



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP24E Självständigt arbete inom Specialpedagogprogrammet, 15 högskolepoäng

Degree project for the programme of special education pedagogue, 15 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1F

Date of Ratification

Approved by Faculty of Social Sciences 2013-12-12

The course syllabus is valid from spring semester 2014

Prerequisites

NO VALUE DEFINED

Objectives

The aim of the course is for students to be able to produce an academic degree project with emphasis on special educational activities involving children and pupils in need of special support. Thus, students shall develop further their ability to independently and on scientific grounds pursue development and change management within future professional practices. After completing the course, students shall demonstrate advanced knowledge of the defined issues in relation to special educational practice on individual, group and organisational level as well as on the societal level.

After completing the course, students shall be able to:

- formulate research issues relevant to the professional practice
- independently plan and conduct an empirical study
- argue for the choice of method and research tools
- find, acquire, compile, value and review critically scientific literature and information relevant to the study
- analyse their own empirics based on chosen theories and come to their own conclusions, as well as discuss the credibility and validity of interpretations made and forecasted educational implications
- discuss and value the results of the study in relation to future professional practice as special education teacher
- demonstrate ethical awareness of planning and conducting the degree project

- orally and in writing present and defend the study conducted on scientific grounds
- critically review and on scientific grounds discuss in a constructive manner other students' degree projects.

Content

The course consists of a degree project which the students shall conduct on scientific grounds, and where the students under supervision choose, process and present a special educational issue.

The course contains the following elements:

- special education on the basis of various research perspectives relevant to the professional practice
- theoretical perspectives on the chosen research field
- applied research methodology
- processing, analysis and interpretation of research results
- application of research ethical principles
- oral and written communication of research results
- critical and constructive reviews of other students' degree projects

The extent of the compulsory components is given in the study guide.

Professional Basis and Professional Progression

The professional perspective in the special education teacher programme is illustrated in the integration between theoretical knowledge, discussions between and within different professional groups, and working life related elements. In the degree project, students illustrate the work related specific basis of their professional knowledge as special education teachers. The degree project also forms the basis of the professional development with regard to their own professional skills as well as the development of the activities at the workplace.

Scientific Approach and Scientific Progression

The scientific approach is continuously developed in the relation between didactic and special educational knowledge and the intended development of a critical approach, analysis skills, and the ability to communicate their knowledge verbally as well as in writing. These skills are developed through the degree project.

Type of Instruction

Students conduct their degree projects under supervision. Supervision may take place in cooperation between the departments involved depending on the student's choice of subject. As support in the work with the degree project, seminars are held where the students' papers are examined.

Examination

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

Examination of the course is carried out through the degree project, which is presented and defended at the end of the course. The project is reviewed at a public discussion and examination by an assigned external reviewer. The students' independence and participation are assessed with regard to their own project as well as the ability to discuss and examine other students' projects. In the event two students have conducted a project together, their individual input must be possible to distinguish and be individually assessed. In order to receive a grade of Pass, the course objectives must be attained.

Course Evaluation

After completing the course, a course evaluation is carried out which is compiled in writing and presented to the students. The results are reported to the departments in question and to 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

Required Reading

Students choose suitable literature for the field in question in consultation with supervisor and examiner

Works of Reference

Bjerstedt, Åke (1997). *Rapportens yttre dräkt: Några rekommendationer*. Lund: Studentlitteratur. 77 pages. ISBN 91-44-00483-4.

Bryman, Alan (2011). *Samhällsvetenskapliga metoder*. Malmö: Liber. 690 pages. ISBN 978-91-47-09068-6.

Harboe, Thomas (2013). *Grundläggande metod: Den samhällsvetenskapliga uppsatsen*. Malmö: Gleerups. 160 pages. ISBN 978-91-40-68128-7.

Hjerm, Mikael & Lindgren, Simon (2010). *Introduktion till samhällsvetenskaplig analys*. Malmö: Gleerups. 155 pages. ISBN 978-91-40-67039-7.

Kvale, Steinar & Brinkmann, Svend (2009). *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur. 370 pages. ISBN 978-91-44-05598-5.

Merriem, Sharan B. (1994). *Fallstudien som forskningsmetod*. Lund: Studentlitteratur. 228 pages. ISBN 978-91-44-39071-0.

Patel, Runa & Davidson, Bo (2011). *Forskningsmetodikens grunder*. Lund: Studentlitteratur. 149 pages. ISBN 978-91-44-06868-8.

Språkrådet (2008). *Svenska skrivregler*. Stockholm: Liber. 264 pages. ISBN 978-91-47-08460-9.

Wilhelmsson, Elisabet (2007). *Studiepraktikan*. Stockholm: Liber. 62 pages. ISBN 978-91-47-08100-4.