



## Course syllabus

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

4PP231 Uppmärksamma och utreda funktionshinder i elevers  
lärmiljöer I, 5 högskolepoäng

Recognize and investigate disability in students' learning  
environments, 5 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved by the Board of the School of Education, Psychology and Sports Science  
2011-05-06

Revised 2011-09-26. Revision due to English translation.

The course syllabus is valid from autumn semester 2011

### **Prerequisites**

For admission to the course, students must be accepted to the Special Teacher  
Programme

## Expected learning outcomes

On completion of the course, students should be able to:

- Identify and analyse disability in learning environments
- Explain and compare social perspectives on mental retardation
- Account for educational possibilities for people with mental retardation from a historical perspective
- Describe and compare individual perspectives on mental retardation
- Account for general features in the learning of first and second languages
- Demonstrate familiarity with basic concepts and theories on language learning

## Content

The course contains the following elements:

- Social, international, historical and different individual perspectives on mental retardation

- Disability friendly and unfriendly environments
- Current social-scientific discussions on special school and special school pupils' education
- Children's conquest of language and concepts from a first, second and multi-lingual perspective

### Type of Instruction

Teaching is in the form of campus-based lectures and seminars in addition to net-based discussions and net-distributed teaching material.

### Examination

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

Closer specification of examination methods can be found in the study guidelines. Whatever the examination method, it is the individual student's performance that is assessed and graded. In order to receive the grade of pass, all expected learning outcomes must be achieved.

### 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

Carlson, Licia. *The faces of Intellectual Disability. Philosophical Reflections*. Indiana University Press. (Part one) p. 1–101, 2010. 100 p.

Håkansson, Gisela. *Tvåspråkighet hos barn i Sverige*. Studentlitteratur, 2003. 217 p.

Ineland, Jens; Molin, Martin; Sauer, Lennart. *Utvecklingsstörning, samhälle och välfärd*. Gleerups. Kap. Skola och utbildning, 2009. sidor 97– 119, 22 p.

Odensten, Per. *Hornrollet*. Norstedts, 2008. 239 p.(Skönlitteratur)

O'Grady, William. *How children learn language*. Cambridge University Press, 2005. 240 p.

Soriano, Victoria (red.). *Ungas röster: att möta mångfald i utbildningen*. European Agency for Development in Special Needs Education, 2008. 24 p.

Wedin, Åsa. *Språkande i förskolan och grundskolans tidigare år*. Studentlitteratur. Kap 14, 2011. ca 50 p.