



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

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 2017-08-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2017

Prerequisites

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

Objectives

After completing the course, students shall 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 on-campus lectures and seminars in addition to web-based discussions and web-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

A course evaluation is carried out at the end of the course, which is compiled in writing and presented to the students who have completed the course as well as to new students at the following course date, together with any measures taken. The results are presented to the departmental bodies and the programme council concerned, and are later filed by the course coordinating department.

Other

Any additional costs that may arise in connection with assignments or the like, are paid for by the students themselves.

Required Reading and Additional Study Material

Ineland, Jens; Molin, Martin & Sauer Lennart. (2013). *Utvecklingsstörning, samhälle och välfärd*. Malmö: Gleerups Utbildning AB. (138 p.). ISBN:9789140685933.

Hyltenstam, Kenneth; Axelsson, Monica & Lindberg, Inger. (Eds.). (2012). *Flerspråkighet- en forskningsöversikt*. Stockholm: Vetenskapsrådet. (120 p.). ISBN: 9789173072106.

Håkansson, Gisela. (2014). *Språkinläring hos barn*. Lund: Studentlitteratur. (144 p.). ISBN:9789144094625.

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

Karlsudd, Peter. (2015). *Det tårdränkta barnet; Min berättelse om att bli pappa med utvecklingsstörning*. Lund: Argos/ Palmkrons Förlag. (102 p.) ISBN: 9789189638365.

Swärd Ann-Katrin & Florin Katarina. (2014). *Särskolans verksamhet- uppdrag, pedagogik och bemötande*. Lund: Studentlitteratur. (143 p.). ISBN: 9789144095295.

Östhund, Daniel. (2012). *Deltagandets kontextuella villkor: Fem*
utvecklingsstörningens pedagogiska villkor (deltagarhandling). Malmö: Malmö

utbildningsklassens pedagogiska praktik (doktorsavhandling). Malmö: Malmö
Högskola. (200 p.). ISBN: 9789186295325.

An optional dissertation related to disability and learning environments. (Approx. 200
pages)