



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2FL409 Specialpedagogiskt förhållningssätt i förskolan, 7.5 credits
Special Educational Approach in Pre-school

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2020-02-05

Revised 2022-04-06 by Faculty of Social Sciences. Revision of course literature and editorial changes.

The course syllabus is valid from autumn semester 2022

Prerequisites

1FL401 Pre-school - Children's First School, 15 credits

1FL402 Play, Learning and Care in Pre-school, 15 credits

1FL004 Aesthetic Learning Processes in Pre-school Education, 7.5 credits

1FL005 Language Acquisition and Literacy in Pre-school, 15 credits

1FL408 Pre-school Children's Reading and Writing, 7.5 credits

1FL026 Placement Studies in Preschool, period I, 7.5 credits

or the equivalent.

Objectives

After completing the course, students shall be able to:

- account for special educational perspectives and their theoretical outsets,
- 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,

- problematise 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 theories. 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 confidence of custodial parents in the activities is also observed, thus being a positive support to all children in preschool. The concepts normality and deviation are also problematised.

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 problematised 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, compulsory seminars, field studies, professional portfolio, and group activities.

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 seminars, one group assignment to be presented orally, one pair assignment to be presented in a PowerPoint presentation, and one final individual 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.

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 has the right 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.

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

Required Reading and Additional Study Material

Arnér, Elisabeth. (2009). *Barns inflytande i förskolan – en fråga om demokrati*. Lund: Studentlitteratur, (96 p). ISBN 9789144053325

Denscombe, Martyn. (2018). *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna*. Lund: Studentlitteratur, (selected pages, ca. 40 p). ISBN: 9789144122885.

Jensen, Mikael & Harvard, Åsa (2009). *Leka för att lära: utveckling, kognition och kultur*. Lund: Studentlitteratur, (selected pages, ca. 80 p.) ISBN 978-91-44-05151-2.

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

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

Palla, Linda (2021). *Specialpedagogik i förskola - Grundläggande huvudsaker och reflekterande djupdykningar*. Lund: Studentlitteratur AB, (281 p.) ISBN: 978-91-44-15126-7.

Sandberg, Anette (Ed.) (Latest edition). *Med sikte på förskolan – barn i behov av stöd*. Lund: Studentlitteratur, (306 p). ISBN: 9789144092577.

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).