



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN419 Specialpedagogiska perspektiv - inriktning förskoleklass och  
årskurs 1-6, 7,5 högskolepoäng

Special Education for Primary Teachers, 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 2021-12-01

The course syllabus is valid from autumn semester 2022

### Prerequisites

General entry requirements for second-cycle studies and 1GN455 Development, Learning and Knowledge - Pre-school Class and Years 1-6, 7.5 credits, or the equivalent.

## Objectives

After completing the course, students shall be able to:

- Compare and evaluate different perspectives on special education and their theoretical outsets related to the educational mission of the teaching profession.
- On the basis of the teaching practice, give examples of how the student health in school and in cooperation with other actors involved may meet the pupils' needs of special educational activities, including special educational efforts for pupils with neuropsychiatric disorders.
- Provide the conditions required to allow all pupils to learn and develop by planning, implementing, evaluating and developing the didactic and educational practice based on ethical approaches.
- Account for the official responsibility of the teacher concerning the work with children who are ill-treated or at risk of being ill-treated, with special consideration of children's rights in accordance with the convention on the rights of the child.

## 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 pupils on the basis of different special educational perspectives, particularly focusing on the relational approach. Special educational activities within the educational practice are studied on the basis of the physical and social environment 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 additional adaptations and action programmes are discussed and analysed with the aim to promote increased fulfillment of the intended learning outcomes for pupils in need of special support.

The course also emphasises interprofessional cooperation within the student health concerning children who are ill-treated or at risk of being ill-treated.

Furthermore, the course highlights in what ways teaching can be made available to pupils in need of special support, including pupils with neuropsychiatric disorders.

Current research findings are highlighted and their educational impact is communicated in relation to the professional practice within the placement in question, on the basis of the rights of the child and professional 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 the educational setting 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 linguistic 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 and teaching practice. Two compulsory group projects and three compulsory seminars are also included.

## 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 one oral group assignment (3 credits) and one individual written assignment (4.5 credits).

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 individual written 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: 4GN015 - Special Education for Primary Teachers, 7.5 credits

4GN415 - Special Education for Primary Teachers, 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

Andreasson, Ingela och Asplund Carlsson, Maj (2009). *Elevdokumentation- om textpraktiker i skolans värld*. Stockholm: Liber, (116 p.) ISBN:9789147015610

Aspelin, Jonas. (2018). *Lärares relationskompetens- Vad är det? Hur kan den utvecklas?* Stockholm: Liber, (156 p.) ISBN:978-01-47-12906-5

Colnerud, Gunnel. (2018). *Lärarkyrkans etik och värdepedagogiska praktik*. Stockholm: Liber, (196 p.) ISBN: 9789147122462

Eriksson, Ida och Wolff, Lotta. (2019). *Neuropsykiatriska funktionsnedsättningar- perception, kognition, samspel och känslor*. Stockholm: Specialpedagogiska myndigheten, (SPSM) (29 p.) ISBN 9789128007474. (Available on the Internet)

Hjörne, Eva och Säljö, Roger. (2014). Defining student diversity: categorizing and processes of marginalization in Swedish schools. *Emotional and Behavioural Difficulties*, Vol 19:3, (251-265), (14 p.)(Provided by the department)

Karlsudd, Peter. (2007). The "Narrow" and the Wide" Activity: The Circumstances of Integration. *The International journal of Disability, Community & Rehabilitation*. Volym 6, No1, (9 p.) (Provided by the department)

Persson, Bengt. (2019). *Elevers olikheter: och specialpedagogisk kunskap*. Stockholm: Liber, (186 p.) ISBN: 9789147129751

Skolverket (2014). *Stödinsatser i utbildningen- om ledning stimulan, extra anpassningar och särskilt stöd*. Stockholm: Fritzes, (64 p.) ISBN:9789175591315. (Available on the Internet)

Socialstyrelsen (2014). *Barn som far illa eller riskerar att fara illa. En vägledning för hälso- och sjukvården samt tandvården gällande anmälningsskyldighet och ansvar*. Falun: Edita Bobergs, (pp. 13-61 and 102-104) (55 p.) ISBN 978-91-7555-209-5. (Available on the Internet)

Wallberg, Helena. (2019). *Lektionsdesign- en handbok*. Stockholm: Gothia, (161 p.) ISBN: 078-91-7741-121-5

Optional fiction comprising circa 150 pages also included.