



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2KP030 Sociala relationer, konflikthantering och ledarskap för ämneslärare (KPU), 6 högskolepoäng

Social Relations, Conflict Management and Leadership for Secondary- and Upper Secondary School Teachers, 6 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 2019-10-16

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 - Perspectives on School and Teaching Conditions For Subject Teachers, or the equivalent.

Objectives

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

- describe how the learning climate is influenced by social relations, and develop teaching strategies in order to promote gender equality and equal treatment,
- explain the importance of the role of various media and digital environments to the educational practice,
- give examples of and evaluate methods for conflict management,
- explain in what ways educational leadership promotes the conditions of learning,
- plan discussions on progress based on scientific, social and ethical aspects,
- account for in what ways discrimination and other offensive treatment of pupils may be counteracted and how teachers may use preventive work in their teaching.

Content

The course discusses social relations in school and how these relations are impacted by people's diverse living conditions. Key themes in the course are also knowledge of the origin and dynamics of conflicts and educational leadership. The conditions under which relations are formed are problematized in the course, and the consequences of the different living conditions in society are put in relation to learning on the basis of aspects such as democracy, influence and participation as well as equal treatment and rights. Leadership is discussed on the basis of an intersectional perspective, particularly focusing on social class, gender and ethnicity. The norms and norm criticism of society are emphasized. Interhuman communication, the origin and dynamics of conflicts, and methods for conflict management are discussed, as well as the work in school concerning equal treatment, and prevention as well as handling of discrimination and offensive behaviour.

Professional Basis and Professional Progression

Students will in this course gain knowledge and understanding of how social relations in the physical as well as in the digital environment impact the learning climate. Students practice their educational leadership skills and learn how they as teachers can prevent discrimination and offensive behaviour. A number of different methods for conflict management are also tested. The students also practice how to plan and carry out discussions on progress. The school's fundamental values, introduced in the first course, shall be taken into consideration in all aspects of the course content.

Scientific Approach and Scientific Progression

Leadership theories are studied, and the students practice the skill of applying scientific perspectives on conflict management and social relations in school. The scientific approach is enhanced by studying and reflecting on a thesis relevant to the course content.

Type of Instruction

Teaching takes place in the form of lectures, seminars, group assignments and forum play.

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 three compulsory seminars, one workshop and one take-home exam.

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, the take-home exam requires the grade of 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.

Required Reading and Additional Study Material

Ambjörnsson, Fanny (2010). *I en klass för sig: genus, klass och sexualitet bland gymnasietjejer*. Stockholm: Ordfront, (361 pages). ISBN 9789170370273

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

Friberg, Birgitta, Hakvoort, Ilse (2015). *Konflikthantering i professionellt lärarskap*. 3rd ed. Lund: Gleerups, (240 pages). ISBN 9789140691675

Ingvar, Martin (2010). *Biologiska faktorer och könsskillnader i skolresultat* (SOU 2010:52). Available on the Internet (31 pages).

Jenner, Håkan (2004). *Motivation och motivationsarbete i skola och behandling*. Växjö: Växjö universitet, Fakulteten för humaniora och samhällsvetenskap, Institutionen för pedagogik. DiVA, id: diva2:204148.

Kimmel, Michael (2010). *"Pojkar och skolan: Ett bakgrundsdokument om "pojkkrisen"* (SOU 2010:53). Available on the Internet (66 pages).

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (Eds.) (Latest edition). *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & Kultur, (ch. 12, 13, 14).

Skolverket (Latest edition). *Främja, förebygga, upptäcka, åtgärda. Hur skolan kan arbeta med trakasserier och kränkningar*, Stödmaterial. Stockholm: Skolverket, (ca. 110 pages).

Skolverket (Latest edition). *Utvecklingssamtalet och den skriftliga individuella utvecklingsplanen*. Stockholm: Skolverket, (ca. 25 pages).

Skolverket (Latest edition). *Skolan och hemmet – exempel och forskning om lärares samarbete med elevernas vårdnadshavare*. Stockholm: Skolverket, (ca. 66 pages).