



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1YL003 Yrkeslärande, kunskapsutveckling och specialpedagogik, 15 högskolepoäng

Vocational Learning, Knowledge and Special Education, 15 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2012-02-06

Revised 2017-01-30 by Department of Education.

The course syllabus is valid from spring semester 2017

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course, students shall be able to:

- describe the characteristics of their own professional knowledge, and illustrate how its theoretical and experience-based aspects can be described in relation to other professions and vocational learning
- in relation to their own professional field and by the use of educational theories and didactic considerations, argue for the choices made during planning and realization of learning situations
- account for different perspectives on learning and development, as well as critically discuss in what ways the diverse living conditions of pupils may affect their possibilities to learn
- account for and problematize learning and socialisation in the lifelong perspective by the use of concepts such as identity, gender, class and ethnicity
- explain and have a critical approach to concepts and phenomena with regard to normality and deviations in relation to the inclusion and exclusion phenomena in schools and education, and account for the consequences these aspects might have on the organisational, group, or individual level
- account for special educational perspectives and explain their educational meanings with respect to meeting the teaching assignment requirements on being able to acknowledge pupils' individual differences in the educational activities
- apply research ethical principles at the planning of analysis, as well as use interviews and observations as a method for collection and basis of data

Content

The course is based on the students' previous professional experiences, and the students' own learning is focused on. The course content covers theories of learning, general didactics and vocational didactics, with the emphasis on learning environments and teaching in the vocational education and training in upper secondary schools. On the basis of descriptions of their own experience-based knowledge and vocational learning, students develop tools to use in order to refer to vocational didactic consequences for teaching and to acknowledge pupils' individual differences.

The course focuses on the development of the individual and the significance of diverse social conditions in an educational context. The relationship between school-individual-society is analysed with respect to reproduction patterns in which gender, class and ethnicity are emphasized. In the course, youths are also discussed as a group and the concept of youth is looked into from a historical, social and cultural point of view, which is linked to issues regarding socialisation and formation of identity, and how this can be put in relation to pupils' learning and development. Digital media and its importance for young people's sense making is problematized, as well as possible consequences of using digital media in young people's learning processes.

The course covers different theories of normality and deviations. Concepts such as diagnosing and categorising pupils are discussed on the basis of historical as well as current societal perspectives. Furthermore, the course discusses the kind of function that diagnosing and categorising pupils have on the group and organisational level, as well as the consequences of the same for pupils' development and identity formation. Different concepts of normality are discussed, and how the school as an institution contributes to creating conceptions of normality and deviations within various areas.

Special emphasis is put on special educational knowledge and support related to social vulnerability and disabilities in the educational work. Special educational perspectives are problematized and the possibility to prevent and eliminate difficulties in school concerning teaching is looked into and valued with regard to the mission of establishing democratic learning processes. The organisation of the educational activities is illustrated on the basis of a relational perspective, where cognitive as well as emotional dimensions are taken into account in the instructions. Critical aspects with regard to the work on action programmes are dealt with and analysed and how this can be related to the promotion of increased goal attainment for pupils in need of special support.

Fiction is studied in the course, which deals with pupils' diverse social conditions and often complicated childhood living conditions, aimed at developing a deeper understanding of the complex professional mission to acknowledge pupils' individual differences and to come up with varying and creative educational strategies.

Professional Basis and Professional Progression

In the course, the concept of professional knowledge is deepened through discussions and problematization of teachers' professional knowledge by the use of scientific studies of teacher professionalism, through observations of and meetings with teachers, and by reflecting on their own experience-based professional expertise.

Students gain a deeper image of the teaching profession's complexity, with emphasis on such areas of the activities that concern pupils' health, student welfare situations and different forms of support and resources for pupils, such as action programmes and individual study plans.

In addition to studying learning environments and teaching, focus is put on special educational needs and the possibilities that teachers have to observe and acknowledge pupils' individual differences in the educational activities.

Scientific Approach and Scientific Progression

The project work included in the course is aimed at describing and illustrating young

people's vocational learning by the use of theoretical perspectives presented in literature and lectures. In the course, students develop their ability to plan and participate in project work, as well as make use of the dialogue seminar method for collection of data concerning practical knowledge and vocational expertise. The research methodical practice emphasizes research ethical principles and how to use interviews as a method and basis for qualitative analysis of data.

Type of Instruction

Teaching is conducted in the form of student placement training, lectures, project work, literature studies, seminars and the like. Cooperation and project-oriented working methods are the basis of knowledge acquisition. The working methods require the students to take an active part in both individual as well as group assignments. Instruction is given in Swedish.

Examination

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

Examination takes place through journals, two seminars, observation assignment, group assignment, pair assignment, reflection protocol, and two written individual assignments. The student placement training (VFU) is examined in consultation with the VFU-teacher in the activities. For the course component of placement training, the grades Pass and Fail are applied. In order to receive a grade of Pass, the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction, it is required that the student has received this grade on both the written individual assignments. In case of fail on the placement training, students have the right to retake the VFU once.

Course Evaluation

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

Other

Any additional costs that may arise in connection with the course are paid for by the students themselves.

Required Reading and Additional Study Material

Aspelin, Jonas. (2003). *Zlatan, Caligula och ordningen i klassen. En interaktionistisk analys*. Lund: Studentlitteratur, (174 p.). ISBN: 9789144030272

Asp Onsjö, Lisa. (2014). "Specialpedagogik i en skola för alla – att arbeta med elever med skolsvårigheter." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (Latest edition) *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (16 p.). ISBN: 978-91-27-13602-1

Bunar, Nihad. (2014). "Utbildning och mångkulturalitet –i det globala samhället." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (2010). *Lärande, Skola Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (15 p.). ISBN: 978-91-27-13602-1

Dimenäs, Jörgen (ed.). (2007). *Lära till lärare. Att utveckla läraryrket – vetenskapligt förhållningssätt och vetenskaplig metod*. Stockholm: Liber, (35 p.). ISBN: 9789147084210

Eriksson, Robert. (2014). "Den sociala selektionen till högre utbildning – restriktioner och val." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (2010). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (31 p.). ISBN: 978-91-27-13602-1

Hammarén, Maria. (2005). *Skolor – en metod för reflektion*. Stockholm: Sestén

Flannery, Maria. (2005). *Skriva – en metod för reflektion*. Stockholm: Santeus förlag, (55 p.). ISBN: 9789189449831

Hansson, Thomas. (2009). *Didaktik för yrkeslärare*. Lund: Studentlitteratur, (230 p.). ISBN: 9789144057712

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.). Available on the Internet.

Klope, Eva. (2015). *I skuggan av ett yrke – om gymnasieelevers identitetskapande på hantverksprogrammet frisör*. Stockholm: Stockholms universitet, (170 p.). ISBN: 978-91-764. Available on the Internet.

Liberg, Caroline. (2014). "Den didaktiska reliefen – att vara lärare". I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (2010). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (21 p.). ISBN: 978-91-27-13602-1

Lindqvist, Rafael. (2016). Funktionshinder. I: Edling, Christofer & Liljeros, Fredrik (eds.) *Ett delat samhälle – makt, intersektionalitet och social skiktning*. Stockholm: Liber, (27 p.). ISBN: 9789147112821

Lips D.C. & Soltis, Jonas. (2010). *Perspektiv på lärande*. Stockholm: Norstedts, (185 p.). ISBN: 9789144101743

Skolverket (2014). *Allmänna råd arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. Stockholm: Skolverket, (80 p.). ISBN: 978-91-7559-116-2. Available on the Internet.

Skolverket (2009). *Att planera för barn och elever med funktionsnedsättning*. Stockholm: Skolverket, (ca. 140 p.). ISBN: 978-91-7559-195-7. Available on the Internet.

SOU 2010:64. *Se de tidiga tecknen forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Fritze, (158 p.). ISBN: 9789138234440. Available on the Internet.

Säljö, Roger. (2014). "Den lärande människan teoretiska traditioner." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (2010). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (59 p.). ISBN: 978-91-27-13602-1

Wernersson, Inga. (2014). "Om genusordning förr och nu – betydelsen av utbildning." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) (2010). *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur, (22 p.). ISBN: 978 9127-13602-1

Widqvist, Stefan. (2014). *Tankebok för yrkesläraren: om yrkeslärarens utbildning, arbete och dess utgångspunkter*. Nyköping: Förlaget Trädet, (195 p.). ISBN: 9789188470768

Elective fiction for the course component Social Vulnerability and Disabilities (ca. 300 p.).