



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP331 Perspektiv på intellektuell funktionsnedsättning I, 5  
högskolepoäng

Perspective of intellectual disabilities I, 5 credits

**Main field of study**

Education

**Subject Group**

Education

**Level of classification**

Second Level

**Progression**

A1N

**Date of Ratification**

Approved by Faculty of Social Sciences 2019-01-30

The course syllabus is valid from autumn semester 2019

**Prerequisites**

Bachelor/Master of Arts in Education and three years of professional experience from at least part-time as a teacher after obtained qualification.

### Objectives

After completing the course, students shall be able to:

- explain, compare and critically examine societal perspectives on intellectual disability from a historical educational perspective
- identify, analyse and evaluate various theories of intellectual disability from a norm-critical perspective
- analyse and reflect on theoretical views on intellectual disability and put this in relation to educational and didactic consequences in varying learning environments
- on the basis of ethical aspects and equal terms, evaluate their own approach and treatment as well as that of others in relation to pupils with intellectual disabilities.

## Content

The course focuses on the societal, international, historical and various theoretical views on intellectual disability. Various learning environments are examined based on a critical approach in relation to didactic and educational consequences concerning the right to intellectual and social development. Professional and ethical aspects on education for pupils with intellectual disability within the educational practice are further emphasized.

### *Professional Basis and Professional Progression*

The course deepens and broadens the students' knowledge and understanding of various theories related to special educational and didactic activities in learning environments for pupils with intellectual disability. Furthermore, societal, international and historical perspectives are also examined in order to highlight norms and values concerning people with intellectual disabilities, in order for the students to in their role as special education teachers be able to promote equal education for all. On the basis of self-reflection, ethical aspects such as approach and treatment are taken into account for the future profession.

### *Scientific Approach and Scientific Progression*

The students' scientific knowledge and critical approach are deepened and broadened through reflection and problematization. Various theories are discussed in relation to intellectual disability, aimed at highlighting the educational, didactic and ethical consequences in the professional practice based on a disciplinary foundation and best practice. Students also enhance their ability to put things into perspective by carrying out an observational study based on an analytical and ethical approach, aimed at developing a norm-critical awareness.

## Type of Instruction

Teaching is in the form of lectures, seminars and studies in small groups.

## 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 an observational study including a group assignment and a written assignment.

In order to receive a grade of Pass in the course, all the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the written assignment is 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.

## Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 4PP231 Recognize and Investigate Disability in Students' Learning Environments I, 5 credits.

## Required Reading and Additional Study Material

Aspelin, Jonas. (2015). Lärares relationskompetens. *Utbildning & Demokrati* 24(3). (16 p.)

Colnerud, Gunnel. (2018). *Lärarkretsens etik och värdepedagogiska praktik*. Stockholm: Liber, (196 p.) ISBN: 9789147122462.

David, Matthew & Sutton, Carole. (2017). *Samhällsvetenskaplig metod*. Lund: Studentlitteratur, (13 p.) ISBN: 978-91-44-09995-8.

Engwall, Kristina. (2011). Sinnesslöa kvinnor och sexualitet i ett historiskt perspektiv. I Karin Barron. (Ed.). *Genus och funktionshinder*. Lund: Studentlitteratur, (28 p.) ISBN: 978-91-44-02672-5

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

Karlsudd, Peter. (2007). The "Narrow" and the "Wide" Activity: The Circumstances of Intergration. *The International journal of Disability, Community & Rehabilitation*. Volym 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 AnnKarin & Florin Katarina. (2014). *Särskolans verksamhet uppdrag, pedagogik och bemötande*. Lund: Studentlitteratur, (143 p.) ISBN: 9789144095295.

Westling Allodi, Mara. (2017). Specialpedagogiska insatser internationellt och i det svenska skolsystemet: en jämförelse och några reflektioner. I *Dislexi* Vol 1, (pp. 6-10, 5 p.)

Östlund, Daniel. (2012). *Deltagandets kontextuella villkor: Fem träningsskoleklassers pedagogiska praktik* (doctoral thesis). Malmö: Malmö Högskola, (200 p.) ISBN: 9789186295325.

Current policy documents, optional study and articles, approx. 200 pages.