



COURSE SYLLABUS

The Meaning of Work - Meaning-making, Identity and Learning, 7.5 credits

*Arbetets betydelse - meningsskapande, identitet och lärande, 7,5
högskolepoäng*

Course Code: LABR24	Education Cycle: Second-cycle level
Confirmed by: Director of Education Jan 11, 2024	Disciplinary domain: Social sciences
Revised by: Dec 5, 2024	Subject group: PE1
Valid From: Autumn 2025	Specialised in: A1N
Version: 4	Main field of study: Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- describe and exemplify the development of modern work, and identify the role work play in people's lives
- describe and exemplify the role of learning in meaning-making and identity formation in work, with reference to occupational and professional identity

Skills and abilities

- apply a scientific approach in terms of ability to relate to, understand, explore and communicate different perspectives in oral and written communication
- apply a pedagogical, theoretical, research-based approach in designing and supporting for learning, identity formation, and meaning-making for people's voluntary/involuntary work-related changes and career transitions
- compare and reflect upon the different concepts related to modern work, such as occupation, vocation, profession, job and the role of identity in relation to these
- compare and reflect upon the different meaning work may have in people's lives, depending on different world views, global and local contexts

Judgement and approach

- critically discuss challenges and possibilities for people's meaning-making, identity formation and learning in the context of work
- value and judge the relationship between facilitators and barriers for meaning-making, identity formation and learning regarding central aspects of social sustainability

Contents

- Historical perspectives on the development of modern work
- Similarities and differences between central concepts in modern work (occupation,

vocation, work, profession, job)

- Theoretical perspectives on identity and learning, and the significance of designing meaning-making at work for social sustainability

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

The applicant must hold the minimum of a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in Education, Social science, Social Work or Study and career guidance. English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The form of examination is individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To pass the course students must receive at least a passing grade on every assignment. The final course grade is determined by the grade received on Individual written assignment.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next

attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment	7.5 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Course literature

Baldry, Chris, Hyman, Jeff, Taylor, Phil, Bain, Peter, Scholarios, Dora, Marks, Abigail, Watson, Aileen, Gilbert, Kay, Gall, Gregor & Bunzel, Dirk (2007). *The Meaning of Work in the New Economy*. Palgrave Macmillian.

Bergmo-Prvulovic, Ingela. (2024). *Karriär. Ett livslångt perspektiv*. Studentlitteratur AB

Bimrose, J., Brown, A., & Barnes, S-A. (2008). Researching careers, learning and identities: Career attachments as anchors or chains? *Perspectives in Education*. Vol. 26(3). pp- 71-80.

Blustein, D. L. (2019). *The importance of work in an age of uncertainty - The eroding work experience in America*. Oxford University Press. (Digital resurs via Högskolebiblioteket)

Blustein, David L., Kenny, Maureen. E., Di Fabio, Annamaria, & Guichard, Jean (2019). Expanding the Impact of the Psychology of Working: Engaging Psychology in the Struggle for Decent work and Human right. *Journal of Career Assessment*. Vol. 27 (1). 3-28. DOI: 10.1177/1069072718774002 (26 sidor)

Blustein, D.L., Devenis. L.E., & Kidney, B.A. (1989). Relationships between the identity formation process and career development. *Journal of Counseling Psychology*. Vo. 26(2). pp.196-202.

Ulfsdotter Eriksson, & Linde, M. (2014). "Being" or "doing" a profession: Work as a matter of social identity. *International journal of Interdisciplinary cultural studies*. Vol 8(1). pp.33-43.

Elliot, Anthony (Ed). (2011). *Routledge Handbook of Identity Studies*. Routledge. (selected chapters)

Girdler, Ross (2023). *Investigating the relationship between post-injury occupational change and persistent occupational identity*. Doctoral Thesis: University of Wollongong, Australia. (Digital resurs via lärplattform)

Jarvis, P. (2009). Learning to be a person in society: learning to be me. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists... in their own words* (pp. 21-34).

Mead, G. H. (1934/1967). *Mind, self, and society*. University of Chicago Press.

Mezirow, J. (2009). An overview on transformative learning. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists...in their own words*. (pp. 90-105.)

Wilinska, Monika, Rolander, Bo., & Bülow, Pia H. (2021). When I'm 65: On the Age-negotiated Duty to Work. *Work, Employment and society*. Vol. 35(1), pp 21-36.

Observera att kurslitteraturen kan komma att ändras fram till åtta veckor före kursstart.

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