



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2PE200 Specialpedagogik i professionellt lärarskap, 7,5  
högskolepoäng

Special education in professional teaching, 7.5 credits

### **Main field of study**

Didactics

### **Subject Group**

Education

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved by Faculty of Social Sciences 2019-08-21

The course syllabus is valid from spring semester 2020

### **Prerequisites**

Bachelor/Master of Arts in pre-school, primary school, extended school or upper secondary school.

## Objectives

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

- Account for special educational competence on the basis of a relational perspective, and in concrete terms describe the educational consequences such an approach may have in the daily work, with the aim of promoting both the study related as well as the social development of the child/pupil.
- Critically examine and problematize an interprofessional interaction within student health, in relation to the educational assignment regarding preventive activities and health promotion.
- Define and problematize how the organisation of teaching may improve or limit the availability of learning and development on the basis of an equivalence perspective in relation to neuropsychiatric impairment.
- Examine the importance of their own outlook and approach as professional teachers, and reflect on the critical aspects that may be crucial in terms of all children's/pupils' right to learning and development.

## Content

The course focuses on the subject of using supportive and challenging didactic strategies in order to meet the varying needs and conditions of children and pupils within the educational setting, based on a relational perspective, which emphasises the cognitive as well as the social dimensions of the learning process for increased target achievement. Furthermore, the importance of interprofessional interaction within the student health is also looked into, regarding working together with other professions concerning preventive activities and health promotion within the daily educational practice. Neuropsychiatric impairment and the related consequences are problematized and studied on the basis of research knowledge in order to improve the availability in different learning environments.

## 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 objectives takes place by means of three seminar assignments, one interview study and one written individual reflection assignment.

In order to receive a grade of Pass in the course, all the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the individual written reflection assignment is assessed as 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.

## Required Reading and Additional Study Material

Aspelin, Jonas & Johansson, Lotta. (2017). Relationell pedagogik: ingång till ett fält. *Pedagogisk forskning i Sverige*, 22(3-4), (pp. 159-165). Available on the Internet.

Bruce, Barbro, Rubin, Maria, Thingren, Pia & Åkerman, Roger. (2016). *Specialpedagogik i professionellt lärarskap: Synsätt och förhållningssätt*. Malmö: Gleerups Utbildning AB, (168 pages). ISBN 9789140689276

Carlsson Kendall, Gunilla. (2015). *Elever med neuropsykiatriska svårigheter – vad gör vi och varför?*. Lund: Studentlitteratur, (208 pages). ISBN 9789144057040.

Hjörne, Eva & Evaldsson, Anna-Carita. (2012) Att normalisera de marginaliserade. Om motstånd och kategoriseringsarbete i specialpedagogisk praktik i Sverige. *Utbildning och Demokrati*. 21(3), (pp. 5-12). Available on the Internet

Löfberg, Cecilia. (red.). (2018). *Elevhälsoarbete under utveckling – en antologi*. Stockholm: Specialpedagogiska skolmyndigheten, (130 pages). ISBN:9789128007993. Available on the Internet.

An optional fictional book related to neuropsychiatric impairment (NPF), ca. 250 pages.

