



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

2KP022 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 2021-06-30

The course syllabus is valid from spring semester 2022

**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 influenced by the pupils' different conditions and needs,
- identify the prospects of each pupil, also of pupils with different disabilities including neuropsychiatric disorders, in order to make use of each pupil's knowledge and experiences in teaching, documentation and communication, and in cooperation with other professions be able to handle special educational needs,
- 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 including neuropsychiatric disorders (NPD) 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 workshops.

## Examination

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

In order to receive a grade of Pass, the course objectives must be attained. Examination of the course takes place by means of an oral and a written examination assignment.

For a grade of Pass with Distinction in the entire course, the final individual written examination 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 conducted anonymously.

conducted anonymously.

## Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 2KP020, 6 credits

## Required Reading and Additional Study Material

Asp Onsjö, Lisa. (Latest edition). "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). (20 p.)

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

Hemmingsson, Helena. (2021). "Digitala resurser i skolan för delaktighet och lärande." I: Westling Allodi, Mara (Ed). (2021). *Specialpedagogik för lärare*. Stockholm: Natur & Kultur. (Ch. 11) (16 p.)

Jakobsson, Inga Lill & Nilsson, Inger. (2019). *Specialpedagogik och funktionsvariationer: att möta barn och unga med funktionsnedsättningar i en utvecklande miljö*. Stockholm: Natur och Kultur. (331 p.) ISBN: 9789127827486.

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. (Latest edition). *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). 109-118.

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

Skolverket (Latest edition). *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*. 18, 17-36.

Scientific publications or other current research, (ca. 200 pages).