



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2KP020 Specialpedagogik för ämneslärare (KPU), 6 högskolepoäng
Special needs education for secondary- and upper secondary school
teachers, 6 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Faculty of Social Sciences 2019-11-27

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 Perspectives on School and Teaching Conditions For Subject Teachers, 9
credits, or the equivalent.

Objectives

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

- explain in what ways learning and development may be impacted by the pupils' different conditions and needs,
- identify conditions in order to make use of each pupil's knowledge and experiences in the teaching, documentation and communication,
- account for the responsibility of the teacher in terms of giving all the pupils guidance and stimulation, as well as implementing adaptations and special support in cooperation with the pupil, custodial parents and the relevant professions,
- give examples of how the organisation of teaching and digital tools may be used in the special educational work involving the pupils' differences,
- evaluate in what ways the teacher's approach influences as well as is influenced by aspects of gender equality and equal opportunities in the teaching, documentation and communication.

Content

The course highlights the knowledge field of special needs education based on various theoretical and practical perspectives. Special educational perspectives and the possibility to prevent and eliminate difficulties in teaching are looked into and examined, evaluated and problematized. The course also brings up the conditions and possibilities of learning, and concepts such as normality and deviation, inclusion and exclusion are addressed and discussed.

The special educational activities within the educational practice are studied on the basis of spatial, social and didactic aspects in order to implement an equal education for all pupils based on a relational approach. The course also highlights disabilities and educational consequences.

Documentation and work concerning additional adaptations and action programmes are discussed and analysed. The role of the student health service is looked into and communication and interprofessional collaboration concerning the pupils' learning, development and health are emphasized.

Professional Basis and Professional Progression

In this course, students deepen their knowledge of the conditions of learning and pupils' special educational needs. They also learn how digital tools may be used within the special educational practice, how pupils' learning and development may be documented and analysed, and how additional adaptations and special support are developed. The course prepares the students for the cooperation with pupils, custodial parents, colleagues, and other professions in support of the pupils' learning. The students shall apply the perspective of equal opportunities and gender equality to the teacher's special educational work, and problematize the conditions required for all pupils to learn and develop.

Scientific Approach and Scientific Progression

The students broaden their academic knowledge by gaining an understanding of and by applying special educational perspectives to the pupils' differences within the school context.

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 takes place by means of two individual written assignments and a seminar.

In order to receive a grade of Pass, the course objectives must be attained. For a grade of Pass with Distinction in the entire course, the final written assignment requires 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

as well as to new students at the following course date. The course evaluation is conducted anonymously.

Required Reading and Additional Study Material

Asp Onsjö, Lisa. (2010). "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*. (Ch. 11).

Guvå, Gunilla. (2013). *Elevhälsans retorik och praktik*. Stockholm: Skolverket, (17 p.)

Jakobsson, IngaLill & Nilsson, Inger. (2011). *Specialpedagogik och funktionshinder*. Stockholm: Natur och Kultur, (ca. 313 p.) ISBN 9789127120204.

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. *Specialpedagogiska rapporter och notiser*, nr 6. Högskolan i Kristianstad, (27 p.)

Nilholm, Claes & Göransson, Kerstin. (2013). *Inkluderande undervisning vad kan man lära av forskningen?* Stockholm: Specialpedagogiska skolmyndigheten, (75 p.)

Nilholm, Claes (2005). Specialpedagogik: Vilka är de grundläggande perspektiven? *Pedagogisk forskning i Sverige*, 10 (2):124-138

Rosenqvist, Jerry. (2007). Landvinningar på väg mot en skola för alla. I *Pedagogisk Forskning i Sverige*. 12(2). Göteborg: Göteborgs universitet, (19 p.)

Skolverket (2014). *Allmänna råd för arbete med extra anpassningar, särskilt stöd och Åtgärdsprogram*. (80 p.) Available on the Internet.

Skolverket (2015). *Att planera för barn och elever med funktionsnedsättning*. Stockholm: Skolverket.(188 p.) Available on the Internet.

SOU 2010:64 Se tidiga tecken - forskare reflekterar över sju berättelser från förskola och skola. Stockholm: Utbildningsdepartementet, (selected pages, ca. 40 p.) Available on the Internet.

Vislie, Lie. (2003). From integration to inclusion: focusing global trends and changes in the Western European societies. *European Journal of special Needs Education*. Vol 18, No 1, pp. 17-36, (19 p.)

Optional fiction for the course components Disability and Social Vulnerability, and a current study linked to the knowledge field of special needs education, a total of approximately 200 pages.