



Course syllabus

Faculty of Social Sciences
Department of Education

1GN421 Specialpedagogiska perspektiv - inriktning fritidshem/VI-profil, 7,5 högskolepoäng

Special Education in Extended School Teaching/Teaching Practice Profile, 7.5 credits

Main field of study

Didactics

Subject

Educational Sciences/General Didactics

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2019-06-19.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Education.

The course syllabus is valid from spring semester 2025.

Prerequisites

1GN427 Development, Learning and Knowledge - Extended School Education/Teaching Practice Profile, 7.5 credits, or the equivalent.

Objectives

The general aim of the course is to problematise 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 children's and pupils' learning and its conditions and possibilities in the pursuit of an equal education
- account for different special educational concepts, perspectives and their theoretical outlets
- critically review inclusion and exclusion processes in the educational activities by identifying these on the basis of the social, organisational, group and the individual level
- describe different disabilities on the basis of a learning and participatory perspective
- account for the role of the teacher 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
- identify and account for how teachers in extended school together with other actors involved may meet children's need for special educational support, included such efforts for children with neuropsychiatric disorders.

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 problematised and possibilities to prevent and eliminate difficulties in the teaching are reviewed and evaluated. 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 and seminars.

Examination

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

Examination of the course takes place by means of two seminars, one group assignment, and one written individual examination 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 in the entire course, the individual written examination must be graded with Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course:
1GN221 Special Education for Primary Teachers, Teaching Practice Profile, 7.5 credits.

Other Information

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

Asp Onsjö, Lisa. (2019). Specialpedagogik i en skola för alla. In Ulf P Lundgren, Roger Säljö och Caroline Liberg (eds.). *Lärande skola bildning*. Stockholm: Natur och Kultur, (21 p.)

Jakobsson, Inga Lill & Nilsson, Inger (2019). *Specialpedagogik och funktionsvariationer: att möta barn och unga med funktionsnedsättningar i en utvecklande miljö*. Natur och Kultur, (ca. 300 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. In *Specialpedagogiska rapporter och notiser*, nr 6. Höskolan i Kristianstad, (27 p.)

Lundbäck, Birgitta (2022). *Specialpedagogik i Fritidshemmet: Från samlat forskningsläge till pedagogisk praktik*. Doctoral Thesis. Växjö, Linnaeus University Press. (Selected parts, ca. 90 p.)

Skolverket (2022) *Kommentarer till allmänna råd för arbete med extra anpassningar, särskilt stöd och åtgärdsprogram* (35 p.)

SOU 2010:64 *Se tidiga tecken – forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Utbildningsdepartementet, (selected parts, ca. 30 p.)

SOU 2020:34. *Stärkt kvalitet och likvärdighet i fritidshem och pedagogisk omsorg*. Utbildningsdepartementet. (Selected parts, 12 p.)

SOU 2022:61. *Allmänt fritidshem och fler elevers tillgång till utveckling, lärande och en meningsfull fritid*. Utbildningsdepartementet. (Selected parts, ca. 30 p.)

Öhman, Anna (ed.) (latest edition) *Etiska perspektiv på specialpedagogers yrkesroll och värdepedagogiska praktik* (Edition 1). Studentlitteratur. (Selected parts, ca. 200 p.)

Elective fiction for the course components Disabilities and Social Vulnerability, and studies related to the special educational area of competence, circa 200 pages in total.