



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP342 Specialpedagogik i olika lärmiljöer II, 10 högskolepoäng
Special pedagogic in different learning environments II, 10 credits

Main field of study

Education

Subject Group

Education

Level of classification

Second Level

Progression

A1F

Date of Ratification

Approved 2019-06-19

Revised 2021-05-28 by Faculty of Social Sciences. Revision of examination components and course literature.

The course syllabus is valid from spring semester 2022

Prerequisites

General entry requirements for second-cycle studies and specific entry requirements:

4PP341 Special Pedagogics in Different Learning Environments I, 5 credits

or the equivalent.

Objectives

The aim of the course is for students to develop an understanding and knowledge of the importance of the educational conditions created on the basis of the children's/pupils' varying conditions for learning, development and socialization within the framework of an equal education.

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

- analyse educational inquiries and written documentation at the organisational, group and individual level in school,
- distinguish and interpret in what ways the outlook on mankind and the approach to knowledge and society are used as a basis of the assessment of children/pupils in need of special support,
- identify and analyse the preventive activities in relation to eliminate obstacles and difficulties in different learning environments in order to promote all children's/pupils' learning, development and socialization,
- describe various disabilities including neuropsychiatric difficulties in relation to social vulnerability and their implications in different learning environments,
- explain, communicate and problematize the work concerning offensive treatment and bullying considering ethical aspects,

- carry out discussions with children/pupils with the view to enhance the conversation as an educational tool to promote children's/pupils' influence and participation.

Content

The course discusses two different reviews, where the first one is focused on the educational inquiry and the second one deals with the plans in pre-school/school issued to counteract offensive treatment and how these are implemented in the arena of formulation and realization.

The course discusses the outlook on mankind and the approach to knowledge and society in relation to how children's/pupils' need for special support is assessed. The course also addresses preventive and furthering activities with the emphasis on all children's/pupils' learning, development and socialization.

The importance of the learning environment to children's and pupils' learning, development and socialization is highlighted, as well as its importance to children/pupils with different kinds of impairment and their risk of being subjected to social vulnerability. Discussions with children/pupils are held in order to use conversation as an educational tool.

Professional Basis and Professional Progression

The course contributes to the enhancement of the special education teacher's professional knowledge in terms of being able to acknowledge how people's differences may be understood in different ways within the educational practice and the importance of this, in order to observe how special education competence may contribute to new ideas and development.

Scientific Approach and Scientific Progression

The course contributes to the development of a scientific approach by means of an advanced ability to acquire and understand scientific literature. Document analysis is one of the scientific methods applied in this course.

Type of Instruction

Teaching consists of seminars, workshops and group work. One compulsory element in the course is the video recording of a discussion held with a child/pupil, which is the basis of the following meta reflection.

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 written assignments comprising 3 credits respectively 5 credits, and two seminars comprising 2 credits in total.

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 final written assignment 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.

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: 4PP242 Special Educational Consequences of Pupils' Various Conditions for Learning, Development and Socialization, 10 credits.

Required Reading and Additional Study Material

Aspelin, Jonas & Person, Sven. (2011). *Om relationell pedagogik*. Stockholm: Gleerups, (168 pages). ISBN: 9789140666796.

Eek Karlsson, Liselotte. (2015). *Ungas samspel i sociala medier att balansera mellan ansvar och positionering*. (194 pages). Provided by the Department of Pedagogy and Learning.

Doverborg, Elisabeth & Pramling Samuelsson, Ingrid. (2012). *Att förstå barns tankar: kommunikationens betydelse*. (4th., [rev.] ed.) Stockholm: Liber, (93 pages). ISBN 9789147105526.

Hallerstedt, Gunilla (Ed.) (2006). *Diagnosens makt: om kunskap, pengar och lidande*. Daidalos, (128 pages). ISBN 9789171732385

Hirsh, Åsa (2016) *Skolans dokumentation ur ett pedagogiskt och juridiskt perspektiv*. Stockholm: Liber AB, (153 pages). ISBN 9789147115136.

Hägglund, Solveig, Quennerstedt, Ann & Thelander, Nina. (2013). *Barns och ungas rättigheter i utbildning*. Malmö: Gleerups, (160 pages). ISBN 9789140683472.

Ifous (2015). *Från idé till praxis. Vägar till inkluderande lärmiljöer i tolv svenska kommuner*. 2015:2 Forskarnas rapport. (137 pages). Available on the Internet.

Jakobsson, Inga Lill & Lundgren, Marianne, (2013). *Samverkan kring barn och unga i behov av särskilt stöd: viktigare än diagnos*. Stockholm: Natur och Kultur, (135 pages). ISBN 9789127132337.

Jacobsson, Inga Lill & Nilsson, Inger. (2019). *Specialpedagogik och funktionshinder*. Stockholm: Natur och Kultur, (230 pages). ISBN: 9789127827486.

Lindqvist, Rafael. (2017). *Funktionshindrade i välfärdssamhället* (4th ed.). Gleerups Utbildning AB, (178 pages). 9789140695901.

Lundqvist, Johanna. (2018). *Tidiga insatser och barns utbildningsvägar : Inkludering och specialpedagogik* (First ed.). Natur & kultur, (198 pages). ISBN: 9789127819115.

Runström Nilsson, Petra (2019). *Pedagogisk utredning och kartläggning: att analysera och bedöma elevers behov av särskilt stöd*. Fourth edition. Malmö: Gleerup. (159 pages). ISBN 9789151102351.

Svaleryd, Kajsa & Hjertsson, Moa. (2018). *Likabehandling i förskola och skola*. Liber, (249 pages). ISBN: 9789147127900.

Sveriges kommuner och landsting (2017). *Olika är normen ATT SKAPA INKLUDERANDE LÄRMILJÖER I SKOLAN*. (Circa 70 pages). ISBN 978-91-7585-522-6. Available on the Internet.

Optional publications, 150 pages.