



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4UVÄ04 UVK-kurs: Specialpedagogik för ämneslärare - inriktning mot arbete i gymnasieskolan, 7,5 högskolepoäng

Special Needs Education for Subject Teachers, Specialisation for Upper Secondary School Teachers, 7.5 credits

### **Main field of study**

Educational Sciences

### **Subject Group**

Educational Sciences/General Didactics

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved 2014-09-03

Revised 2015-10-12 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2016

### **Prerequisites**

NO VALUE DEFINED

## Objectives

After completing the course, students shall be able to:

- explain and have a critical approach to concepts concerning normality and deviations in relation to the inclusion and exclusion phenomena existing in schools and education, and problematize any consequences on the organisational, group, and individual level
- describe various forms of vulnerability and disabilities from a learning and participatory perspective with the aim to being able to acknowledge young people's diverse living conditions
- reason on the basis of a special educational approach and such skills that are required in the educational practice in order to be able to acknowledge the pupils' differences
- account for the function of the student health service and the cooperation with other kinds of schools, stages, professions and authorities.

## Content

The aim of the course is to deepen the knowledge of youth learning and development, and to problematize the area between education and special education on the basis of different theoretical and practical perspectives. The aim is also to help students develop their special educational knowledge so that they are, on the basis of the inclusive

with special educational knowledge so that they are, on the basis of the inclusive perspective and in cooperation with other parties concerned, able to support all pupils' learning and development in lower secondary school or upper secondary school.

The course discusses in an advanced manner issues concerning learning and the conditions and possibilities to contribute to an equal education for all children on the basis of the relational perspective. The concepts of normality and deviation are addressed and discussed in relation to the inclusion and exclusion phenomena in the educational practice. Phenomena such as diagnosing and categorising pupils on the basis of historical and societal perspectives are discussed, as well as the function this may have in various contexts on the group and organisational level, and the consequences on the pupils' development and identity formation.

Special educational knowledge and competence in inclusive learning environments is studied on the basis of spatial, social and didactic aspects.

Special emphasis is put on the special educational knowledge and support related to social vulnerability and disabilities in the educational practice. Special educational perspectives are problematized, and the possibilities to prevent and eliminate educational difficulties in school are examined and valued with respect to the task of establishing democratic learning processes. Digital competence is discussed in relation to special educational perspectives and all pupils' ability to participate in the education.

The course also discusses how the cooperation between different forms of schools, different professions and authorities can be developed with regard to acknowledging the pupils' diverse living conditions, and pupils who are ill treated or at risk of being ill treated. Cooperation is also linked to the importance and function of the student health service for learning and development, and how the school can promote children's and young people's health and prevent ill-health on the individual as well as the organisational level. The important issue of the educationalist's role with respect to the official responsibility in the work with pupils who are ill-treated or at risk of being ill-treated is also discussed.

#### ***Professional Basis and Professional Progression***

Students are in connection with field studies able to deepen their knowledge of the teaching profession's tasks and conditions. The course emphasizes the importance of having a scientific and professional approach, where the development of knowledge and judgement is aimed at strengthening the students' ability to reflect on and act in an adequate manner in relation to the pupils' learning and the school's mission. The teaching ability to acknowledge the pupils' differences and varying conditions on the basis of the inclusive perspective is developed. Students work with assignments related to the practical work in school and current research findings. In the education, theory and practice are linked through looking into different perspectives and through didactic reflection in order to promote professional knowledge.

#### ***Scientific Approach and Scientific Progression***

Scientific theoretical perspectives and different views on what constitutes scientific knowledge are discussed in the course. Students also work with problematizing research and development works on different educational working methods applied to acknowledge pupils' differences.

#### **Type of Instruction**

Teaching is conducted in the form of lectures, seminars, individual and group assignments, and field studies. Further information about the mandatory course components is given in the study guide.

#### **Examination**

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

Examination takes place through seminars, group assignments, and individual written and oral assignments. Irrespective of examination method, it is the individual student's performances that are assessed and graded. In order to receive a grade of Pass, the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction for the entire course, it is required that the individual final examination assignment is graded as Pass with Distinction. A retake of the exam is offered within six weeks after the scheduled examination date (within the scope of the regular semester period).

### Course Evaluation

A course evaluation is carried out after completing the course, which is compiled in writing and presented to the students who have completed the course. It is also presented to the students at the following course date, together with any measures taken. The results are reported to the departments in question and to the programme council concerned, and are later filed by the course coordinating department.

### Other

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

### Required Reading and Additional Study Material

Ahlberg, Ann. (2013). *Specialpedagogik, ideologi, teori och praktik: att bygga broar*. Stockholm: Liber, (192 p.). ISBN: 978-91-471142-1-2.

Aspelin, Jonas. (2013). Var är relationell specialpedagogik?. I Aspelin, J. (eds.). *Relationell specialpedagogik: i teori och praktik*. Högskolan Kristianstad: Kristianstad University Press, (12 p.). ISBN: 978-91-979422-8-7.

Aspelin, Jonas (2003). *Zlatan, Caligula och ordningen i skolan. En interaktionistisk analys*. Lund: Studentlitteratur, (174 p.). ). ISBN: 9789144030272.

Asp-Onsjö, Lisa. (2010). "Specialpedagogik i en skola för alla – att arbeta med elever med skolsvårigheter." I: Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline (eds.) *Lärande, Skola, Bildning – grundbok för lärare*. Stockholm: Natur & Kultur. ISBN: 978-91-27-11800-3 (p. 339-359).

Guvå, Gunilla. (2013). *Elevhälsans retorik och praktik*. Stockholm: Skolverket, (17 p.). ISBN: 978-91-7559-030-1.

Hugo, Martin. (2007). *Liv och lärande I gymnasieskolan: En studie om elevers och lärares erfarenheter I en liten grupp på gymnasieskolans individuella program*. Jönköping University: School of Education and Communication, (198 p.). ISBN: 91-974953-5-2.

Karlsudd, Peter. (2007). The "Narrow" and the "Wide" Activity: The Circumstances of Integration. *The International Journal of Disability, Community & Rehabilitation*. Volume 6, No 1, (9 p. ).

Möllås, Gunvie. (2009). "Detta ideliga mötande". *En studie av hur kommunikation och samspel konstituerar gymnasieelevens skolpraktik*. Jönköping University: School of Education and Communication, (295 p.). ISBN: 978-91-628-7911-2.

Skolverket (2013). *Arbete med åtgärdsprogram för elever i behov av särskilt stöd*. Stockholm: Skolverket, (70 p.). ISBN: 978-91-7559-036-3.

Skolverket. (2010). "Inget slår en skicklig lärare". *En dokumentation av sex konferenser 2010 – tio föreläsares perspektiv*. Stockholm: Skolverket, (84 p.).

Skolverket (2009). *Skolan och Aspergers syndrom – erfarenheter från skolpersonal och forskare*. Stockholm: Skolverket, (117 p.).

Skolverket (2001). *Tre magiska G:n. Skolans insatser för elever med funktionshinder*. Stockholm: Skolverket, (56 p.). ISBN: 91-89314-50-6.

SOU 2010:64. *Se de tidiga tecken - forskare reflekterar över sju berättelser från förskola och skola: delbetänkande*. Stockholm: Fritze, (158 p.) (Selected parts, ca. 40 p.). ISBN: 978-91-38-23444-0.

Optional fiction for the course component Social Vulnerability and Disabilities (ca. 300 p.).