. Stockholm: Liber (404 p.) ISBN 9789147132058

Compendiums and scientific articles comprising approximately 150 pages are also included as well as elective literature which the students independently look for and choose in consultation with the teachers in the course.