



COURSE SYLLABUS

Social Relationships, Conflict Management and Leadership for Subject Teachers (UVK), 7,5 credits

Sociala relationer, konflikthantering och ledarskap för ämneslärare (UVK), 7,5 högskolepoäng

Course Code:	LSLR24	Education Cycle:	Advanced level
Confirmed by:	Director of Education Dec 16, 2013	Disciplinary domain:	Education
Revised by:	Dec 1, 2014	Subject group:	UV1
Valid From:	Jan 19, 2015	Specialised in:	A1N
Version:	2		
Reg number:	HLK 2015/228-313		

Intended Learning Outcomes (ILO)

.

Knowledge and understanding

On successful completion of this course the student is expected to

- demonstrate knowledge and understanding of the significance of educational leadership for managing groups of pupils, for individuals learning and development, for collaboration and development of school activities
- be able to account for preventive work aimed at developing students' interaction skills, participation and activities that are characterized by equality
- demonstrate understanding of the consequences of degrading treatment and the vulnerability of individuals in school and social media

Skills and abilities

On successful completion of this course the student is expected to

- display the capacity to critically examine processes of verbal and non verbal communication and interaction in upper secondary school, based on relevant research findings
- demonstrate the capacity to identify cases of discrimination and other forms of harassment, and suggest measures to prevent and restrain degrading treatment and bullying
- have the capability to analyse and manage conflicts
- demonstrate the capacity to communicate and reflect on issues concerning identity, sexuality and relationships

Judgement and approach

On successful completion of this course the student is expected to

- demonstrate insight into how teachers build and maintain trusting relationships with pupils, parents and other actors who are important to pupils' learning and development
- demonstrate the capacity to analyse his or her own behavior and attitudes as well as the professional approach of others

- demonstrate self-knowledge that facilitates reflection on one's own ability to act as an educational leader

Contents

- Theories and models of communication, interaction and relationship skills
- Communicative skills (verbal/non verbal)
- Impact of social relationships on pupils' learning and development
- Collaboration between school actors (teachers, head teachers, student health care etc.) as well as between school actors, parents and pupils
- Educational leadership related to goals and guidelines in national and international legislation and policy documents
- Proactive measures that encourage pupil participation, strengthen pupils sense of meaning and coherence, and prevent conflicts and alienation
- Questions of equality
- Degrading treatment, its consequences and necessary measures
- Emergence of conflicts and conflict management
- The role of digital tools and social media in relationship processes
- Identity, sexuality and relationships
- Basic ethical issues and obligatory enrolment to social services

Type of instruction

The teaching methods consist of lectures, seminars, group studies and individual tasks (written and oral). The university's online learning platform (PingPong) is used for course information, instructions etc.

The teaching is conducted in English.

Prerequisites

General entry requirements and 90 credits in teacher education or equivalent, of which 30 credits from semester 1.

Examination and grades

The course is graded Fail (U), Pass (G) or Pass with Distinction (VG).

The student is assessed by verbal and written examinations, individually and in group. To attain the grade Pass all examinations must be graded Pass and all compulsory tasks must be carried out. To attain the grade Pass with Distinction (VG), the written, individual examination must be graded Pass with Distinction and the student must have shown high participation in the other examinations. Further information on course outline, examinations and grading will be provided at the beginning of the course.

The grade is translated to the ECTS grading scale (A, B, C, D, E, Fx or F).

Registration of examination:

Name of the Test	Value	Grading
Exam	3.5 credits	U/G/VG
Literature seminar	2 credits	U/G

Group assignment	2 credits	U/G
------------------	-----------	-----

Course evaluation

According to the instructions of the study programme syllabus.

Course literature

Common literature

- Aspelin, Jonas (2012). How do relationships influence student achievement? Understanding student performance from a general, social psychological standpoint. *International Studies in Sociology of Education*, 22(1), 41-56. Retrieved from <http://dx.doi.org/10.1080/09620214.2012.680327>. 16 s.
- Malm, Birgitte & Löfgren, Horst (2006). Teacher competence – and students' conflict handling strategies. *Research in Education*, 76, s. 62-73. Hämtad från <http://web.ebscohost.com/bibl.proxy.hj.se/ehost/pdfviewer/pdfviewer?vid=10&sid=385dfd62-9f03-4913-9be6-e412621892fc%40sessionmgr113&chid=121> 12 s
- Martinsson, Lena & Reimers, Eva (Red.).(2008). *Skola i normer*. Malmö: Gleerups Utbildning AB. (Kap. 1, 3-6). 152 s.
- Möllås, Gunvie (2009). "Detta ideliga mötande" – En studie av hur kommunikation och samspel konstituerar gymnasieelevers skolpraktik. Jönköping: Högskolan för lärande och kommunikation, Högskolan i Jönköping. (Doktorsavhandling). (Valda delar).
- Nordevall, Elisabeth (2011). *Gymnasielärares uppdrag som mentor . En etnografisk studie av relationens betydelse för elevens lärande och delaktighet*. Jönköping: Högskolan för lärande och kommunikation, Högskolan i Jönköping. (Doktorsavhandling). (Valda delar).
- Skolverket (2011). Vad fungerar? Resultat av utvärdering av metoder mot mobbning. Hämtad från <http://www.skolverket.se/publikationerid?=2517>. 44 s.
- Skolverket (2012). *Skolverkets allmänna råd. Arbetet mot diskriminering och kränkande behandling*. Stockholm: Fritzes. Hämtad från <http://www.skolverket.se/publikationer?id=3002>. 57 s.
- Trondman, Mats (2003). *Kloka möten. Om den praktiska konsten att bemöta barn och ungdomar*. Lund: Studentlitteratur. 205 s.
- Wong-Lo, Mickie, Bullock, Lyndal M. & Gable, Robert A. (2011). Cyber bullying: practices to face digital aggression. *Emotional och behavioural Difficulties*, 16(39), s. 317-325. Hämtad från <http://www.tandfonline.com/doi/pdf/10.1080/13632752.2011.595098> 9 s
- Nationella och internationella styrdokument.
(Avhandlingarna finns att ladda ner som pdf-filer.)

For Subject Teachers 7-9:

- Forsberg, Margareta (2005). *Ungdomar och sexualitet. En forskningsöversikt år 2005*. Stockholm: Statens Folkhälsoinstitut. Hämtad från <http://www.fhi.se/PageFiles/3362/r2006181Ungdomarochsex0605> (Valda delar).
- Stacey K. Waters, Leanne Lester, Elizabeth Wenden & Donna Cross (2012). A Theoretical Grounded Exploration of the Social and Emotional Outcomes of Transition to Secondary School. *Australian Journal of Guidance and Counselling*, 22(2), 190-205. Doi: 10.1017/jgc.2012.26. 16 s.

For Upper Subject Teachers:

- Skolverket.(2013). *Sex och samlevnadsundervisning i gymnasieskolan*. Stockholm: Fritzes. Hämtas från <http://www.skolverket.se/publikationerid?=3012>. 114 s.

Reference material:

- Sök- och skrivhjälp (2010). *Skriva litteraturreferenser . - Harvardsystemet*. Högskolebiblioteket:

Högskolan i Jönköping. http://hj.se/bibl/sok---skrivhjalp/skriva_litteraturreferenser.html
Informationsmaterial om plagiat på högskolor och universitet. Plagiathandbok - tips och råd till studenter. Finns i kursens aktiviteter på lärplattformen (PingPong)