MALMÖ
UNIVERSITET

Syllabus

Course title
En introduktion till det svenska skol- och utbildningssystemet för pedagoger från andra länder

English course title
An Introduction to the Swedish School
and Education System for Educators
from other Countries

Course code
RC424U

Credits
7.5 higher education credits

Grading scale
UV / Fail (U), Pass (G), or Pass with
distinction (VG)

Language of instruction
English

Decision-making body
Faculty of Education and Society, Faculty Board of Educational
Programmes and Course Syllabi

Syllabus established
2023-03-29

Syllabus approval date
2023-03-29

Syllabus valid from
2023-08-28

Entry requirements
Applicants with a documented teaching qualification, alternatively documented teacher training at post-secondary education level encompassing at least three years of full-time study.
The course is worth 7.5 higher education credits for participants who have been formally accepted as having a teaching degree,
or
applicants who can demonstrate having undergone teacher training and/or having teaching experience of the equivalent of at least six months' full time employment.
Students who do not have a documented teaching degree, but who have experience of working in teaching activities, will receive a course certificate upon course completion.
In both cases, applicants are required to have English language skills equivalent to CEFR level B2, or higher.

Education level
Basic level
Main field
No main field

Progression level
G1N

Course contents
The course covers the historical development of the Swedish school system and current reforms, as well as school as an arena for social interaction. The course analyses central changes in the development and mission of schooling, based on certain key terms such as preschool teacher/teacher and pupil, gender, class and ethnicity. The course also discusses the basic values underlying the Swedish school system and the view of knowledge as expressed in current curricula.

The course discusses perspectives in social relations and conflicts, building on theories of social interaction, social norms and conflict resolution. The course aims to develop a state of preparedness for tackling the complexity that characterises the relations between different actors in schools. Furthermore, the course involves aspects of interaction and pedagogical leadership.

The course also highlights the perspective of the child, pupil/child participation and basic rights in Swedish schools.

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

- describe the historical growth of the Swedish school/preschool and the development of the teaching profession
- explain the Swedish school system and its regulatory documents, as well as how it is politically and legally run
- describe and reflect upon the grounds for didactic choices made by teachers/preschool teachers
- relate the basic value system inherent in the national Swedish programme syllabus to the daily work of a preschool/school
- discuss and reflect upon the work carried out by schools on combatting discrimination and abusive behaviour, as well as how to promote gender equality and equal treatment
- discuss teachers' and children's/pupils' interaction in Swedish schools based on theoretical perspectives of social relations
- present different theories and models in order to prevent and handle conflict
- discuss and reflect upon the different aspects of pedagogical leadership

Learning activities

The course consists of reading and analysis of course literature, as well as seminars, lectures, homework assignments and practical exercises. Study visits may also take place if the opportunity arises. Attendance at seminars is obligatory.

The course includes virtual and face-to-face meetings that are developed based on the course objectives and learning outcomes, in collaboration with students and teacher educators at the University.

Assessment

Students are assessed via a written take-home exam as well as an oral presentation. All learning outcomes are graded in both parts of the examination. Grading criteria for the course are announced by the course coordinator at the start of the course.

The basis for all assessments must be such that individual performance can be distinguished.

Course literature and other study material

Arnesen, Anne, & Lundahl, Lise (2006). Still social and democratic? Inclusive education policies in the Nordic welfare states. Scandinavian Journal of Educational Research, 50(3), 285-300. (16 s.)

Avery, Helen (2017). At the bridging point: tutoring newly arrived students in Sweden. International Journal of Inclusive Education, 21(4), 404-415. (12 s.)

Cresantus, Biamba (2016). Inclusion and classroom practices in a Swedish school: A case study of a school in Stockholm.Journal of Education and Practice, 7(3). (6 s.)

Englund, Tomas (2005). The discourse on equivalence in Swedish education policy. Journal of Education Policy, 20(1), 39-57. (19 s.)

Fernqvist, Stina (2013). Joining in on different terms – dealing with poverty in school and among 'peers'. Young, 21(2), 155-171. (17 s.)

Frödén, Sara & Quennerstedt, Ann (2020). The child as a gendered rights holder. Childhood, 27(2), 143-157. (14 s.)

Hellstén, Meeri, Mickwitz, Larissa & Scharfenberg, Jonas (2020). Teacher Education in Sweden: revisiting the Swedish model. Pushpanadham, Karanam (red.) Teacher Education in Global Era: Perspectives and Practices, Springer, 99-114. (16 s.)

Horton, Paul, Forsberg, Camilla & Thornberg, Robert (2022). Blurred boundaries and the hierarchization of incidents: Swedish schoolteachers' struggles with distinguishing degrading treatment, harassment, and school bullying. Scandinavian Journal of Educational Research, 1-12. (12 s.)

Johansson, Ulla & Florin, Christina (1994). Order in the (middle) class! Culture, class and gender in the Swedish state grammar school 1850-1914. Historical Studies in Education 6(1), 21-44. (24 s.)

Johnson, Roger & Johnson, David (2002). Teaching students to be peacemakers: a meta-analysis. Journal of Research in Education 12(1), 25-39.(15 s.).

Kakvoort, Ilse & Olsson, Elizabeth (2015). The school's democratic mission and conflict resolution: voices of Swedish educators. Curriculum Inquiry, 44(4), 531-552. (22 s.)

Kumashiro, Kevin (2000). Toward a theory of anti-oppressive education. Review of Educational Research, 70(1), 25-53. (28 s.)

Lozic, Vanja (2020). Resistance and negotiation: The intersection of constraining norms in educational settings. Charles University. Children's Identity and Citizenship European Association, 382–396. (15 s.)

Lundahl, Lisbet, Erixon, Inger, Holm, Ann-Sofie & Lundström, Ulf (2013). Educational marketization the Swedish way, Education Inquiry, 4(3) 497-517. (21 s.)

Osman, Fatumo, Mohamed, Abdikerim, Warner, Georgina & Sarkadi, Anne (2020). Longing for a sense of belonging – Somali immigrant adolescents' experiences of their acculturation efforts in Sweden. International Journal of Qualitative Studies In Health and Well-Being, Dec. 15 (sup. 2), 1-12. (12 s.)

Quennerstedt, Ann & Quennerstedt, Mikael (2014). Researching children's rights in education: Sociology of childhood encountering educational theory. British Journal of Sociology of Education, 35(1), 115–132. (17 s.)

Samuelsson, Marcus, & Colnerud, Gunnel (2015). Student Teachers' Perceptions Regarding the Challenges of Leadership. I: Garbett, Dawn & Ovens, Alan (red.) Teaching for tomorrow today (1:a uppl), International Association of Teachers and Teaching. 312–320 (9 s.).

Samuelsson, Marcus (2018). The same but somehow different: contemporary Swedish teachers' perceptions of troublesome behaviour. I: Brömssen, Kerstin von, Risenfors, Signild & Sjöberg, Lena (red.). Samhälle, genus och pedagogik: utbildningsvetenskapliga perspektiv: vänbok till Inga Wernersson Högskolan Väst. 177-194 (18 s.)

Tajic, Denis & Bunar, Nihad (2020). Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools. International Journal of Inclusive Education, 1-15. (15 s.)

Thornberg, Robert, & Elvstrand, Helena (2012). Children's experiences of democracy, participation, and trust in school. International Journal of Educational Research, 53, 44-54. (11 s.)

Wahlström, Ninni & Nordin, Andreas (2022). Policy of suspiciousness – mobilization of educational reforms in Sweden. Discourse: Studies in the Cultural Politics of Education, 43(2), 251-265. (15 s.)

Walker, Joan (2009). Authoritative Classroom Management: How Control and Nurturance Work Together. Theory Into Practice, 48(2), 122-129. (8 s.)

Wedin, Tomas (2017). In praise of the present: the pupil at centre in Swedish educational politics in the post-war period. History of Education, 46(6), 768–787. (10 s.)

Åkerblom, Annika & Harju, Anne (2021). The becoming of a Swedish preschool child? Migrant children and everyday nationalism, Children's Geographies, 514-525. (13 s.)

Åström Elmersjö, Henrik (2018). History of Education in Sweden, Available online.

Course evaluation

Malmö University provides all students who are participating in, or have completed, a course a possibility to express their experiences and views on the course through a course evaluation organised at the end of the course. The University will collate the course evaluations and provide information about their results and any actions prompted by them. The results shall be made available to the students.