



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP511 Specialpedagogik, sociala strukturer, grupper och kulturer, 5 högskolepoäng

4PP511 Special education, social structures, groups and cultures, 5 credits

Main field of study

Educational Sciences

Subject Group

Social Studies

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2011-11-01

Revised 2017-08-23 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Prerequisites

Admission to the course requires the student to be admitted to the Special Teacher Education program or special education program and to have successfully completed most of the previous courses in the program.

Objectives

In this course, students are given the opportunity to develop their ability to understand and meet people in various life situations, and with different living conditions and social and cultural background. This is achieved through the development of knowledge and understanding of the perspectives of special education, particularly with regard to structural, social and cultural factors and the importance of teams and group affiliations.

After the course is completed, students shall be able to:

- problematize the school and its stakeholders as an organisation/institution in relation to continuity and transformation.
- describe children's/pupils' and families' different standards of living, and problematize learning and socialization in a lifelong learning perspective using

concepts such as identity, linguistic and psychological development, gender/class/ethnicity and culture

- understand and critically respond to society's views on normalcy and deviation
- understand and analyse groups and group processes as well as its importance for communication, interaction and response.

Content

The course focuses on various school participants. The living conditions of children and pupils are discussed and related to learning sessions and the concept of a school for all. The interaction between children/pupils and teachers, including other school staff and parents, is illustrated as well as how social and cultural backgrounds may affect learning. Both the child/pupil and teacher perspective will be addressed. The course emphasizes development of the individual as a social being and the importance of sense-making in the educational practice. Furthermore the school-community relationship is analysed for reproductive patterns, where categories such as class, gender and ethnicity are considered as crucial factors. Groups and group processes are discussed as well as communication and interaction.

Type of Instruction

The course is conducted through a combination of distance learning and scheduled teaching. Teaching is based on the students' professional practice as well as the study of theory and policy documents. The scheduled teaching will consist of lectures, seminars and work in small groups. In addition, the students will individually or in small groups work with assignments by the use of ICT. The extent of the compulsory elements is given in the study guidelines.

Examination

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

In order to receive a grade of Pass, students must fulfil the oral and written assignments included in the course, and active participation in seminars and group practice is required as well as the demonstration of an approach in agreement with the ethical regulations and policy documents in force.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis are presented to the students who have completed the course as well as to the students at the following course date. The course evaluation is conducted anonymously. The results are presented to the departments in question and to the programme council concerned.

Required Reading and Additional Study Material

Broady, Donald (2007). *Den dolda läroplanen*: KRUT nr 127. 110 pages.

Edling, Christofer & Liljeros, Fredrik (Eds.) (2016). *Ett delat samhälle: Intersektionalitet och social skiktning*. Malmö: Liber. (224 p.) ISBN: 97891112821.

Einarsson, Jan (2009). *Språksociologi*. Lund: Studentlitteratur. Selected parts.

Elmeroth, Elisabeth (2008). *Etnisk maktordning i skola och samhälle*. Lund:

Studentlitteratur. (pp. 27-45), 19 pages.

Persson, Anders (2012). *Ritualisering och sårbarhet: ansikte mot ansikt med Goffmans perspektiv på social interaktion*. Malmö: Liber. 448 pages. ISBN: 9789147096114.

Helldin, Rolf (2007). *Klass, kultur och inkludering: En pedagogisk brännpunkt för framtidens specialpedagogiska forskning*. I: Pedagogisk forskning i Sverige, tema Specialpedagogik, Göteborgs universitet, Institutionen för pedagogik och didaktik, (<http://www.ped.gu.se/biorn/journal/pedfo/pdfiler/helldin.pdf>), 16 pages.

Jenner, Håkan (2004). *Motivation och motivationsarbete i skola och behandling*. Stockholm: Myndigheten för skolutveckling/Liber distr. (pp. 15-36 and 65-86) 44 pages.

Thornberg, Robert (2013). *Det sociala livet i skolan. Socialpsykologi för lärare*. Stockholm: Liber. Selected parts.

Works of Reference

Goffman, Erwin (2014). *Stigma: den avvikandes roll och identitet*. Lund: Studentlitteratur. 169 pages.

Connell, Raewyn (2009). *Om genus*. Göteborg: Bokförlaget Daidalos AB. Compendium, ca. 230 pages.

Fictional book as per the study guide, ca. 150-300 pages.