



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

1PE507 Funktionsvariationer - diagnostisering och kategorisering av elever i skolan, 7,5 högskolepoäng

1PE507 Diversity – diagnosis and categorization of students in school, 7.5 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Social Sciences 2023-02-06

The course syllabus is valid from autumn semester 2023

Prerequisites

General entry requirements.

Objectives

Upon completion of the course, students should be able to:

- describe different perspectives on impairment,
- account for current research into the field of impairment,
- critically analyse the use in school of diagnoses in relation to educational support,
- orally and in writing, describe their knowledge gained.

Content

The course discusses different kinds of impairment based on historical, philosophical educational and sociological perspectives.

The course is an introduction to the importance of neurobiological, psychological, social and educational factors to pupils' identity in school.

Furthermore, the course provides an understanding of how schools use diagnoses and categorisation based on current research into the field.

Type of Instruction

Teaching takes place 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 objectives takes place by means of two oral seminars and two individual written assignments, and a final individual written exam.

In order to receive a grade of Pass in the course, the course objectives must be attained.

For a grade of Pass with Distinction in the course, it is required that the final individual written examination is assessed by the grade of 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.

Required Reading and Additional Study Material

Malmqvist, Johan (2018). *Has schooling of ADHD students reached a crossroads? Emotional and Behavioural Difficulties*, ISSN 1363-2752, E-ISSN 1741-2692, Vol.23, nr 4, pp. 389-409.

Nilsson Sjöberg, Mattias (2020). *Relationär pedagogik - för ett sannare liv: En essäistisk sammanläggning om dys/funktionell uppfostran: exemplet ADHD*. (Doctoral dissertation). Malmö universitet. 401 pages. Available on the Internet.

Hjörne, Eva (2012). Det har skett en stor förändring hemma - Elevidentitet, föräldrars motstånd och ADHD i den svenska skolan. *Utbildning & Demokrati – Tidskrift För Didaktik Och Utbildningspolitik*, 21(3), 91–106 pages. Available on the Internet.

Whitaker, Robert (2014) *Pillerparadoxen : varför lider fler och fler av psykiska problem när medicinerna bara blir bättre och bättre?* Stockholm : Karneval. 430 pages. ISBN: 9789187207198.