



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN417 Specialpedagogiska perspektiv - inriktning förskoleklass och
årskurs 1-6/VI-profil, 7,5 högskolepoäng

Special Education for Primary Teachers/Teaching Practice Profile,
7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Social Sciences 2021-01-13

The course syllabus is valid from autumn semester 2021

Prerequisites

General entry requirements for second-cycle studies and 1GN454 Development,
Learning and Knowledge - Pre-school Class and Years 1-6/Teaching Practice Profile,
7.5 credits, or the equivalent.

Objectives

The general aim of the course is to problematize the special educational field of knowledge on the basis of different theoretical and practical perspectives. The course is also aimed at helping the students develop their special educational knowledge and competence based on a relational perspective, and together with other people involved be able to support all children's and pupils' learning and development in preschool class, extended school and primary school educational activities.

After completing the course, students shall be able to:

- communicate knowledge of learning and its conditions in order to create opportunities for an equal education to promote all children's and pupils' knowledge and social development
- account for different special educational perspectives and their theoretical bases related to the teaching profession's educational mission in order to be able to acknowledge all pupils' differences in the educational setting
- critically examine inclusion and exclusion processes in the educational setting by identifying these on the basis of the social, organisational, group as well as the individual level
- describe different disabilities on the basis of a learning and participatory

perspective

- account for the role of the teacher with regard to professional ethical guidelines and official responsibility in the work with children who are ill-treated or at risk of being ill-treated
- in general terms, account for the organisational responsibility with regard to cooperation with other professions in terms of the mission to document and critically review educational efforts intended for children and pupils in need of special support
- demonstrate the ability to identify and in cooperation with other actors involved meet pupils' need of special education, including special educational activities for pupils with neuropsychiatric difficulties
- demonstrate the ability to communicate and reflect on issues concerning identity, sexuality and relations.

Content

The course illustrates the special educational area of competence on the basis of different theoretical and practical perspectives. The course discusses the conditions of learning and its possibilities to contribute to an equal education for all children and pupils on the basis of a relational approach. Special educational activities within the educational practice are studied on the basis of spatial, social and didactic aspects, in order to be able to implement equal conditions in the education.

Special educational perspectives are problematized, and possibilities to prevent and eliminate difficulties in the education are examined and evaluated. Documentation and the work with action programmes are handled and analysed in order to promote increased fulfillment of the intended learning outcomes for pupils in need of special support. The course also emphasises interprofessional cooperation concerning children who are ill-treated or at risk of being ill-treated. Furthermore, different disabilities and their educational consequences are also illustrated.

Current research findings are highlighted and their educational impact is communicated in relation to the professional practice based on professional language and ethical aspects in an organisation intended for everyone.

Professional Basis and Professional Progression

Students are given assignments that require systematic testing in relation to the practical work in educational activities and current research findings. In this education, theory and practice are linked together through a view on perspectives and didactic reflection in order to promote professional skills. The connection with the professional practice is strengthened through teaching practice. Increased self-awareness, professional language development and professional ethical awareness are promoted through critically reflective discussions in small as well as in large groups.

Scientific Approach and Scientific Progression

During the course, students conduct information searches and make selections of current research findings in relation to the special educational area of competence. The aim of this assignment is to recognise the scientific research process and learn how to critically and independently make use of, systematize, and critically reflect on relevant research findings and communicate their importance in relation to the educational activities.

Type of Instruction

Teaching takes place in the form of lectures, seminars and work-integrated learning.

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 seminars, one written group assignment, one written pair assignment, and one individual reflection assignment and

oral examination.

In order to receive a grade of Pass in the course, the course objectives must be attained.

To be awarded a grade of Pass with Distinction in the entire course, it is required that the oral examination 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 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.

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: 1GN221 UVK-kurs: Special Education for Primary Teachers/Teaching Practice Profile, 7.5 credits and 4GN016 Special Education for Primary Teachers/Teaching Practice Profile, 7.5 credits.

Other

Any additional costs that may arise in connection with the course are paid for by the students themselves. The course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

Ahlberg, Ann. (2007). Specialpedagogik av igår, idag och i morgon. I *Pedagogisk Forskning i Sverige*. 12(2) pp. 84-95.

Aspelin, Jonas & Persson, Sven. (2011). *Om relationell pedagogik*. Stockholm: Gleerups, (168 p.) ISBN: 9789140666796.

Helldin, Rolf & Sahlin, Birgitta (Eds). (2010). *Etik i specialpedagogisk verksamhet*. Lund: Studentlitteratur, (219 p.) ISBN: 9789144057255.

Jakobsson, IngaLill & Nilsson, Inger. (2019). *Specialpedagogik och funktionsvariationer*. Stockholm: Natur och Kultur, (ca. 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.)

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

Skolverket (2013). *Arbete med åtgärdsprogram för elever i behov av särskilt stöd*. (70 p.) ISBN: 9789175590363.

SOU 2010:64 *Se tidiga tecken – forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Utbildningsdepartementet, (selected parts, ca. 40 p.)

ISBN: 9789138234440.

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 1736, (19 p.)

Optional fiction for the course elements *disabilities* and *social vulnerability* and a current study related to the special educational field of knowledge, in total approximately 300 pages.