



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP32E Självständigt arbete inom Speciallärarprogrammet, specialisering språk-, skriv- och läsutveckling, 15 högskolepoäng  
4PP32E Degree Project in Special Education Teacher Training Program with focus on Language, Writing and Reading Development, 15 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

Second Level

### **Progression**

A1E

### **Date of Ratification**

Approved by Faculty of Social Sciences 2020-06-10

The course syllabus is valid from spring semester 2021

### **Prerequisites**

General entry requirements for second-cycle studies and specific entry requirements:  
4PP309 Professional Approach I: Science and Special Needs Educational Practice, 5 credits

4PP312 Professional Approach II: Science and Communication, 5 credits

4PP321 Language, Writing and Reading Development from a Special Education Perspective I, 5 credits

4PP322 Language, Writing and Reading Development from a Special Education Perspective II, 10 credits

4PP323 Language, Writing and Reading Development from a Special Education Perspective III, 10 credits

4PP324 Language, Writing and Reading Development from a Special Education Perspective IV, 10 credits

or the equivalent

### **Objectives**

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

- define research questions relevant to the professional practice,
- independently plan and conduct an empirical study,
- argue for the choice of methods and tools used for the study,
- look for, obtain, compile, evaluate and critically examine scientific literature relevant to the study,
- analyse their own empirical material based on theories, and draw conclusions as well as discuss credibility and validity of interpretations and educational implications,
- discuss and evaluate the results of the study in relation to the future professional practice as special education teacher with a specialisation in language, writing and reading development,
- demonstrate ethical awareness in the planning and realization of the degree project,
- on scientific basis, orally and in writing present and defend the completed study,
- critically examine and on scientific basis in a constructive manner discuss fellow students' degree projects.

## Content

The course consists of conducting an independent project on scientific basis, where the student under supervision chooses, discusses and presents a research problem within the field of language, reading and writing didactics.

The course contains the following elements:

- language, writing and reading development from different research perspectives relevant to the professional practice as a special education teacher specialising in language, reading and writing development,
- theoretical perspectives of the chosen research field,
- applied research methodology,
- processing, analysis and interpretation of research findings,
- application of research ethical principles,
- oral and written communication of research findings,
- critical and constructive examination of other students' degree projects.

### *Professional Basis and Professional Progression*

The perspective of the profession in the Special Education Programme with a specialisation in language, writing and reading development becomes evident in the integration of theoretical knowledge, discussions within and between various professional groups and parts related to the working life. In the degree project, the student recognizes the specific professional basis of their professional knowledge as a special education teacher specialising in language, writing and reading development. The degree project also forms the basis of the professional progression in relation to their own professional competence as well as organisational development at the workplace.

### *Scientific Approach and Scientific Progression*

The scientific approach is continuously developed through the connection between didactic and special education knowledge and conscious development of a critical approach, analysis skills, and the ability to communicate orally as well as in writing.

## Type of Instruction

Teaching consists of seminars and supervision.

## 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 completing the degree project which is presented and defended at the end of the course. The study is examined in a public discussion and examination.

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 course, it is required that the study is assessed as 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: 4PP22E Degree Project in Special Education Teacher Training Program with focus on Language, Writing and Reading Development, 15 credits.

## Other

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

## Required Reading and Additional Study Material

The student chooses literature relevant to the study in consultation with the supervisor and examiner (approx. 1,500 pages).

### Works of Reference

Boréus, Kristina. & Bergström, Göran (2018). *Textens mening och makt : metodbok i samhällsvetenskaplig text- och diskursanalys*. Lund: Studentlitteratur. (441 pages.) ISBN 9789144117928.

Dahl, Marianne, Eek-Karlsson, Liselotte & Perselli, Ann-Katrin (2019). *Att skapa en professionell identitet : om utvecklingsinriktade examensarbeten i lärarutbildningen*. Stockholm: Liber. (210 pages). ISBN 9789147130627.

Dahmström, Karin (2011). *Från datainsamling till rapport: att göra en statistisk undersökning*. 5th edition. Lund: Studentlitteratur. (489 pages). ISBN 9789144060279.

David, Matthew & Sutton, D, Carole (2017). *Samhällsvetenskaplig metod*. Lund: Studentlitteratur. (496 pages, selected parts). ISBN 9789144099958.

Johansson, Anna (2005). *Narrativ teori och metod: med livsberättelsen i fokus*. Lund: Studentlitteratur. (403 pages). ISBN 9789144035000.

Karlsudd, Peter (2018). Att problematisera ”problemet”: Bedömning och utveckling av problemformuleringar i lärarutbildningens självständiga arbeten. *Nordic Journal of Vocational Education and Training*. 8:1, 1-22.

Kvale, Steinar & Brinkmann, Svend (2009). *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur. (370 pages). ISBN 9789144055985.

Rönnerman, Karin (2012). *Aktionsforskning i praktiken : förskola och skola på vetenskaplig grund*. Lund: Studentlitteratur. (230 pages). ISBN 9789144078700.

Språkrådet (2008). *Svenska skrivregler*. Stockholm: Liber. (264 pages). ISBN 9789147084609.

Trost, Jan. & Hultåker, Oscar (2016). *Enkätboken*. 5th ed. Lund: Studentlitteratur. (178 pages). ISBN: 9789144115450.

Vetenskapsrådet (2017). *God forskningssed* [digital resource] Stockholm: Vetenskapsrådet. (82 pages). ISBN 9789173073523.