

Children, School, and Education

Barn, skola och utbildning
7.5 credits

Programme course

736A40

Valid from: 2022 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Child Studies	
Date determined	Course level	Progressive specialisation
2017-09-22	Second cycle	A1F
Revised by	Disciplinary domain	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Social sciences	
Revision date	Subject group	
2022-04-29	Child and Youth Education and Care	
Offered first time	Offered for the last time	
Autumn semester 2017		
Department	Replaced by	
Institutionen för Tema		

Course offered for

- Master's Programme in Child Studies

Entry requirements

- Bachelor's degree equivalent to a Swedish Kandidatexamen within the humanities, social sciences or the behavioral sciences with a major relevant to the programme.
Examples of fields:
 - anthropology
 - education
 - history
 - communication studies
 - media studies
 - language studies
 - psychology
 - social work
 - sociology
 - political scienceor equivalent
- English 6
Exemption from Swedish

Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- account for and discuss how social categories such as class, ethnicity and functional variation are relevant in relation to the organization of school and children's everyday lives in schools.
- account for and compare the citizenship education task that schools are ascribed in different societies
- account for and discuss social and socializing processes in schools in a micro perspective
- in an academic manner, critically scrutinize the role that schools play for the socialization and citizenship education of children

Course content

The course deals with how schools contribute to socializing children and to foster them as citizens. The course comprises macro and micro perspectives. With the aid of, for example, international and historical comparisons and insights into the everyday lives of children in schools, students will gain academic tools for critically scrutinizing the task of school to socialize children and to train them as citizens. The tools include knowledge about the diversity in how schools foster citizenship depending on political and national context, as well as insights in how this is influenced by the diversity of school children, children's socialization in peer groups, and social processes in the everyday life in schools.

Teaching and working methods

The teaching in this course is carried out online and consists of lectures and seminars. In addition, the student will engage in independent studies.

Language of instruction and examination: English.

Examination

Examinations in the course consist of:

- individual written assignment, grading scale: EC

More detailed information is available in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.