

School Bullying and Social Relations

Programme course

15 credits

Mobbning och sociala processer

949A23

Valid from: 2020 Spring semester

Determined by
The Board of Educational Science

Date determined
2017-03-09

Revision date
2019-09-10

Offered for the last time
Spring semester 2024

Main field of study

Pedagogical Work

Course level

Second cycle

Advancement level

A1X

Course offered for

- Master's programme in Pedagogical Practices/Education with Emphasis in Outdoor Didactics/Special Education

Intended learning outcomes

After completion of the course, the student should be able to:

- Account for the central concepts within school bullying research
- Discuss school bullying from different methodological and theoretical perspectives
- Explain the importance of power relations to school bullying
- Critically reflect over dominant bullying discourses
- Critically analyse school bullying interventions

Course content

The course introduces a number of different perspectives for understanding the problem of school bullying and for critically analysing the various interventions used to prevent and reduce its prevalence in schools. The course is structured around six themes related to aggressive behaviour, social relations, the school context, gender and sexuality, power relations, and anti-bullying interventions. The first theme focuses on early research into bullying and aggressive behaviour. The second theme introduces more social psychological perspectives on bullying and social relations in schools. The third theme deals with sociological and pedagogical research on bullying, violence and pedagogical practices. The fourth theme discusses bullying in relation to gender and sexuality. The fifth theme considers the power relations central to school bullying. The sixth theme considers the ways in which intervention programmes have approached the problem and their effectiveness.

Teaching and working methods

Teaching takes the form of lectures, seminars, group work and self-study.

Examination

The course consists of both oral and written examinations, both individually and in groups. Written assignments may be written in either English or Swedish.

Examination codes:

MRE1 – Group oral presentation with written documentation, 2.5 hp – Pass/Fail

MRE2 – Group oral presentation with written documentation, 2.5 hp – Pass/Fail

MRE3 – Group oral presentation with written documentation, 2.5 hp – Pass/Fail

SRE1 – Group written assignment, 2.5 hp – Pass/Fail

SRE2 – Individual written assignment, 5 hp – Pass with distinction/Pass/Fail

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 instead 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.

Grades

Three-grade scale, U, G, VG

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.

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

Department

Institutionen för beteendevetenskap och lärande