



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN221 UVK-kurs: ULU II - Specialpedagogiska perspektiv, grundlärare, verksamhetsintegrerad profil, 7,5 högskolepoäng

1GN221 Special Education for Primary Teachers, Teaching Practice Profile, 7.5 credits

**Main field of study**

Educational Sciences

**Subject Group**

Educational Sciences/General Didactics

**Level of classification**

First Level

**Progression**

G1F

**Date of Ratification**

Approved 2015-03-16

Revised 2017-05-31 by Faculty of Social Sciences.

The course syllabus is valid from autumn semester 2017

## Objectives

The general aim of the course is to problematize the special educational area of competence on the basis of different theoretical and practical perspectives. The course is also aimed at helping the students develop their special educational knowledge and competence on the basis of a relational perspective, and together with other people involved be able to support all children's and pupils' learning and development in preschool, extended school and primary school educational activities.

After completing the course, students shall be able to:

- communicate knowledge of learning and its conditions and possibilities, and in the pursuit of an equal education create opportunities for all children's and pupils' learning and development
- account for different special educational perspectives and their theoretical bases and relate these to the teaching profession's educational mission in order to be able to meet all pupils' differences in the educational activities
- critically review inclusion and exclusion processes in the educational activities

by identifying these on the basis of the social, organisational, group-based as well as on the individual level

- describe different disabilities on the basis of a learning and participatory perspective
- account for the role of the educationalist with regard to professional ethical guidelines and official responsibility in the work with children who are ill-treated or at risk of being ill-treated
- in general terms account for the organisational responsibility with regard to cooperation with other professions in terms of the mission to document and critically review educational efforts intended for children and pupils in need of special support

## Content

The course illustrates the special educational area of competence on the basis of different theoretical and practical perspectives. The course discusses the conditions of learning and its possibilities to contribute to an equal education for all children and pupils on the basis of a relational approach. Special educational activities in the educational practice are studied on the basis of spatial, social and didactic aspects, in order to be able to realize equal conditions in the education.

Special educational perspectives are problematized and possibilities to prevent and eliminate difficulties in the teaching work are reviewed and valued. Documentation and the work with action programmes are handled and analysed with the aim to promote increased fulfillment of the intended learning outcomes for pupils in need of special support. The course also emphasises interprofessional cooperation concerning children who are ill-treated or at risk of being ill-treated. Furthermore, different disabilities and their educational consequences are also illustrated.

Current research findings are illustrated and their educational meanings are communicated with a relation to professional practice based on professional linguistic and ethical aspects in an organisation intended for everyone.

### **Professional Basis and Professional Progression**

Students are given assignments that require a systematic approach related to the practical work in educational activities and current research findings. Theory and practice are connected through a view on perspectives and didactic reflection in order to promote professional competence. The relation to professional practice is strengthened through work-integrated learning. Critically reflective discussions performed in smaller as well as in larger groups promote increased self-awareness, professional linguistic development and professional ethical awareness.

### **Scientific Approach and Scientific Progression**

During the course, students conduct information searches and make selections of current research findings related to the special educational area of competence. The aim of this assignment is to recognise the scientific research process and practice to critically and independently make use of, systemize and critically reflect on relevant research findings and communicate their importance in relation to the educational activities.

### **Type of Instruction**

Teaching is conducted in the form of lectures, seminars, individual and group assignments, and work-integrated learning.

### **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course is carried out through written and oral assignments and work-integrated learning. In order to receive a grade of Pass, the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction for the entire course, the oral examination must be graded with Pass with Distinction. Irrespective of examination method, it is the individual student's performances that are assessed and graded. A more detailed specification of the examination methods and the assessment criteria is given in the course study guide.

## Course Evaluation

After completing the course, a course evaluation is carried out which is compiled in writing and presented to the students who have completed the course, as well as to the students who are to attend the following course date, together with any measures taken. The results are presented to the departments in question and to the programme council concerned, and are later filed by the course coordinating department.

## Other

Any additional costs that may arise in connection with the course are paid for by the students themselves. The course is included in the Primary Teacher Programme.

## Required Reading and Additional Study Material

### Required reading

Aspelin, Jonas & Persson, Sven. (2011). *Om relationell pedagogik*. Stockholm: Gleerups, (168 p.).

Asp Onsjö, Lisa. (2010). Specialpedagogik i en skola för alla. I Ulf P Lundgren, Roger Säljö och Caroline Liberg (eds.). *Lärande skola bildning*. Stockholm: Natur och Kultur, ( 21 p.).

Guvå, Gunilla. (2013). *Elevhälsans retorik och praktik*. Stockholm: Skolverket. (17 p.).

Helldin, Rolf & Sahlin, Birgitta (eds.). (2010). *Etik i specialpedagogisk verksamhet*. Lund: Studentlitteratur, (219 p.).

Jakobsson, IngaLill & Nilsson, Inger. (2011). *Specialpedagogik och funktionshinder*. Stockholm: Natur och Kultur, (ca. 230 p.).

Karlsudd, Peter. (2007). The "Narrow" and the "Wide" Activity: The Circumstances of Integration. *The International Journal of Disability, Community & Rehabilitation*. Volume & No 1, (9 p.).

Karlsudd, Peter. (2011). *Sortering och diskriminering eller inkludering*. Specialpedagogiska rapporter och notiser, nr 6. Högskolan i Kristianstad, (27 p.).

Skolverket (2014). *Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. ( 78 p.). Stockholm: Skolverket.

SOU 2010:64 *Se tidiga tecken – forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Utbildningsdepartementet, (selected parts, ca. 40 p.).

Vislie, Lie. (2003). *From integration to inclusion: focusing global trends and changes in the Western European societies*. European Journal of special Needs Education. Vol

18, No 1, pp 1736, (19 p.).

Elective fiction for the course components Disabilities and Social Vulnerability, and current study related to the special educational area of competence, circa 300 pages in total.