



Course syllabus

Faculty Board of Health, Social Work and Behavioural Sciences
School of Education, Psychology and Sports Science

2SQ352 Alternativa verktyg i lärandet, teori och praktik, 7,5
högskolepoäng

Assistive technology in education, theory and practice, 7.5 credits

Main field of study

Education

Subject Group

Education

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by the Board of the School of Education, Psychology and Sports Science
2010-12-16

Revised 2012-09-03

The course syllabus is valid from autumn semester 2012

Prerequisites

NO VALUE DEFINED

Objectives

The course aims to, on the basis of a multidisciplinary approach, increase understanding for, and knowledge of, the ways in which information and communication technology (ICT) can be used in educational contexts (preschool, compulsory school, upper secondary school) in order to create accessibility and participation for pupils with disabilities; primarily pupils with reading and writing difficulties and ADHD.

The course also aims for students to utilise technology that can act as support and/or a training apparatus for pupils with reading and writing difficulties or ADHD. The technology that is being referred to is called assistive technology in education (compensatory aids).

On completion of the course, students should:

- be familiar with different theoretical perspectives of disability
- recognise the meaning of accessibility and participation in relation to diversity, gender and sustainable development
- have knowledge of and be able to use alternative tools in education when it comes to reading and writing difficulties and ADHD

- be able to problematise the usage of alternative tools in education
- be able to assess which tools are applicable in an educational context where there are pupils with the forms of disability mentioned above

Content

The course is made up of lectures, seminars and workshops

- reading and writing difficulties/dyslexia and ADHD
- theoretical perspectives on disability in a history of ideas and societal perspective
- accessibility and participation in the classroom
- knowledge on the basis of students' personal experience in professional and everyday practice
- presentation of alternative tools in education
- training in using alternative tools in education

Type of Instruction

Lectures and seminars, individual work and cooperation in groups. Seminars, group work and practical elements are obligatory. Reading for each seminar. Oral presentations. Students should, either at their place of work or by other means, carry out a minor study within the field of the course. The minor study can be presented either in written, or other, form, upon agreement with the course coordinator.

Examination

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

Course Evaluation

Course evaluations are carried out on a continuous basis verbally and/or in writing throughout the course. When the course has finished, an evaluation is compiled. The results are reported to the students and then archived according to the rules of the school.

Other

Possible additional fees connected with assignments or such are paid for by the students themselves.

Required Reading and Additional Study Material

Alper, Sandra, Raharinirina, Sahoby. *Assistive Technology for Individuals with Disabilities: A Review and Synthesis of the Literature*. Journal of Special Education Technology, 2006. 17 sidor.

Björn, Marianne. *Om kompensation och tekniska hjälpmedel*. Kompendium från Institutionen för pedagogik, 2012. 12 sidor.

Grigorenko, Elena L. *Dynamic Assessment and Response to Intervention: Two Sides of One Coin*. Journal of learning disabilities, 2009. 21 sidor.

Damsby, Gunvor (2008) *Implementering av kompensatoriska datorprogram i undervisningen – belyst ur specialpedagogers perspektiv*. Rapport nr. 2. Malmö: Forsknings- och utvecklingsenheten, Habilitering & Hjälpmedel, Region Skåne. (Tillgänglig via Internet: www.skane.se/Public/HAB/FoUrapporter/100fourrapport2008nr02.pdf) 70 sidor

Jacobson, Christer & Svensson, Idor (red). *10 uppsatser om läs- och skrivsvårigheter*. 145 sidor.

Klingberg, Torsten. *Träning av arbetsminnet, forsknings-sammanfattning*, 2009. (laddas ned via cogmed.se/cogmed/articles/se/300_Forskning.aspx). 12 sidor.

Kutscher, Martin L. *Barn med överlappande diagnoser : ADHD, inlärningssvårigheter, Asperger, Tourette, bipolär sjukdom med flera*. Stockholm: Natur och Kultur, 2010.

MacArthur, Charles A. (2009) Reflections on Research on Writing and Technology for Struggling Writers. *Learning Disabilities Research & Practice*, Vol. 24, No. 2, pp. 93-103

Maor, D., Currie, J. & Drewry, R. (2011) The effectiveness of assistive technologies for children with special needs: a review of research-based studies. *European Journal of Special Needs Education*, Vol. 26, No. 3, pp. 283-298

Myndigheten för skolutveckling.

Elever som behöver stöd men får för lite. Rapport 3, 2005. 50 sidor.

Rönnerberg, Jerker (2005) Att kompensera funktionshinder. I Philip Hwang, Ingvar Lundberg, Jerker Rönnerberg, Ann-Charlotte Smedler (red) *Vår tids psykologi*. Stockholm: Natur och Kultur . 25 sidor

Boken är slutsåld, men kapitlet är kopierat och utskrivet med tillåtelse av författare och förlag, och kan hämtas till självkostnadspris hos Repro, Linnéuniversitetet, Växjö

Samuelsson, Stefan. *Dyslexi och andra svårigheter med skriftspråket*. Stockholm: Natur & Kultur, 2009. 120 sidor.