



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2PE70U Att möta elevers olikheter i skolan - specialpedagogiska perspektiv, 10 högskolepoäng

To Meet Diversity in School - Perspectives of Special Education, 10 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2018-10-17

Revised 2018-10-17 by Faculty of Social Sciences.

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

Bachelor or Master of Arts in Education and a minimum of one year of practical experience of teaching (pre-school teacher, teacher in extended school, primary and lower-secondary school teacher or upper secondary school teacher).

## Objectives

The aim of the course is for students to develop knowledge of the special educational field of knowledge on the basis of different perspectives, and concerning how different factors may influence the signification and professional conditions of special education. The aim is also that students shall deepen their theoretical knowledge within the fields of reading and writing development and neuropsychiatric disorders.

### ***Module 1 Special Education, 4 credits***

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

- account for various special educational perspectives in relation to the educational practice in order to be able to acknowledge the pupils' differences and diverse conditions at the organisational, group and individual level,
- problematize ethical aspects and democratic processes in different learning environments.

### ***Module 2 Reading and Writing Development, 3 credits***

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

- account for various theoretical perspectives on reading and writing development as well as any obstacles that may exist,
- critically examine and evaluate mapping material,
- critically examine and evaluate different techniques and working methods applied to support reading and writing development based on the diverse conditions of the pupils.

### ***Module 3 Neuropsychiatric Disorders and Intellectual Capacity, 3 credits***

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

- critically examine different perspectives on neuropsychiatric disorders,
- account for neuropsychiatric disorders and their consequences in the educational practice.

### **Content**

The course starts with looking into the different perspectives of special education focusing on the concept of "a school for everyone" at the organisational, group and individual level, constituting the theoretical basis of the course. The first part discusses the significance of the teacher's understanding of the pupils' differences and special conditions, as well as the teacher's ability to problematize ethical aspects and democratic processes that enable pupil participation in the educational practice.

One of the key aspects of the teacher's work is the understanding of different theoretical perspectives of the pupils' reading and writing development and the obstacles that may exist. Part two of the course consists of a critical examination and evaluation of different mapping material, which creates a possibility for the teachers to comprehend the value of applying different techniques and working methods that may promote the pupils' reading and writing development.

In the third and final part of the course, neuropsychiatric disorders are looked into, focusing on the teacher's approach and the pupils' opportunities in the educational practice. The course is concluded with a summary of the different parts included, focusing on the teacher's approach based on the perspective of special education.

### **Type of Instruction**

Teaching takes place in the form of lectures, seminars, individual as well as group projects.

### **Examination**

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

Examination of the modules takes place by means of a comprehensive written examination assignment for each module and through active participation in the four seminars prepared in advance. The course is completed with an oral examination seminar. In order to receive a grade of Pass in the entire course, all parts must be completed and assessed as Pass.

### **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**

#### **Special Education**

Ahlberg, Ann (2015). *Specialpedagogik i ideologi, teori och praktik - att bygga broar*. Stockholm: Liber, (192 p.) ISBN:9789147117185.

Eriksson-Gustavsson, Anna-Lena, Forslund Frykedal, Karin & Samuelsson, Marcus (red.) (2016). *Specialpedagogik - i, om, för och med praktiken*. 1st ed. Stockholm: Liber, (199 p.) ISBN: 9789147111947.

Skolverket (2015). *Delaktighet för lärande*. 1st ed. Stockholm: Skolverket, (88 p.) Available on the Internet.

Policy documents and publications comprising approximately 200 pages also included.

#### **Language, Reading and Writing Development**

Lundberg, Ingvar (2010). *Läsningens psykologi och pedagogik*. Stockholm: Natur & kultur, (192 p.) ISBN: 9789127419568 435.

Oakhill Jane & Carsten, Kate Cain (2017), *Läsförståelse - insikt och undervisning*. Stockholm: Liber, (192 p.)

Skolverket (2016). *Nya språket lyfter!* Stockholm: Skolverket, (selected parts, pp. 3-36, of 128 pages). Available on the Internet.

Skolverket (2018). *Greppa flerspråkigheten*. Stockholm: Skolverket, (158 p.) ISBN9789175593166.

Mapping material and publications comprising 100 pages also included.

#### **Neuropsychiatric Disorders and Intellectual Capacity**

Canino, G., Alegria, M. (2008). "Psychiatric diagnosis – Is it universal or Relative to Culture", *Journal of Child Psychology & Psychiatry*, vol 49 no. 3 (pp. 237- 250). (Provided by the department).

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

Hellberg, Kristina (2014). Olika, annorlunda, kategoriserad & stigmatiserad. Elever med diagnosen Aspergers syndrom berättar. *Psykisk Hälsa*, 2014:2/Årgång 55 (pp. 26-31) (Provided by the department).

Karlsson, Yvonne (2012). *Elever i särskild undervisningsgrupp: en studie med barnens perspektiv i fokus*. Stockholm: Liber, (169 p.) ISBN 9789147093533.

Westerlund, Jenny. (2017). *Barn av vår tid. Ett nytt sätt att förstå och möta barn med problemskapande beteende i skolan*. Lund: Studentlitteratur, (220 p.) ISBN 9789144114477.

Current policy documents also included, approximately 100 p.