



Course syllabus

Faculty of Social Sciences
Department of Pedagogy

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 2011-05-06

Revised 2014-09-01 by Faculty of Social Sciences.

The course syllabus is valid from autumn semester 2014

Prerequisites

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

Objectives

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

Abrahamsson, Niclas & Hyltenstam, (2003). ""Barndomen - en kritisk period för språkutveckling?"". I Bjar, Louise & Liberg Caroline. *Barn utvecklar sitt språk*. 29-56 sidor.

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

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

Norrby, Catrin & Håkansson, Gisela, (2010). *Introduktion till sociolingvistik*. Nordstedt. Kapitel 6-7.

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

Salameh, Eva-Kristina (red), (2012). *Flerspråkighet i skolan - språklig utveckling och undervisning*. Natur och Kultur. Kapitel 1-4.

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.