



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FP012 Samspel och interaktion i förskolan, 20 högskolepoäng

2FP012 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 2022-09-19

The course syllabus is valid from spring semester 2023

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:

Objectives concerning interaction, collaboration and confidentiality in preschool and preschool class

- account for a relational perspective of interaction and cooperation as well as social sustainable development, by the use of their own life experiences and connection to the assignment as a professional preschool teacher,
- analyse different situations of interaction in the educational setting by the use of communication theories,
- problematise 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 gender and 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,
- identify the role and responsibility of the preschool teacher in terms of confidentiality and reporting obligation,
- problematise 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.

Objectives concerning perspectives and approaches in special education in preschool and preschool class

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

Objectives concerning the scientific report

- 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 paper with relevant arguments.

Content

Relationship formation and its different conditions are looked into and problematised in the course. The course 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. Interaction with custodial parents is also discussed in theory as well as in practice focusing on the adjustment and introduction to school, discussions on progress and other forms of cooperation between the educational practice and custodial parents.

Situations involving interaction are also analysed by the use of communication theories, where the importance of communication in different everyday situations is problematised. The role of the preschool teacher as a conversation leader is discussed and challenged through role-play. The theory of attachment is used in order to acquire

knowledge and gain an understanding of the interaction and cooperation. 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. The outset is based on current research and the students' own experiences in order for them to become aware of and problematise their own experiences and choices made concerning the professional approach when meeting children, custodial parents and other actors involved.

Perspectives of special education and different approaches are also discussed in the course. In view of this background, educational strategies are emphasised where for instance the importance of play is a key aspect in order to acknowledge children's differences and diverse conditions from a perspective of inclusion. Different kinds of intellectual disabilities are also looked into such as NPD, as well as the importance of preschool and preschool class as safe environments that challenge and encourage 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 problematised.

In this course, students practice for the coming degree project by writing a report in one of the areas previously discussed in the other components. 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 component also includes a seminar where the students shall present their own reports as well as serve as the student reviewers for other reports.

Type of Instruction

Teaching takes place in the form of lectures, seminars, workshops, field studies, 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; logbook, role-play, interviews with preschool teachers, supervision during the writing of the report, and six seminars.

Examination

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

In order to receive a grade of Pass in the course, all the objectives must be attained. For a grade of Pass with Distinction in the entire course, three out of four examinations require the grade of Pass with Distinction.

Examination of the component concerning *interaction, collaboration and confidentiality in preschool and preschool class* takes place by means of a written take-home exam (9 credits) and a paper (1 credit).

Examination of the component concerning *perspectives and approaches of special education in preschool and preschool class* takes place by means of an oral examination (5 credits).

Examination of the component concerning the *scientific report* takes place by means of a group project presented in the form of a report with an individually written discussion (5 credits)

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.

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 course/courses of which the content fully, or partly, corresponds to the content of this course: 2FP002 Interaction in Preschool, 20 credits.

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

Course literature for the component *Interaction, collaboration and confidentiality in preschool and preschool class*

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

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

Emilson, 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 Emilson. & 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 arbetsätt*. First

edition. Stockholm: Liber, (141 p.) ISBN: 9789147127696

Nilsson Björn & Waldemarson Anna-Karin (2021). *Kommunikation: samspel mellan människor*. [revised] ed., Lund: Studentlitteratur (199 p.) ISBN: 9789144140964

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

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

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

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

Course literature for component *Perspectives and approaches in special education in preschool and preschool class*

Lutz, Kristian. (2021). *Specialpedagogiska aspekter på förskola och skola. Möte med det som inte anses LAGOM*. Stockholm: Liber AB, (139 p.) ISBN: 9789147141036

Palla, Linda (2021). *Specialpedagogik i förskolan: grundläggande huvudsaker och reflekterande djupdykningar*. Lund: Studentlitteratur, (288 p.) ISBN: 9789144151267

Sandberg, Anette (ed.) (2021). *Med sikte på förskolan — barn i behov av stöd*. Lund: Studentlitteratur (ca. 150 p.) ISBN: 9789144145150

An optional fictional book problematising functional impairment.

Course literature for component *Scientific report*

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

Dimenäs, Jörgen (Ed.) (2007). *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 look for scientific publications in relation to the content of their study, approx. 100 pages.