



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP235 Lärprocesser i grundsärskola, gymnasiesärskola och särskild utbildning för vuxna, 5 högskolepoäng

Learning Processes in Special school, Upper Secondary school and Adult Education for Student with Learning Disabilities, 5 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2016-01-27

Revised 2018-05-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2018

Prerequisites

NO VALUE DEFINED

Objectives

The aim of the course is for students to acquire knowledge of teaching and learning in special school, special needs upper secondary school and special education for adults with learning disabilities, in particular taking into account a participatory perspective. Students are expected to demonstrate an approach in compliance with the code of ethics and policy documents in force. The aim of the course is also for students to develop a scientific and professional approach to the educational practice, in particular teaching pupils with intellectual impairment.

After completing the course, students shall be able to:

- formulate, explain and describe the consequences of their own approach to knowledge
- specify and explain subjects and subject areas
- compare and justify the choice of working methods and organisation of teaching
- critically and independently use the appropriate tools for assessment of criterion-referenced knowledge development
- argue for the importance of cooperation concerning the knowledge development of pupils with learning disabilities
- argue for the pupils' rights to participation in knowledge development and

Content

The course contains the following elements:

- knowledge and approach to knowledge
- learning and knowledge development in relation to the subjects and subject areas as well as working methods and organisation of teaching
- tools for assessment of criterion-referenced knowledge development
- cooperation with legal guardians and other parties concerned with regard to the knowledge development of pupils with learning disabilities
- participatory aspects on education in special school and special needs upper secondary school and special education for adults with learning disabilities

Type of Instruction

Teaching consists of lectures, seminars and group projects along with web-based discussions and study materials distributed through the virtual learning environment.

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 and two written presentations, of which one shall be orally presented and consist of a minor empirical study. 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 course, it is required that the performance in at least one of the seminars and both written presentations are assessed as Pass with Distinction.

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.

Required Reading and Additional Study Material

Abedi, J, Faltis, C, (2015). Teacher Assessment and the Assessment of Students With Diverse learning Needs. *Review of Research in Education*. Vol. 39. (pp. vii-xiv. 8 p.).

Aspelin, Johan. (2010). *Sociala relationer och pedagogiskt ansvar*. Malmö: Gleerups, (pp. 9-21; 63-72; 73-83; 87-118. 62 p.). ISBN: 9789140668882.

Biesta, Gert. J.J. (2011). *God utbildning i mätningens tidevarv*. Stockholm:Liber, (144 p.). ISBN:9789147099436.

Clarke, Barbara & Faragher, Rhonda. (2016). Teacher Identified Professional Learning Needs to Effectively Include a Child With Down Syndrome in Primary Mathematics. *Journal of Policy and Practice in Intellectual Disabilities*. Vol. 13, (pp. 132–141, 9 p.).

Jakobsson, Inga-Lill & Nilsson, Inger. (2011). *Specialpedagogik och funktionshinder*. Stockholm: Natur & Kultur, (pp. 253 - 313. 60 p.). ISBN: 9127120201.

Jönsson, Anders. (2013). *Lärande bedömning*. Malmö: Gleerups, (pp. 13-54. 41 p.). ISBN: 9789140696564 (4th ed.).

Mitchell, David. (2015). *Inkludering i skolan: undervisningsstrategier som fungerar*. Stockholm: Natur och kultur (p.397). ISBN 9789127143593.

Nilsson, Agneta. (2014). *Elevhälsans uppdrag – främja, förebygga och stödja elevens utveckling mot målen*, Skolverket serier Elevhälsa. Stockholm: Fritzes, (20 p.). ISBN 9789175590271.

Skolverket. (2011). *Kunskapsbedömning: Vad, hur och varför?*. Stockholm; Skolverket, (136 p.). ISBN: 9789186529567.

Skolverket. (2015). *Att planera för barn och elever med funktionsnedsättning En sammanställning av forskning, utvärdering och inspektion*. Stockholm; Skolverket, (188 p.). ISBN: 9789175591957.

Szoñyi, Kristina. (2012). *Att lyssna till barn*. Barrow, T. & Östlund, D. (Eds.), *Bildning för alla! En pedagogisk utmaning*, Kristianstad:Högskolan i Kristianstad, (pp. 45-52, p. 10). ISBN 9789197942232.

Also included are optional didactic literature, reports of current interest related to assessment, and relevant articles, approximately 70 pages.