

Syllabus

for course at first level

Communication and Conflict Resolution
Kommunikation och konflikthantering

15.0 Higher Education Credits
15.0 ECTS credits

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|--------------------------|-------------------------------------|
| Course code: | UH202F |
| Valid from: | Spring 2010 |
| Date of approval: | 2008-02-29 |
| Changed: | 2010-01-04 |
| Department | Department of Teaching and Learning |
| Subject | Educational Science |

Decision

This syllabus was approved by the head of the Department of Education in Humanities and Social Science in consultation with the director of studies on February 29, 2008 and revised on December 22, 2009 and January 4, 2010. Registration number: SU118-21-0058-08.

Prerequisites and special admittance requirements

Pedagogy 30 HECs.

Course structure

| Examination code | Name | Higher Education Credits |
|------------------|--|--------------------------|
| KOM1 | Communication - Conditions, Characteristics and Skills | 7.5 |
| KOM2 | Understanding and Dealing with Conflicts | 7.5 |

Course content

The course addresses professional educationalists, in teaching as well as other professions, who wishes to deepen their skills and knowledge in communication and conflict management.

The conditions, characteristics and skills involved in communication is at the centre of attention in the first course unit. The second course unit deals with conflict understanding, conflict management and social conditions for communication and conflict management.

Course unit 1: Communication - Conditions, Characteristics and Skills, 7.5 HECs:

- Successful communication - meaning, action and validity in human communication
- Promoting and hampering factors involved in communication
- Practicing and analyzing argumentation and deliberation
- Aspects of empathy and relations in communication

Course unit 2: Understanding and Dealing with Conflicts, 7.5 HECs.

- Understanding conflicts
- Social and institutional conditions for communication and conflict management
- How to constructively manage one's own and other peoples' conflicts
- Promoting and hampering factors involved in conflicts and conflict management

Learning outcomes

Upon completion of the course, course participants are expected to be able to:

- understand and analyze conditions, characteristics, skills and functions that are essential to interpersonal communication as well as the practical pedagogy's specific communicative conditions,
- put concepts regarding empathy, meaning, argumentation, deliberation and conflict management into one's own professional practice,
- critically analyze and evaluate models for conflict management,
- understand and analyze the characteristics and causes of different conflicts.

Education

The course is designed as a distance education, with three campus-based meetings on two consecutive days each. An IT platform constitutes the base for most of the teaching activities, meetings between students and teacher, publications and discussions regarding all the assignments. The course comprises mostly of independent distance studies but also includes some discussion forums and group assignments carried out using the IT platform. The three campus-based meetings consist mostly of short lectures, practical exercises and assignments dealing with communication and conflict management.

Forms of examination

a. The course is examined through written as well as a few oral exams carried out at campus-based meetings. During these assignments, the student is expected to:

- individually and in a group, identify, analyze and contemplate problems concerning communication and conflict management within the school system and the society as a whole,
- account for central concepts within communication and conflict management and apply these concepts in relevant professional activities,
- argue normatively and descriptively about questions regarding communication and conflict management,
- put a few essential aspects of communication and conflict management into practice.

b. On the entire course and on each course unit, students will receive letter grades on a seven-point, criterion referenced scale:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate
- F = Totally Inadequate

The final course grade will be calculated by weighing the grades from course unit 1 and 2. A minimum grade of E is required on each course unit in order to pass the entire course. In the case of different grades on the course units, the lower grade will determine the final course grade. Upon completion of the course, a course certificate will be issued if requested.

c. The assessment criteria will be distributed at the beginning of the course.

d. A student who has received the grade of Fx or F on an examination has the right to redo the examination up to four times as long as the course is offered, in order to achieve a minimum grade of E. If a student has received an E or higher the student may not redo an examination in order to receive a higher grade.

A student who has received the grade of F or Fx on an examination twice by the same examiner, is entitled to have another examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such an application should be addressed to the head/board of the department.

Interim

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

Required reading

Compulsory literature:

Anderberg, Thomas (1993). *Konsten att argumentera*. Nora: Nya Doxa. (ed. 1991, 1993, 1995 – all of them will do fine.) (90 p.)

Bauman, Zygmunt (2001). *The Individualized Society*. Polity Press. Alternatively: Bauman, Zygmunt (2002). *Det individualiserade samhället*. Göteborg: Daidalos. (Selected parts.)

Bauman, Zygmunt (2003). *Educational Challenges for the Liquid Modern Era*. In *Diogenes* vol. 50, no. 1,

2003 p. 15-26. (This article will be available as a pdf-file in Mondo.)

Benhabib, Seyla (2002). *The Claims of Culture. Equality and Diversity in the Global Era*. Princeton University Press. Alternatively: Benhabib, Seyla (2004). *Jämlikhet och mångfald. Demokrati och medborgarskap i en global tidsålder*. Göteborg: Daidalos. (Selected parts.)

Ekeland, Tor-Johan (2006). *Konflikt och konfliktförståelse - för världen och den sociala sektorn*. Stockholm: Liber. (Selected parts.)

Ekstam, Kjell (2004). *Handbok i konflikthantering*. Stockholm: Liber.

Holm, Ulla (2001). *Empati. Att förstå andra människors känslor*. Stockholm: Natur och kultur. (Selected parts.)

Jonsson, Britta & Roth, Klas (ed.) (2003). *Demokrati och lärande. Om valfrihet, gemenskap och övervägande i skola och samhälle*. Lund: Studentlitteratur. (Selected parts.)

Maltén, Arne (1998). *Kommunikation och konflikthantering. En introduktion*. Lund: Studentlitteratur. (Selected parts.)

Nilsson, Björn & Waldemarsson, Anna Karin (2005). *Kommunikation för ledare*. Lund: Studentlitteratur.

Noddings, Nel (1995). "A morally defensible mission for schools in the 21st century". In *Phi Delta Kappan*, vol. 76, no. 5, 1995. (This article will be available as a pdf-file in Mondo.)

Rosenberg, Marshall (2003). *Nonviolent Communication. A Language of Life*. Puddle Dancer Press. Alternatively (although the english version is recommended): Rosenberg, Marshall (2003). *Nonviolent Communication. Ett språk för livet*. Friare Liv. (Selected parts.)

Sanders, Lynn (1997). "Against deliberation" In *Political Theory*, vol. 25, no. 3, 1997, p. 347-377. (This article will be available as a pdf-file in Mondo.)

Sperber, Dan (1995). "How do we communicate". In Brockman, John & Matson, Katinka (ed.) *How things are: A science toolkit for the mind*. Morrow, p. 191-199. (This article will be available as a pdf-file in Mondo.)

Additional articles of immediate interest, approx. 50 p., will be available in Mondo at the beginning of the course.