



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FL009 UVK-kurs: Specialpedagogiskt förhållningssätt i förskolan,  
7,5 högskolepoäng

2FL009 Special Educational Approach in Pre-school, 7.5 credits

**Main field of study**

Educational Sciences

**Subject Group**

Educational Sciences/General Didactics

**Level of classification**

First Level

**Progression**

G2F

**Date of Ratification**

Approved by Faculty of Social Sciences 2017-01-11

The course syllabus is valid from autumn semester 2017

## Objectives

After completing the course, students shall be able to:

- account for special educational perspectives and their theoretical bases
- account for cooperation with other parties concerned in order to promote children's care, development and learning at the individual as well as at the group and organisational level in preschool
- define and account for the professional preschool mission based on a relational perspective, where the concepts normality and deviation are specifically focused on
- problematize in what ways children's living conditions and learning environments may affect the preschool children's development of identity, interaction and communicative skills, with the emphasis on children in need of special support
- account for various forms of vulnerability and impairment on the basis of a development and participatory perspective
- formulate a vision on the basis of the course theory formation, taking into account the aspect of all children being able to participate in the preschool activities

## Content

The course discusses special educational perspectives and theory formation. On the basis of this background, educational strategies are observed, where for instance the importance of play is central to the acknowledgement of children's differences and varying conditions based on the inclusive perspective.

Cooperation with other parties concerned is discussed, such as special educational teachers, speech therapists and teachers working with pupils with hearing impairment, in order to promote children's care, development and learning. In the course, conditions are established to develop didactic and professional ethical competence where the relational perspective at the individual, group and organisational level is observed. The importance of developing the parent's/legal guardian's confidence in the activities is also observed, thus being a positive support to all children in preschool. The concepts normality and deviation are also problematized.

The course discusses how children develop their identity, their ability to interact and communicate, and in what ways gender/class/ethnicity affect children's conditions with regard to participation and development. Various forms of impairment are discussed as well as living conditions of vulnerable children and the importance of having a preschool that offers a safe environment that challenges as well as encourages learning, play and activity.

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

The course focuses on the professional approach of the preschool teacher put in relation to acknowledging all children on the basis of diverse living conditions. By studying current research, other relevant literature and through discussions with working preschool teachers, students are provided with the opportunity to deepen the understanding of what it means to work in preschool. This in order to promote all children's development and learning at the individual, group and organisational level based on a special educational perspective. The ability to cooperate with other parties concerned is problematized by emphasizing the importance of gaining a comprehensive view on the child's situation and needs based on a relational perspective.

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

Students are given the opportunity to conduct interviews where research ethical principles are observed, in order to understand how the informant's statements may be processed and analysed on the basis of theoretical concepts, and be presented with the emphasis on educational implications. Students are encouraged to develop a critical and reflective approach, observing the importance of scientific basis and best practice, for which examination takes place by formulating a vision on how the preschool practice may promote development and participation of all children.

### **Type of Instruction**

Teaching is carried out in the form of lectures, seminars, field studies and group activities. Individual as well as group assignments are included. In order to understand the relation between the special educational, educational and didactic perspectives, students shall conduct a field study in which preschool teachers are interviewed, focusing on inclusion, children's participation and possibilities for play and learning in various learning environments. Students document their learning in a professional portfolio in order to gather insights and knowledge gained throughout the entire education, which later may be used in their future professional roles.

### **Examination**

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

Examination takes place by means of one oral group assignment, two teacher directed seminars, one group assignment to be presented orally in a large group, one pair assignment to be presented in a PowerPoint presentation, and one final oral examination. In order to receive a grade of Pass, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that the final oral examination is assessed by the grade of Pass with Distinction.

## 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.

## 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

Arnér, Elisabeth (2010). *Barns inflytande i förskolan – en fråga om demokrati*. Lund: Studentlitteratur, (89 p.). ISBN 978-91-44-05332-5.

Asp Onsjö, Lisa (2010). Specialpedagogik i en skola för alla – att arbeta med elever i svårigheter. I: Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (Eds.). *Lärande skola bildning grundbok för lärare*. Stockholm: Natur & Kultur, (23 p.). ISBN: 978-91-27-11800-3.

Dimenäs, Jörgen (Ed.) (2006). *Lära till lärare: att utveckla läraryrket – vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (25 p.). ISBN: 9789147084210.

Jensen, Mikael & Harvard, Åsa (2009). *Leka för att lära: utveckling, kognition och kultur*. Lund: Studentlitteratur, (ch. 1, 11, 12 and 13) (58 p.). ISBN 978-91-44-05151-2.

Karlsudd, Peter (2011). *Sortering och diskriminering eller inkludering*. Specialpedagogiska rapporter och notiser, no. 6. Högskolan Kristianstad, (27 p.).

Lutz, Kristian. (2013) *Specialpedagogiska aspekter på förskola och skola. Möte med det som inte anses LAGOM*. Stockholm: Liber AB, (139 p.). ISBN: 9789147105649.

Palla, Linda (2011). *Med blicken på barnet: om olikheter i förskolan som diskursiv praktik*. (Malmö studies in educational sciences No.63). Malmö: Malmö högskola, Lärarutbildningen, (184 p.). ISBN: 9789186295141.

Sandberg, Anette (Ed.). (2009). *Med sikte på förskolan – barn i behov av stöd*. Lund: Studentlitteratur, (150 p.). ISBN 978-91-44-05119-2.

Sandberg, Anette & Ottosson, Linda (2010). Pree-school teachers, "other professionells", parental concerns on cooperation in pree-school - all around children in need of special support: the Swedish perspective. *International Journal of Inclusive Education* 14(8), 741-754.

Optional fictional literature for the component Impairment (approx. 200 pages).