

## School Bullying and Social Relations

Mobbning och sociala processer  
15 credits

Programme course

949A23

Valid from: 2022 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Pedagogical Work	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2017-03-09	Second cycle	A1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
<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>	
Spring semester 2017		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## 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.

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.

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.