

## Children and Youth Who Challenge School

Barn och ungdomar som utmanar skolan  
15 credits

Single subject course

921A01

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	No main field of study	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2012-05-16	Second cycle	A1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Humanities	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Educational Sciences/Theoretical Subjects	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2012		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- Teacher degree of at least 180 credits  
or  
Bachelor's degree in pedagogy / pedagogical work / special pedagogy / didactics  
or  
Bachelor's degree in another subject and three years' professional experience in educational activities
- Swedish and English corresponding to the level of Swedish and English in Swedish upper secondary education (Engelska 6)

## Intended learning outcomes

On completion of the course, the student should have:

- acquired knowledge of the historical and ideological developments behind the aim "a school for all".
- basic knowledge of the conditions of different groups and individuals in society and their importance for daily school life.
- developed knowledge and understanding of children and adolescents who challenge school.
- acquired knowledge of strategies to create environments for pupils' development and learning.

## Course content

The course contains orientation in social progress, education policy, processes of change and steering documents in a national and international perspective. The concepts of normality and deviation are problematised and discussed on the basis of different theoretical models.

School and society resources in an inclusive school are problematised on the basis of ethical and legal positions. Daily school life is discussed based on the sex, ethnicity and class, among others.

The roles and approaches of pupils and teachers in a school for all are also studied. Focus is on didactic research that may prepare the student for pupils who challenge school.

## Teaching and working methods

Lectures, seminars, case studies, group assignments and individual course assignments are included in the course.

## Examination

The course is examined continuously in oral and written presentations/course assignments, individually or in groups. Active participation in seminars and presentations is required.

Applies to all courses regardless of grading scale.

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

If the course has a three-graded grading scale (U - VG), following applies:

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

The following applies to courses that include a compulsory component:

- 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.

## Grades

Three-grade scale, U, G, VG

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

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.

### About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.