



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2UV903 UVK-kurs: Sociala relationer, konflikthantering och ledarskap för ämneslärare (KPU), 7,5 högskolepoäng

Social relations, conflict management and leadership for teachers, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2012-06-08

Revised 2017-08-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2017

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course, students shall be able to:

- describe and problematize in what ways the diverse living conditions of young people may affect social relations, and put these issues in relation to cultural and societal aspects
- describe and discuss communication and communication processes related to social relations
- account for and problematize theories of the origin and dynamics of interpersonal conflicts, and apply methods for conflict management
- account for how work promoting equal treatment and prevention of discrimination, bullying and other offensive behaviour may be understood and organised in school
- account for, problematize and analyse how various theories of leadership may be related to the educational practice, and problematize forms of leadership in school related to the values stipulated in the school policy documents

Content

In the course is discussed how interactions in school can be understood on the basis of

sociological and socio-psychological perspectives and approaches. The course problematizes in what ways different living conditions affect the formation of identity and how this impacts the educational interaction on the basis of theories of social relations, communication, conflicts and leadership.

Values, norms and normality are also illustrated and examined on the basis of a critical approach. Professional approach and leadership are discussed in relation to the school mission and organisation. The course addresses the work on equal treatment and how we may understand and develop strategies in order to counteract discrimination, bullying and other forms of offensive behaviour.

Professional Basis and Professional Progression

Students practice their ability to critically review their own activities in order to efficiently develop a conscious approach to the field. It is considered relevant to teachers to have an understanding and knowledge of the pupils' living conditions. In a learning situation, students need to be able to view things from a different perspective and look at the world with the eyes of the pupils. Special emphasis is placed on the development of a scientific and professional approach, where the development of knowledge and judgement strengthens the students' professional skills with regard to being able to reflect on and act adequately in relation to pupils' learning and the school mission.

Scientific Approach and Scientific Progression

The students' knowledge development and learning are expressed through written and oral communication, and knowledge, understanding, skills and abilities are continuously tested on the basis of the course objectives.

Type of Instruction

Teaching consists of lectures, seminars, group assignments, practical sessions and the like. Digital technology is also used as a tool. Field studies may be included.

Examination

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

Examination takes place by means of written and oral assignments. 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 all the different examination assignments are added together and the written individual assignment must receive the grade of Pass with Distinction.

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 in connection with the course are paid for by the students themselves. This course is included in the bridging teacher education programme (KPU).

Required Reading and Additional Study Material

Ambjörnsson, Fanny (2010) *I en klass för sig : genus, klass och sexualitet bland gymnasietjejer*. Stockholm: Ordfront. (361 p.). ISBN 9789174419474

Aspelin, Jonas. (2010) *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerups. (168 p.). ISBN 978-91-40-66888-2

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

Hakvoort, Ilse & Friberg, Birgitta (Ed.) (2011) *Konflikthantering i professionellt lärarskap*. Malmö: Gleerups Utbildning, (217 p.). ISBN 91-40-67220-4

Jenner, Håkan. (2004). *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling/Liber distr. (selected parts of 122 pages, pp. 15-36). ISBN 91-85128-81-3

Jensen, Mikael (2012). *Kommunikation i klassrummet*. Lund: Studentlitteratur, Ch. 2, 3, 6 & 11.

Sveningsson, Stefan & Alvesson, Mats (2010). *Ledarskap*. Malmö: Liber, (128 p.).

A course compendium with scientific articles is also included. (Detailed information is given in the study guide.)