



Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

4KV455 Skolframgång i det mångkulturella samhället, 7,5 högskolepoäng

4KV455 School Success in a Multicultural Society, 7.5 credits

Subject Group

Cultural Studies

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2017-01-25

Revised 2023-03-28 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements for studies at the second level in a subject within the humanities, social sciences or behavioural sciences. Students with a degree in education (including the pre-school teacher programme) and in multidisciplinary studies are also qualified for admission.

Objectives

After completing the course the student should, with a high degree of independence, be able to:

- account for and critically reflect on central concepts and theories on migration and diversity relevant to the work carried out in schools and to pupils' identity formation,
- account for and critically reflect on how and why different living conditions and social processes create conditions for living and learning in school,
- identify and analyse factors for school success in a multicultural and globalised society,
- apply theories of recognition and inclusion in educational practices
- apply narrative and ethnographic methods in relation to migration, a multicultural society and school success.

Content

This course discusses possibilities and challenges for school success in a multicultural and globalised society. Structural factors influencing the work carried out in schools are discussed, as well as relevant theories on migration and diversity to understand social relationships and children's and young people's identity formation. Central themes are the potential of schools to create conditions for integration and inclusion, and strategies for establishing inclusive school cultures for all pupils. Factors promoting school success and pupils' empowerment are discussed and applied in concrete discussions. All parts of the course apply a cultural-sociological perspective and a critical approach to the concept of culture, and focus on theories of recognition and inclusion and the potential of schools as arenas for integration. During the course narrative and ethnographic methods are discussed and used as tools and resources for learning in multicultural school environments.

Type of Instruction

Teaching is delivered in the form of digital lectures, webinars and workshops, forum discussions, and individual assignments. The students are expected to demonstrate a high degree of independence and apply their knowledge in relation to the work carried out in schools through case studies. The course includes two meetings through an online learning platform.

Examination

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

The course is examined through documentation of the student's work and written reports.

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts. Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

Course Evaluation

During the implementation of the course or in close conjunction with the course, a course evaluation is to be carried out. Results and analysis of the course evaluation are to be promptly presented as feedback to the students who have completed the course. Students who participate during the next course instance receive feedback at the start of the course. The course evaluation is to be carried out anonymously.

Required Reading and Additional Study Material

Bak, Maren & Brömssen von, Kerstin (eds.). *Barndom och migration*. Umeå: Borea. The latest edition (in selection, ca 150 pages)

Berglund, Jenny (2013). "An ethnographic eye on religion in everyday life". *British Journal of Religious Education* 36:1, 13 p, ISSN: 0141-6200

Bunar, Nihad, Hagström, Mirjam & Rojas, Carlos. *Barn och ungdomar i stadens olikheter: om segregation, gränser och möjliggörande interventioner*. Stockholm: Natur & Kultur. The latest edition. 360 pages.

Darvishpour, Mehrad & Westin, Charles. *Migration och etnicitet: Perspektiv på*

mångfald i Sverige. Lund: Studentlitteratur. The latest edition (in selection, ca 150 pages)

Gorski, Paul. (2008). "Good intentions are not enough: a decolonizing intercultural education". *Intercultural Education* 19 (6), 10 pages. ISSN: 1467-5986

Heidegren, Carl-Göran. *Erkännande*. Malmö: Liber. The latest edition. 126 pages.

Lahdenperä, Pirjo & Sundgren, Eva. *Skolans möte med nyanlända*. Stockholm: Liber. The latest edition. (In selection 150 pages).

Lund, Anna & Trondman, Mats (2017). "Dropping out/dropping back in: the matters that make learning matter". *Queensland Review*, 20 pages. ISSN: 20497792

Lund, Anna & Lund, Stefan. *Skolframgång i det mångkulturella samhället*. Lund: Studentlitteratur. The latest edition. (in selection ca 250 pages)

Milner, Richard (2010). "What Does Teacher Education Have to Do With Teaching? Implications for Diversity Studies". *Journal of Teachers Education* 61 (1-2), 14 pages. ISSN: 0022-4871