



COURSE SYLLABUS

Social Relationships, Conflict Management and Leadership, 7,5 credits

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

Course Code:	LSRK14	Education Cycle:	Basic level
Confirmed by:	Director of Education Dec 16, 2013	Disciplinary domain:	Education
Valid From:	Jan 20, 2014	Subject group:	UV1
Version:	1	Specialised in:	G1F

Knowledge and understanding

On successful completion of this course the students are expected to

- demonstrate knowledge and understanding of educational leadership and its significance for managing Groups, pupils' individual learning and development and for collaboration and development of school activities
- be able to explain 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 vulnerability of individuals in school and social media

Skills and abilities

On successful completion of this course the students are expected to

- display the capacity to critical examine processes of verbal and non verbal communication and interaction, based on 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 developed preparedness for analyzing and managing 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 students are expected to

- demonstrate insight into how teachers build and maintain trusting relationships with pupils, parents and other actors that 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, and demonstrate self-knowledge that contributes to 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 international and national legislation and policy documents
- Preventive measures supporting participation of pupils, their sense of meaning and coherence, and restraining conflicts and alienation
- Equality considerations
- 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 making reports to social services

Type of instruction

The teaching methods are a variety 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 requirements and 30 credits from the first semester of Teacher Education (Educational Science Core) or in equivalent courses. Exemption is granted from the requirements in Swedish

Examination and grades

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

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The student is assessed by verbal and written examinations, individually and in group. All compulsory tasks must be carried out to get passed. To attain the grade Pass with Distinction (VG), a written, individual examination task (paper) must be assessed with Pass with Distinction. The paper comprises literature background, analyses and proper measures.

Further instructions on course outlines, examinations and grading will be handed out 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
Examination	7.5 credits	U/G/VG

Course evaluation

According to the instructions of the study programme syllabus.

Course 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 p.

- Burton, Bruce (2012). Peer teaching as a strategy for conflict management and student re-engagement in schools. *Australian Educational Researcher*, 39 (1), 45-58. Retrieved from <http://dx.doi.org.bibl.proxy.hj.se/10.1007/s13384-011-0046-4>, 14 p.
- Frelin, Anneli (2010). *Teachers' Relational Practices and Professionalism*. Uppsala: Utbildningsvetenskapliga fakulteten, Institutionen för pedagogik, Uppsala universitet. (Dissertation). 243 p. (selected parts)
- Goldman, Juliette D.G. (2012). A critical analysis of UNESCO's International Technical Guidance on school-based education for puberty and sexuality. *Sex Education: Sexuality, Society and Learning*, 12(2), 199-218. Retrieved from <http://dx.doi.org/10.1080/14681811.2011.609051>, 19 p.
- Goldman, Juliette D.G. & Coleman, Stephanie, J. (2013). Primary school puberty/sexuality Education: Student teachers past learning, present professional education and intention to teach these subjects. *Sex Education: Sexuality, Society and Learning*, 13(3), 276-290. Retrieved from <http://dx.doi.org/10.1080/14681811.2012.719815>, 15 p.
- Hargreaves, Andy & Fullan, Michael (2000). *Mentoring in the New Millennium. Theory into Practice*, 39(1), 50-56. <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=dbd76c69-07ba-499b-8be4-1d12186282d3%40sessionmgr13&hid=121>, 7 p.
- Ludvigsson, Ann (2009). *Samproducerat ledarskap*. [English Summary p 175-188]. Jönköping: School of Education and Communication, Jönköping University. <http://hj.diva-portal.org/smash/record.jsf?searchId=1&pid=diva2:236777>, 14 p.
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- Mowat, Joan Gaynor (2010). *He comes to talk to me about things': supporting pupils experiencing social and emotional behavioural difficulties - a focus upon interpersonal relationships*. *Pastoral care in Education*, 28(3), 163-180. Retrieved from <http://dx.doi.org/10.1080/02643944.2010.504218>, 18 p.
- Skolverket (2011). *Evaluation of anti-bullying methods*. Stockholm: Fritzes. Retrieved from <http://www.skolverket.se/publikationer?id=223>, p.
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- Urdu, Tim & Schoenfelder, Erin (2006). Classroom effects on student motivation: Goal structures, social relationships, and competence beliefs. *Journal of School Psychology*, 44(5), 331-349. Retrieved from http://ac.els-cdn.com/S0022440506000380/1-s2.0-S0022440506000380-main.pdf?_tid=296e538a-3a25-11e3-b43d-00000aab0f6b&acdnat=1382341883_60eace619172ab62b0e0f3e8afef3aa7, 19 p.
- Wong-Lo, Mickie, Bullock, Lyndal M. & Gable, Robert A. (2011). *Cyber bullying: practices to face digital aggression*. *Emotional and Behavioural Difficulties*, 16 (39), 317-325. Retrieved from <http://www.tandfonline.com/doi/pdf/10.1080/13632752.2011.595098>, 9 p.

Legislation and Policy Documents

- SFS (2010:800). Skollagen [The Education Act]. Stockholm: Utbildningsdepartementet. Retrieved from http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800
- SFS (2001:453). Socialtjänstlagen (The Social Services Act) Retrieved from http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Socialtjanstlag-2001453_sfs-2001-453/?bet=2001:453
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