



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FP002 Samspel och interaktion i förskolan, 20 högskolepoäng

Interaction in Preschool, 20 credits

**Main field of study**

Didactics

**Subject Group**

Educational Sciences/General Didactics

**Level of classification**

First Level

**Progression**

G2F

**Date of Ratification**

Approved by Faculty of Social Sciences 2020-05-27

The course syllabus is valid from autumn semester 2020

**Prerequisites**

1FP001 Preschool - Playing, Teaching and Learning, 17.5 credits.

### Objectives

On the basis of practical experiences in the preschool activities and interaction with children, custodial parents and other actors involved and in order to further all children's possibility for participation and influence, students shall upon completion of the course be able to:

*Module 1: Interaction in Preschool and Preschool Class, 7 credits*

- account for a relational perspective of interaction, and by the use of their own life experiences and social sustainable development put this in relation to the assignment as a professional preschool teacher,
- analyse different interaction situations in the educational setting by the use of communication theories,
- problematize the diverse conditions of children and adults in terms of their agency, participation and influence based on intercultural meetings in practice as well as norm-critical theories,
- analyse interaction on the basis of the gender perspective and based on this analysis, argue for educational implications concerning the work on equality,
- analyse situations related to the period of adjustment to school by the use of attachment theory in order to identify any critical aspects that further a good introduction for children and their custodial parents.

*Module 2: Collaboration and Confidentiality in Preschool and Preschool Class, 4 credits*

- identify the role and responsibility of the preschool teacher in terms of confidentiality and reporting obligation,
- problematize the preschool teacher's interaction and discussions with custodial parents in various forms, such as introduction discussions, discussions on progress and parent-teacher meetings,
- apply and discuss various communication strategies,
- account for current research into the field of collaboration between preschool, preschool class and extended school education, and on the basis of this research, give examples of educational implications.

*Module 3: Perspectives and Approaches in Special Education, 5 credits*

- explain perspectives of special education on the basis of a relational approach,
- distinguish different kinds of vulnerabilities and intellectual disabilities and put these in relation to possible educational implications for children's learning and participation as well as to play as an educational tool,
- give examples on and discuss how interaction with other actors involved may further the care, development, learning and participation of children in need of special support,
- problematize the concepts normality and deviation.

*Module 4: Scientific Report, 4 credits*

- define a researchable question and design an associated interview guide within one of the areas of content from the previous modules,
- conduct an interview, analyse the empirical data and systematically present the results in the form of a report,
- draw conclusions and discuss any educational implications,
- serve as the student reviewer of an academic paper, and give constructive criticism that may lead to development of the activities,
- respond to their own papers with relevant arguments.

## Content

*Module 1: Interaction in Preschool and Preschool Class, 7 credits*

Relationship formation and its different conditions are looked into and problematized. The module also focuses on the relational perspective, and concepts such as democracy, rights, influence, participation and equal treatment are key areas discussed. Relations and interaction between children, between children and preschool teachers and between preschool teachers and custodial parents are discussed on the basis of intercultural as well as norm-critical theories and gender structure. Attachment theories are used for the interpretation and understanding of interaction. Interaction situations are also analysed by the use of communication theories, based on current research and the students' own experiences in order for them to become aware of and problematize their own experiences and choices made concerning the professional approach when meeting children, custodial parents and other actors involved.

*Module 2: Collaboration and Confidentiality, 4 credits*

Interaction with custodial parents are discussed in theory as well as in practice, focusing on the adjustment to school, discussions on progress and other forms of collaboration between the educational practice and the custodial parents. The importance of communication in different everyday situations is problematized, and the role of the preschool teacher as a leader of the discussion is discussed and challenged through role-play. The assignment of the preschool teacher concerning collaboration with preschool class, extended school education and school as well as the social services is also looked into. Reporting obligations, issues on confidentiality and professional conduct are

discussed.

### *Module 3: Perspectives and Approaches in Special Education, 5 credits*

Perspectives of special education and different approaches are discussed in the module. In view of this background, educational strategies are emphasized where for instance the importance of play is a key aspect in order to acknowledge children's differences and diverse conditions from an inclusive perspective. Different kinds of intellectual disabilities are also looked into, as well as the importance of the preschool and preschool class as a safe environment that challenges as well as encourages all children to play and learn. Collaboration with other actors involved, such as special education teachers in order to further all children's development and learning, is discussed. The concepts of norms, normality and deviation are also discussed and problematized.

### *Module 4: Scientific Report, 4 credits*

In this module, students practice for the coming degree project by writing a report in one of the areas previously discussed in the other modules. Prior to holding interviews with preschool teachers, the students shall design researchable questions and an interview guide. The empirical data is processed and systemized, and based on the conclusions drawn, the educational implications are discussed. The module also includes a seminar where the students shall present their own reports as well as serve as the student reviewers for other reports.

### **Professional Basis and Professional Progression**

The course focuses on the professional approach of the preschool teacher in relation to the assignment in meeting and interacting with children and custodial parents. Different conditions for the formation of relationships, interaction with custodial parents and other actors involved are identified and problematized, and the students are given the opportunity to reflect on how their own values are expressed in their approach. Relational approach, democracy, rights, equal terms as well as influence and participation are discussed and problematized in relation to the assignment as a preschool teacher.

### **Scientific Approach and Scientific Progression**

Students practice the ability to define research problems and how to search out, compare and critically examine research related to a specific field. Interviews are applied as a scientific method and the students learn how to systematically document, analyse and categorise the answers given during the interviews, based on theories and previous research. A scientific text is written within the scope of the course. Social and cultural norms and the possibilities and limitations of science are problematized with regard to aspects such as gender, social class and interculturalism.

#### Field studies

In order to strengthen the connection between theory and practice, field studies are continuously conducted as a basis for reflection, critical examination and reconsideration of approaches.

#### Type of Instruction

Teaching takes place in the form of lectures, seminars, field studies, group activities, role-play and supervision. The students reflect on their own experiences in relation to the course content in a logbook, where they document their own learning as well as knowledge and insights which contribute to the professional role. The compulsory elements of the course are; role-play, interviews with preschool teachers, supervision during the writing of the report, presentations and seminars.

#### Examination

The course is assessed with the grades Pass (G), Pass (C) or Pass with Distinction (D).

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

Examination of module 1 (comprising 7.5 credits) takes place by means of a take-home exam.

Examination of module 2 (comprising 4 credits) takes place by means of an oral examination and a paper.

Examination of module 3 (comprising 5 credits) takes place by means of an oral examination.

Examination of module 4 (comprising 4 credits) takes place by means of a group project on a report with an individually written discussion.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the course, three out of four modules must be assessed as Pass with Distinction.

Students who do not pass the scheduled examination will be offered a retake in accordance with the university's local regulations.

In the event of absence in connection with compulsory elements, a supplementary assignment may be provided.

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

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

### Required Reading and Additional Study Material

*Module 1: Interaction in Preschool and Preschool Class, 7 credits*

Aspelin, Jonas (2018). *Lärares relationskompetens: vad är det?: hur kan den utvecklas?*. First edition. Stockholm: Liber, (157 p.) ISBN: 9789147129065.

Broberg, Malin, Hagström, Birthe & Broberg, Anders (2012). *Anknytning i förskolan: vikten av trygghet för lek och lärande*. 1st ed. Stockholm: Natur & Kultur, (310 p.) ISBN: 9789127133129

Emilsson, Anette. (2017). Young children's educational practice in Swedish preschool in relation to Habermas' philosophical perspective. In M. Murphy (Ed.). *Habermas and Social Research. Between theory and method*. Routledge: New York, (pp. 156-171).

Folkesson, Anne-Mari. (2016). Att leda förskolebarn med respekt. En fallstudie av en samling med åtta 1–3-åringarna. I Anette Emilsson. & Ingeborg Moqvist-Lindberg. *Värdefull förskola: perspektiv på värdepedagogiskt arbete* 1st ed. Lund: Studentlitteratur, (pp. 129–153) ISBN: 9789144111018

Lahdenperä, Pirjo (Ed.) (2018). *Den interkulturella förskolan: mål och arbetssätt*. First edition. Stockholm: Liber, (141 p.) ISBN: 9789147127696

Rosendahl, Gunilla. (2016). Måltiden som en arena för olika slags samtal. I Anette Emilson. & Ingeborg Moqvist-Lindberg. *Värdefull förskola: perspektiv på värdepedagogiskt arbete*. 1st ed. Lund: Studentlitteratur, (pp. 155-175) ISBN: 9789144111018

Öhman, Margareta (2016). *Samspelsbar och samtalsklar: om samtal i förskolan och skolan*. 1st ed. Stockholm: Liber, (240 p.) ISBN: 9789147106639

*Module 2: Collaboration and Confidentiality 4 credits*

Ackesjö, Helena (2016). *Övergångar mellan skolformer: kontinuitet och progression från förskola till skola*. First edition. Stockholm: Liber, (194 p.) ISBN: 9789147122080

Nilsson, Björn. & Waldemarson, Anna-Karin. (2016). *Kommunikation: samspel mellan människor* 4th [rev.] ed. Lund: Studentlitteratur, (165 p.) ISBN: 9789144110660.

Olsson, Staffan (2019). *Sekretess och anmälningsplikt i förskola och skola*. Seventh edition. Lund: Studentlitteratur, (288 p.) ISBN: 9789144132266

Sandberg, Anette & Vuorinen, Tuula (2020). *Hem och förskola: samverkan i förändring*. 2nd ed. Liber, (144 p.) ISBN: 9789147126514.

*Module 3: Perspectives and Approach in Special Education, 5 credits*

Lutz, Kristian. (2013). *Specialpedagogiska aspekter på förskola och skola. Möte med det som inte anses LAGOM*. Stockholm: Liber AB, (139 p.)

Palla, Linda (2011). *Med blicken på barnet: om olikheter i förskolan som diskursiv praktik* (Malmö studies in educational sciences No. 63). Malmö: Malmö högskola, Lärarutbildningen, (184 p.)

Sandberg, Anette (Ed.). (2014). *Med sikte på förskolan – barn i behov av stöd*. Lund: Studentlitteratur, (ca. 150 p.) ISBN 978-91-44-05119-2.

An optional fictional book problematizing functional impairment.

*Module 4: Scientific Report, 4 credits*

Blomström, Vendela & Wennerberg, Jeanna (latest edition). *Akademiskt läsande och skrivande*. Lund: Studentlitteratur, (83 p.)

Dimenäs, Jörgen (Ed.) (2006). *Lära till lärare: att utveckla läraryrket – vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (25 p.) ISBN: 9789147084210

In addition to the course literature, students shall also search out scientific publications in relation to the content of their study, approx. 100 pages.