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# Study guide

## School-age Educare

First cycle, Part time, 15 credits  
Course code: UB129F

Autumn semester, 2023

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## 1. Welcome!

Hello everyone and a big welcome to the course, “School-age Educare”. In this study guide you will find all the information about the course, including a breakdown of the schedule, literature lists, grading criteria, information about course assessments along with other details of a practical nature.

All courses at the Child and Youth Studies department have their own course website. You will be able to find relevant information regarding the course at the designated webpage four weeks before the course begins. On the course website you will find the following information: schedule, course syllabus, study guide, literature list, and contact information.

[www.buv.su.se/UB129F](http://www.buv.su.se/UB129F)

This course will also be using Athena as a means of communication once the course has officially begun. On registering onto the course, you will be able to log onto the Athena course site (<https://athena.itslearning.com/>) with your university username and password. Once logged in, you can search for the School-age Educare course with the help of the course code (UB129F).

## 2. Registration

Please see information in your welcome letter.

### 3. Basic Information

The Department of Child and Youth Studies can be located at the following address: Svante Arrhenius väg 21 A. If in doubt, please refer to the map at the following link:

<http://www.buv.su.se/english/about-us/find-us>

The international office at Stockholm University arranges a special orientation programme. For more info, please visit [www.su.se/welcomeactivities](http://www.su.se/welcomeactivities)

The Orientation Programme for international students is designed to provide you with practical advice on a wide range of subjects, such as e-mail accounts, opening a bank account, student health care, Swedish language courses, and the Student union activities. It also aims to provide you with the opportunity to meet new people and settle into your life here. You can also find information for new students here: [www.su.se/newstudent](http://www.su.se/newstudent)

**The course starts on Wednesday September 13, 09.00-12.00 - Room 105 (ground floor) at the Department of Child and Youth Studies.**

The students that you will meet on the course are exchange students from partner universities around the world and Swedish and International students, who have signed up for this course individually as so-called Free Movers.

The course you are taking is a blended part-time course that runs throughout the autumn term. The course will give you 15 ECTS credits (European Credit Transfer System) course is taught by lecturers: Eva Kane and Daniel Franzén.

This study guide covers the course during the autumn semester 2023 and it aims to support students learning during the course. Changes can take place during the course and will then be communicated through the web-based platform Athena.

#### Attendance

Students are expected to be present in class during lectures and seminars. The study visits and seminars 4, 6 & 9 are mandatory since they are examining seminars. Absences for the other seminars must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment.

#### Additional information

Other important information about being a student at Stockholm can be found at the following web site: [www.su.se/student-services](http://www.su.se/student-services)

We advise you to take some time to read the information via the link above to learn more about support and service that is available for you as a student. Please also take time to read about your rights and responsibilities as a student.

## 4. Intended Learning Outcomes

After finishing the course students are expected to have the ability to

- Show awareness of Swedish school-age educare and the role of its teachers
- Reflect on different theoretical perspectives of children, their learning and play
- Reflect on issues of value base and the handling of conflicts
- Identify the value of the outdoors as an environment for learning in school-age educare
- Reflect on child/ren's perspectives linked to multimodal environments for learning

## 5. Teaching and Learning Activities

The teaching and learning on the course aim to give you an overview of the field of pedagogy in school-age educare. Each class you attend has a theme and you will sometimes be asked to write a log or do a presentation on the literature connected to the theme. The logs will be read and commented on by another student in your study group or read and commented on by the course tutor and sometimes you will be asked to bring the log with you to the next class. You will also be expected to attend three study visits, two at a school-based school-age childcare setting and one at an open access play project in a park. The study visits will be done together with other students in study groups.

Students will work actively during the course in the following ways:

### Group activities

- prepare for and deliver a group presentation based on a learning theorist
- organise (based on contact details provided) and attend two study visits to a school-age childcare setting in a primary school and one study visit to a parklek (park play) outdoor setting
- prepare for and deliver a group presentation based on the study visits

### Course literature

- read specific articles and chapters before each seminar (specified in course structure below), and while reading making notes of things that are 1) interesting, 2) difficult and 3) questionable, with comments on why these parts are noted.
- write a log based on your notes and post it in the specified forum in Athena 2 days before the seminar. This is also the time when your course colleagues or teachers will read and comment on your log as well as you sometimes doing the same for someone else. Therefore, it is important to post your logs on time!
- read and provide constructive feedback to another student's log before the seminar when asked to do so.
- when teachers read and comment on your logs this will be done during the 2 days after the seminar.

### Lectures and seminars

- read the appointed literature when suggested
- participate and contribute to the seminars by raising your thoughts and opinions as well as engaging in practical activities

### Writing

- hand in logs as described above
- read and provide constructive feedback to another student's logs
- write an individual paper as an individual examination of the course
- the reference system used in the course follows the American Psychological Association APA (See start page on Athena site for the course). If you are unsure about the APA referencing system, a guide can be found on [Athena](#).
- writing support is provided by the Academic writing service.\_  
<http://www.su.se/english/education/student-services/academic-writing-service> This service is designed to introduce you to and help you with some of the issues you may face when writing academic English.

You will be given details of how to perform the study tasks during the course. Students will provide constructive feedback to each other on the written logs in the smaller study groups, this also to ensure that all students develop their ability to write in English to the required standard and format. These tasks are all to prepare you for your examinations, the verbal presentations and your written assignment. If you engage actively with the course you should not find it difficult to write your final individual assignment.

## 6. Course structure

CONTENT	PREPARATION BEFORE CLASS
<b>1. Introduction to students, the course, academic writing, examinations and their assessment criteria and to Athena.</b>	Read this study guide

CONTENT	PREPARATION BEFORE CLASS
<p><b>2. Introduction to Fritidshem (School- age educare centres)</b></p>	<p>Read the literature below, post a log (see under Course literature above for instructions) at the latest 18 Sept and give feedback on someone else's log before the class</p> <ul style="list-style-type: none"> <li>• Swedish National Agency for Education. (2011). <i>Curriculum for the compulsory school, preschool class and school-age educare</i> (the English version, Rev. 2018). Skolverket.</li> <li>• Klerfelt, A., Haglund, B., Andersson, B., &amp; Kane, E. (2020). Swedish School-age Educare: A Combination of Education and Care. In S. H. Bae, J. L. Mahoney, S. Maschke, &amp; L. Stecher (Eds.), <i>International Developments in Research on Extended Education: Perspectives on extracurricular activities, after-school programmes, and all-day schools</i> (1st ed., pp. 173–192). Barbara Budrich.</li> <li>• Lager, K. (2020). Possibilities and Impossibilities for Everyday Life: Institutional Spaces in School-Age Educare. <i>International Journal for Research on Extended Education</i>, (8)1, 22–35.</li> </ul>
<p><b>3. Play</b> More detailed instructions for first group examination (seminar 4)</p>	<p>Do a first group visit to a school-age educare setting. Read the literature below and post a log for the teacher to feedback on</p> <ul style="list-style-type: none"> <li>• Else, P. (2009). <i>The value of play</i>. Continuum. (Read whole book)</li> <li>• Øksnes, M. (2008). The carnival goes on and on! Children's perceptions of their leisure time and play in SFO. <i>Leisure Studies</i>, 27(2), 149-164.</li> </ul>
<p><b>4. Learning theories (Examining seminar)</b></p>	<p>Prepare a group presentation about a learning theory based on:</p> <ul style="list-style-type: none"> <li>• Illeris, K. (Ed.) (2009). <i>Contemporary theories of learning. Learning theorists in their own words</i>. Routledge.</li> </ul>
<p><b>5. Outdoor /multimodal pedagogy</b> (Wear clothes and shoes/boots warm and waterproof enough so you can spend the day outdoors!) This seminar starts indoors and the rest of the day will be spent outdoors.</p>	<p>Read the literature below and post a log at the latest 30<sup>th</sup> oct and give feedback on someone else's log at the latest 1 nov.</p> <ul style="list-style-type: none"> <li>• Faulkner, D. (2011). Angels, tooth fairies and ghosts: thinking creatively in an early years classroom. In D. Faulkner, &amp; E. Coates, (eds.). <i>Exploring children's creative narratives</i>. Routledge. (p. 39-62).</li> <li>• Lester, S., &amp; Maudsley, M. (2006). <i>Play, naturally: A review of children's natural play</i>. Children's Play Council for PlayDay. (Available on-line)</li> <li>• Brügge, B. (2021). Warm, dry, well fed and happy. In <i>Friluftsliv explored</i>: (p. 7-28)</li> <li>• Brügge, B. &amp; Szczepanski, A. (2021). Pedagogics, didactics and leadership. In <i>Friluftsliv explored</i> (p. 49-78)</li> <li>• Brügge, B. &amp; Glantz, M. &amp; Svenning, S. (2021). Planning for friluftsliv. In <i>Friluftsliv explored</i>: (p. 232-255)</li> </ul>

CONTENT	PREPARATION BEFORE CLASS
<p><b>6. Learning and multimodality (Examining seminar)</b></p>	<p>In your study group visit an outdoor open access play provision / parklek</p> <ul style="list-style-type: none"> <li>• Prepare yourself individually so that you can discuss the learning theory you presented in relation to multimodality at the next seminar. (based on: Illeris, K. (Ed.) (2009). <i>Contemporary theories of learning. Learning theorists in their own words</i>. Routledge.)</li> </ul> <p>Read the following chapters In D. Faulkner, &amp; E. Coates, (eds.). <i>Exploring children's creative narratives</i>. Routledge.</p> <ul style="list-style-type: none"> <li>• Kangas, M., Kultima, A., &amp; Ruokamo, H. (2011). Children´s creative collaboration: a view of narrativity. (p. 63-85).</li> <li>• Sawyer, R. K. (2011). Improvisation and narrative. (p. 11-38).</li> <li>• Truman, S. M. (2011). A generative framework for creativity: encouraging creative collaboration in children´s music composition. (p. 200-224).</li> </ul> <p>Write a log where you reflect on something you have seen during a study visit using the learning theory you presented as well as one other learning theory. Try also to connect to one or more of the chapters in the book by Faulkner and Coates. You have to bring this log with you to class as well as posting it for the teacher to read.</p>
<p><b>7. Values education and conflict management in Swedish schools</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Equality Ombudsman. (n.d.). <i>What is discrimination? (Fact sheet)</i>. Equality Ombudsman. (6 p.) <a href="https://www.do.se/download/18.277ff225178022473141ded/1649311122441/om-do-engelska.pdf">https://www.do.se/download/18.277ff225178022473141ded/1649311122441/om-do-engelska.pdf</a></li> <li>• Equality Ombudsman. (2023). <i>Discrimination Act, SFS 2008:567 (inofficial translation)</i>. Equality Ombudsman. (Chapter 1-3) <a href="https://www.do.se/choose-language/english/discrimination-act-2008567">https://www.do.se/choose-language/english/discrimination-act-2008567</a></li> <li>• Hjalmarsson, M. &amp; Odenbring, Y. (2021). Peer victimization among pupils in leisure-time centres: Teachers' reflections on their professional work. <i>Early Years, 1-13</i>. Prepublished online <a href="https://doi.org/10.1080/09575146.2021.1905615">https://doi.org/10.1080/09575146.2021.1905615</a> (13 p.)</li> <li>• Horton, P., Forsberg, C. &amp; Thornberg, R. (2023). Juridification and judgement calls: Swedish schoolteachers' reflections on dealing with bullying, harassment, and degrading treatment. <i>Education Inquiry, 1-14</i>. Prepublished online <a href="https://doi.org/10.1080/20004508.2023.2170016">https://doi.org/10.1080/20004508.2023.2170016</a> (14 p.)</li> <li>• Skolverket. (2018). <i>Curriculum for the compulsory school, preschool class and school-age educare 2011</i>. Revised 2018. Skolverket. (Chapter 1: Fundamental values and tasks of the school, p. 5-9.) <a href="https://www.skolverket.se/publikationer?id=3984">https://www.skolverket.se/publikationer?id=3984</a></li> <li>• Skolverket. (2012). <i>Evaluation of anti-bullying methods</i>. Skolverket. read selected parts, p. 12-28). (17 p.) <a href="http://www.skolverket.se/publikationer?id=2849">http://www.skolverket.se/publikationer?id=2849</a></li> </ul> <p>Then write a log where you introduce fundamental values, relevant for you as an individual (i.e. provide your personal and cultural background, reflecting on the values this has given you). Reflect on how these values are compatible with, or challenge, the stated fundamental values of Swedish schools. Finally, present a question that you would like to discuss during the seminar - based on your reflections. BRING the log with you to the seminar in some form.</p>

CONTENT	PREPARATION BEFORE CLASS
<p><b>8. Child/ren's perspectives</b></p> <p>Detailed instructions for the second group presentation/examination (seminar 9) as well as instructions for the individual examination</p>	<p>In your study group do a second visit to school-age educare centre (fritidshem) with a view to study how they engage with issues around value base and conflict and multimodality.</p> <p>Also read, then write and post as well as <b>bring a log to class</b> where you:</p> <ol style="list-style-type: none"> <li>Describe the difference between child perspective and children's perspective based on something you have observed during study visits. To clarify the concepts use <ul style="list-style-type: none"> <li>Sommer, D., Pramling Samuelsson, I. &amp; Hundeide, K. (2009). <i>Child perspectives and children's perspectives in theory and practice</i>. Springer. (Read selected parts, p. 1-23)</li> <li>Ljusberg, A. L. (2023). The concept of pupils' interests in the context of school-age educare in Sweden. <i>Early Child Development and Care</i>, 193(2), 223-234.</li> <li>Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. <i>British Educational Research Journal</i>, 33(6), 927-942.</li> </ul> </li> <li>Compare the Swedish and Australian governing documents, and focus on how the child/pupil is presented. How are children described in the texts? What perspective – child and/or children's – can you find in the texts? Give some examples. <ul style="list-style-type: none"> <li>Skolverket. (2018). <i>Curriculum for the compulsory school, preschool class and school-age educare 2011</i>. Revised 2018. Skolverket. (Chapter 1, 2 &amp; 4)</li> <li>Australian Government Department of Education. (2011). <i>My time, our place: Framework for school age care in Australia</i>. Australian Government Department of Education. (Read the whole text, but focus particularly on pp. 4-20, 22, 25, 30, 33, 38)</li> </ul> </li> </ol>
<p><b>9. Group presentations and evaluation (Examining seminar)</b></p>	<p>Prepare group presentation about study visits.</p>
<p><b>Final exam individual paper</b></p>	<p>Students may discuss their draft individual papers with each other, thus supporting the learning process and the writing. However, the course paper is an individual assignment and will be checked for plagiarism.</p> <p>Please note, the department follows the APA reference system (see How to write a text link on the course Athena web page/resources), and in this assignment, all references shall include page numbers.</p> <p>Deadline for the submission of Individual paper, is Friday January 12 at 17:00 pm.</p> <p>Please, see detailed information about Individual paper.</p>



## 7. Examination and assessment criteria

### Attendance

Students are expected to be present in class during lectures, seminars and work in study groups. The study visits and seminars 4, 6 & 9 are mandatory since they are examining seminars. Absences for the other seminars must be compensated, and students who miss a class shall contact the lecturer in charge for a make-up assignment. With an absence over 45% from seminars on campus the student is considered not to have taken the course and must reregister in order to complete the course at a later stage.

### Plagiarism and regulations for disciplinary matters

As a student you have to be conscientious about clearly accounting for the material used in the texts that are submitted for examination. To use other people's expressions or ideas without stating where they are from is plagiarism. To translate and/or change some words in someone else's text and present it as one's own is obviously also a form of plagiarism.

Plagiarism is considered to be cheating and if discovered in an exam or paper, the exam or paper will immediately be failed and disciplinary measures may be taken. Any student who is caught cheating or disrupting academic activities can be suspended from lectures and exams for a period of up to six months. The Vice-Chancellor or the Disciplinary Council decides whether the student is to be subject to any disciplinary measures.

### Formative assessment

During the course, the lecturers will give feedback on the oral and written work.

#### *Oral presentation*

- Being able to present the theory/places visited in a clear way, where all participants contribute
- Being able to refer to course literature and to answer questions
- Participating in discussions about advantages/disadvantages of the theory/places visited

#### *Written logs*

The logs will be commented on based on the following aspects:

- Presentation and coherence,
- Connection to course literature and study visits when appropriate,
- Level of reflection or analysis,
- Language, references.

You will also sometimes be paired with fellow students to provide each other with constructive feedback on the written logs based on the above.

## Summative assessment

The course will be examined by three different tasks, and two will be graded with either Pass or Fail (Group presentation, learning theory - Group presentation, study visits) and one with a scale between A-F (Individual paper).

### Group presentation, learning theory

Students will work in groups to do a PowerPoint presentation, or similar, about a learning theory during seminar 4. The individual group members will then prepare themselves to discuss the theory in relation to multimodality in seminar 6.

For seminar 4 prepare a presentation that should contain the following four aspects:

- Describe the concepts of the learning theory in general
- Provide examples of when you have seen this theory in practice in education (now or when you were young or any learning example you can think of)
- Do an activity with the rest of the group that highlights a point this theory makes.
- End the presentation with a critical question that could work as a discussion starter.

The presentation should take about 25 minutes with an added 5 minutes to start to explore your critical question with the class. Use the chapter as a basis but feel free to also look for more original texts by that author about the specific concept dealt with in the chapter. This is NOT required to pass but may make the job easier.

### Group presentation, study visits

Students will work in groups to do a PowerPoint presentation about their study visits, connecting their experiences to the course literature. The environment and the organization of the setting should be introduced. A special focus should be on how staff works with value base and conflict management as well as multimodality. The presentation has to use at least 5 references to a variety of the course literature. Instructions will be given during seminar 8. Presentations will be done during seminar 9.

### Individual paper

Your learning will be assessed through an individual final course assignment. The final course assignment will include a discussion of the course content in relation to course literature and study visits.

- Based on your study visits describe a school-age childcare setting and the role of a school-age childcare teacher within it.
- Explore in which ways the setting and its staff take a child perspective and/or children's perspectives in their work.
- Explore what learning theories you can see signs of in the staff's practice or in their talk about their practice.
- Explore how the setting and its staff facilitate play.

Relate and reference (APA style) to governing documents and other literature covered in the course.

The paper should be 4-5 A4 pages long, excluding a front page and a complete reference list. In assessing the final course paper, great importance will be given to correct reference use, and that citations are short and followed by page reference. Plagiarism is not accepted in any form. Use type face Times New Roman, size 12, 1.5 spacing. Handwritten papers are not accepted. The individual assignment should be posted in Athena/Examinations/Individual paper, not later than **Friday January 12 2024 at 17:00 pm.**

### Grade for the whole course

To get a grade for the whole course, all examinations must be finished with at least the grades G or E and all tasks presented in this Study guide must be fulfilled. The grade for the whole course is based on the grade of the Individual paper and will be an average of the grades for the three learning outcomes (see below).

### Re-examination and Fail

A student who has received a grade of E or higher may not take a re-examination for a higher grade. In addition, a registered passing grade may not be altered to fail.

A student who receives the grade Fx has one possibility of complementing the exam within one week after receiving the grade. If improvements are not done in the time allotted, the student is required to retake the examination.

A student who has received the grade of F, Fx or U twice on a given examination and by the same examiner may apply and be granted a new examiner. The application should be addressed to the director of studies.

There is one exam opportunity offered for all examinations during the relevant semester. The next opportunity will take place in March 15, 2024. Students who want to re-take the examination shall contact the course administrator at the latest March 8, 2024.

## Assessment criteria

### Group presentation, learning theory

**G. Pass:** The student presents group work for discussion during seminars and hand in group documentation. The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group. The presentations shall involve other students within given time limits.

**U. Fail.** The student has not contributed to the preparation or presentation of the group work adequately.

### Group presentation, study visits

**G. Pass:** The student presents group work for discussion during seminar and hands in group documentation. The work should be well aligned with the course content with references to literature. All group members shall participate as active partners in the group. The presentations shall remain within given time limits.

**U. Fail.** The student has not contributed to the preparation or presentation of the group work adequately.

## Individual paper

### LEARNING OUTCOME: Show awareness of Swedish school-age educare and the role of its teachers

- A:** Intimate knowledge of the setting and ability to identify the role of the teachers. Ability to enter deeply into an **analysis** of the discussions and issues found in practice (as seen during study visits) and in literature, including governing documents, about the role of the teachers. **Also compare two countries** governing documents for school-age childcare and analyse the differences and similarities of the services and their contexts.
- B:** Intimate knowledge of the setting and ability to identify the role of the teachers. Ability to enter deeply into an **analysis** of the discussions and issues found in practice (as seen during study visits) and in literature, including governing documents, about the role of the teachers.
- C:** Knowledge of the setting and ability to identify the role of the teachers. Ability to **reflect** on the discussions and issues found in practice (as seen during study visits) and in literature, including governing documents, about the role of teachers.
- D:** Ability to identify the role of the teachers. Discussions and **issues found in practice** (as seen during study visits) **and in literature**, including governing documents, about the role of the teachers are **described**.
- E:** Ability to identify the role of the teachers. Discussions and **issues found in practice** (as seen during study visits) are described and literature, including governing documents, used to **describe** the role of the teachers.
- Fx:** Shortcomings in the identification of the role of the teachers or shortcomings in the reference to study visits or literature.
- F:** No ability to identify the role of the teachers and no reference to literature.

### LEARNING OUTCOME: Reflect on different child/ren's perspectives based on literature

- A:** Ability to enter deeply into an **analysis** of the discussions and issues found in practice (as seen during study visits) and in literature, including governing documents, about child/ren's perspective. Do this by **reflecting on two** examples of practice you have observed during study visits and link it/them to literature about child/ren's perspective. Choose one example and discuss **what change in practice** another child/ren's perspective would lead to.
- B:** Ability to enter deeply into an **analysis** of the discussions and issues found in practice (using at least two examples from study visits) and in literature, including governing documents, about child/ren's perspective.
- C:** Ability to **reflect** on the discussions and issues found in practice (using at least two examples from study visits) and in literature, including governing documents, about child/ren's perspective.
- D:** **Describe two** examples of practice you have observed during study visits and link them to literature about child/ren's perspective. One example of a child perspective and one of a children's perspective.
- E:** **Describe one** example of practice you have observed during study visits and link it to literature about child/ren's perspective.
- Fx:** Shortcomings in the description of child/ren's perspective or shortcomings in the reference to study visits or literature.
- F:** No description of child/children's perspective and no references to literature.

**LEARNING OUTCOME: Reflect on different theoretical perspectives of children's learning and/or play**

- A:** **One** theoretical **perspective** described linking theory of play and/or learning to practice. **Another** theoretical **perspective** described based on what practice might look like if this theoretical perspective drove the practice.
- B:** **Analysis** of two theoretical perspectives linking theory of play and/or learning to practice.
- C:** **Reflections** based on two theoretical perspectives linking theory of play and/or learning to practice.
- D:** **Two** theoretical **perspectives described** linking theory of play and/or learning to practice.
- E:** **One** theoretical **perspective described** linking theory of play and/or learning to practice.
- Fx:** Shortcomings in description of theoretical perspectives in relation to play and learning or shortcomings in reference to literature.
- F:** No description of theoretical perspectives.

## 8. Course Literature

- \* Brügge, B. (2021). Warm, dry, well fed and happy. In B. Brügge, M. Glantz, K. Sandell, T. Lundqvist Jones, A. Szczepanski, & P. Andersson (eds.). *Friluftsliv explored: an environmental and outdoor teaching approach for knowledge, emotions and quality of life*. Linköping University Electronic Press. (p. 7-28). (21 p.)
- \* Brügge, B. & Szczepanski, A. (2021). Pedagogics, didactics and leadership. In B. Brügge, M. Glantz, K. Sandell, T. Lundqvist Jones, A. Szczepanski, & P. Andersson (eds.). *Friluftsliv explored: an environmental and outdoor teaching approach for knowledge, emotions and quality of life*. Linköping University Electronic Press. (p. 49-78). (29 p.)
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- \* Engeström, Y. (2018). Expansive learning: toward an activity-theoretical reconceptualization. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p.46-65). (19 p.)
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Additional literature, consisting of approximately 150 pages, may be added.

## 9. Evaluation

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. An on-line evaluation form will be distributed to all students at the end of the course.

## 10. Rules and regulations

You will find a summary of decisions taken at different levels about student rights and responsibilities here:

[:https://www.su.se/english/education/student-support/your-rights-and-responsibilities](https://www.su.se/english/education/student-support/your-rights-and-responsibilities) .

It is your responsibility as a student to know the rules that exist about studying, examinations/assessments and use of facilities and resources. Disciplinary measures will be taken against students that use illegal resources or in other ways tries to mislead assessments or who disturbs or obstructs learning opportunities, assessment or other activities of the education.

## 11. Study support

You can get a university account via a link on the webpage:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

When you have an active university account and university card can you access your student mail and your course page in Athena. The university account also gives you access to computers in IT suits at Campus Frescati, print outs, log in to the University Library including the e-service.

- Stockholm University [www.su.se](http://www.su.se)
- Web page of the department: [www.buv.su.se](http://www.buv.su.se)
- In English: <http://www.buv.su.se/english/education>
- Stockholm University web page: <https://www.su.se/english/education>
- Stockholm University Student Unions: <https://www.su.se/english/education/student-life/student-unions>
- Student services: [www.su.se/student-services](http://www.su.se/student-services)
- IT support: <https://www.su.se/english/education/it-for-students>  
E-mail: [helpdesk@su.se](mailto:helpdesk@su.se) Tel: 08-674 70 10
- Academic writing support: <https://www.su.se/english/education/student-support/academic-writing-service>
- Library. You can access all of the library services at <https://www.su.se/stockholm-university-library/>

### **If you have any questions contact the course leader:**

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