



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP311 Specialpedagogiskt arbete för att förebygga skolmisslyckande, 5 högskolepoäng

4PP311 Special educational practice to prevent school failure, 5 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2019-08-21

Revised 2022-12-01 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from spring semester 2023

Prerequisites

2PP310 Perspectives on Special education, 10 credits, or the equivalent.

Objectives

Upon completion of the course, students shall be able to:

- identify different reasons for school failure and understand the major connections to social, cultural and societal aspects,
- critically examine and problematise the discourses associated with diagnosing and categorizing pupils in need of special support, focusing on the assumptions of normality and deviation, power and democracy,
- analyse the importance of cooperation for the work within the student health concerning preventing school failure,
- on the basis of a relational and phenomenological approach, reflect on how special education may acknowledge pupils with challenging behaviour including neuropsychiatric difficulties, based on the pupil's understanding of their life and school situation.

Content

The aim of the course is to look into the multifaceted reasons for school failure that the school of today faces. These different reasons are examined in the light of the discourses centred on normality and deviation, power and democracy. Education for all as the ideal is discussed on the basis of the possibilities of special education to acknowledge pupils' diversity through an understanding of the social, cultural and societal structures and expressions, and how constructions such as gender, social class, ethnicity and functional diversity correlate in the event of school failure. The importance of cooperation between the various actors involved in the student health in order to prevent school failure is analysed, focusing on the own professional practice. Furthermore, the possibility to meet pupils in need of special support based on a relational and phenomenological approach is also discussed. The pupils' unique and individual experiences of their life and school situation are taken into account in order to understand the conditions of school failure on a deeper and more existential level.

Professional Basis and Professional Progression

The course deepens and broadens the students' understanding of the conditions and prerequisites that contribute to the establishment of environments that promote children's and pupils' learning, development and health, related to the professional operation as an active special education teacher or special teacher. Sociological, social pedagogical and psychosocial concepts such as power, influence, normality and deviation are problematised in relation to the aim of creating an education for all. On the basis of self-reflection linked to self-awareness and empathetic skills as a professional, the own professional identity is examined in relation to the actual cooperative competence within as well as outside the own organisation.

Scientific Approach and Scientific Progression

The students deepen and broaden their knowledge of ethnomethodological approaches through analysis of narrative materials in order to make visible theoretical and interactive patterns in relation to organisation, group and individual in interprofessional collaborations in order to eliminate obstacles and difficulties in different environments. Furthermore, the importance of diverse institutional logics and discourses focusing on school and teaching in relation to a scientific approach, by reflecting on research-based critical aspects concerning the concrete special educational and didactic professional assignment in order to prevent school failure.

Type of Instruction

Teaching takes place in the form of lectures and seminars.

Examination

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

Examination of the course objectives takes place by means of one dialogue seminar comprising 1 credit, one norm-critical written assignment comprising 3 credits and one literature seminar comprising 1 credit.

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the entire course, the written assignment comprising 3 credits requires the grade of Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

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.

Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 4PP511 Special education, social structures, groups and cultures, 5 credits.

Required Reading and Additional Study Material

David, Matthew & Sutton, Carole (2016). *Samhällsvetenskaplig metod*. Lund: Studentlitteratur, (ch. 8, 13 p.) ISBN:9789144099958

Ek, H. , Isaksson, J., & Eriksson, R. (2017). Professioner, makt och samverkan mellan myndigheter. *Socialvetenskaplig Tidskrift*, 24(1), *Socialvetenskaplig tidskrift*, 2017-11-20, Vol.24 (1). Available on the Internet.

Hjärne, Eva & Evaldsson, Anna-Carita. (2012) Att normalisera de marginaliserade. Om motstånd och kategoriseringsarbete i specialpedagogisk praktik i Sverige. *Utbildning och Demokrati*. 21(3), (7 p.)

Isaksson, Joakim & Lindqvist Rafael (2015). What is the meaning of special education? Problem representations in Swedish policy documents: late 1970s–2014, *European Journal of Special Needs Education*, Vol 30:1, 122-137. (17 p.) Available on the Internet.

Kronqvist Håård, M. (2021). Styrning genom samverkan? – En textanalys av dominerande diskurser i en statlig skolförbättringssatsning. *Pedagogisk Forskning I Sverige*, 26(1), 42-69. Available on the Internet.

Langmann, Elisabet & Månsson, Niclas. (2016). Att vända blicken mot sig själv: En problematisering av den normkristiska pedagogiken. *Pedagogisk forskning i Sverige*. 21 (1-2), (20 p.) ISSN 1401-6788.

Lunneblad, Johannes, Johansson, Thomas och Odenbring, Ylva. (2016). Juridik eller socialpedagogik?: Skolors strategier för att hantera kränkningar. *Sociologisk Forskning*. 53(3), (18 p.)

Löfberg, Cecilia. (Ed.) (2018). *Elevhälsoarbete under utveckling – en antologi*. Stockholm: Specialpedagogiska skolmyndigheten, (130 p.) ISBN:9789128007993

Skrtic, T. (1991). The Special Education Paradox: Equity as the Way to Excellence. *Harvard Educational Review*, 61(2), 148-206. Available on the Internet.

Westerlund, Jenny (2017). *Barn av vår tid. Ett nytt sätt att förstå och möta barn med problemskapande beteende i skolan*. Lund: Studentlitteratur, (220 p.)
ISBN:9789144114477

Scientific publications also included, approximately 100 pages.