



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN411 Livsvillkor och sociala relationer - inriktning förskoleklass och årskurs 1-6, 7,5 högskolepoäng

Life Conditions and Social Relations for Primary Teachers, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved by Faculty of Social Sciences 2021-01-27

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

General entry requirements for second-cycle studies and:

1GN455 Development, Learning and Knowledge - Pre-school Class and Years 1-6, 7.5 credits, or the equivalent.

## Objectives

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

- analyse and problematize in what ways children and young people's diverse living conditions may impact social relations and the formation of identity,
- discuss and examine critically intercultural learning processes,
- with reference to relevant theories, identify and discuss the importance of communication in relation to having a professional approach when building social relationships with pupils,
- systematically account for and discuss how democratic values in relation to human rights and the Convention on the Rights of the Child may be promoted and organised within an educational practice,
- discuss and analyse how the work on equal treatment, prevention of discrimination and other offensive behaviour may contribute to a school on equal terms,
- identify and critically examine norms and values concerning sexuality and relations.

## Content

The aim of the course content is to highlight diverse living conditions and the consequences that principles of social stratification such as gender, class and ethnicity have for the educational practice. The course discusses several arenas that are significant to children's and young people's identity and relationship formation. Aspects such as life style, media, spare time and family and how these are related to young people's relationships, self-image and self-concept are also addressed. Society's and the individual's outlook and ideals are looked into, which entails that values, norms and normality are addressed and examined on the basis of a critical approach.

The course discusses interpersonal communication in an interactionist perspective, aimed at the ability to identify and develop a professional approach that includes strategies to prevent and counteract discrimination and other offensive treatment.

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

In a learning situation, students have to be able to see things from a different perspective and to the extent possible see the world with the eyes of the child/pupil. Special emphasis is during the teaching placed on the development of a scientific and professional approach, where the development of knowledge and judgement reinforces the student's professional skills in being able to reflect on and act by the use of adequate methods in relation to children's/pupils' learning and the school mission. The course also emphasizes the importance of practicing the ability to critically examine your own norms and assumptions in relation to issues on equivalence.

### **Scientific Approach and Progression**

With the purpose of developing the students' scientific approach, students in this course work with scientific publications in order to put their own understanding in perspective regarding the ways diverse living conditions impact the relationships of children and young people. By collecting and describing quantitative secondary empirical data, and by using this data as the basis of qualitative discussions, the students are also expected to develop their ability to interpret and contextualize the quantitative data in the role these data fundamentally have to a comprehensive scientific approach.

## Type of Instruction

Teaching takes place by means of lectures, field studies and compulsory seminars.

## Examination

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

Examination takes place by means of two individual written assignments and one oral assignment. One of the written assignments is assessed by the grades of Fail or Pass and the other one by the grades of Fail, Pass or Pass with Distinction. The oral assignment is assessed by the grades of Fail or Pass.

In order to receive a grade of Pass, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, the second written assignment requires the grade of Pass with Distinction and the other examinations the grade of Pass.

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

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### 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: 1GN205 Living Conditions and Social Relations, 7.5 credits, and 4GN011 Life Conditions and Social Relations for Primary Teachers, 7.5 credits.

### Required Reading and Additional Study Material

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

Edling, Christofer & Liljeros, Fredrik (Eds). (2016). *Ett delat samhälle: makt, intersektionalitet och social skiktning*. Malmö: Liber, (219 p.) ISBN 9789147090426

Hedlin, Maria. (2010). *Lilla genushäftet 2.0. Om genus och skolans jämställdhetsmål*. Linnéuniversitetet. Provided by the department. (44 p.)

Skolverket (2009). *Diskriminerad, trakasserad, kränkt?* Stockholm: Fritzes, (111 p.)

Skolverket (2019). *Främja, förebygga, upptäcka och åtgärda - Hur skolan kan arbeta mot trakasserier och kränkningar*. Stockholm: Skolverket. (128 p.)

Åkesson, Emilia (2016). *Normer, normmedvetenhet och normkritik*, Stockholm: Skolverket. (14 p.)

Additional scientific publications and dissertations also included, approximately 250 pages.