



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 2018-06-18 by Faculty of Social Sciences. Prerequisites revised (no impact on level of specialisation).

The course syllabus is valid from spring semester 2019

Prerequisites

Subject studies comprising 150 credits within the teacher education programme for upper secondary school, 22.5 credits within educational sciences (UVK) and Placement Studies I for Upper Secondary School Teachers, or the equivalent.

Objectives

After completing the course, students shall be able to:

- explain and adopt 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 at the organisational, group, and individual level
- describe various forms of vulnerability and disability from a learning and participatory perspective with the aim of 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 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 the learning and development of young people, 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 deepen their special educational knowledge so that they are, on the basis of a perspective of inclusion 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 of contributing 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 at the group and organisational level, and the consequences for 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 disability in the educational practice. Special educational perspectives are problematized, and the possibilities to prevent and eliminate educational difficulties in school are examined and evaluated 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 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 at the individual as well as at 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

In connection with field studies, students are given the opportunity 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 proficiency concerning acknowledging pupils' differences and varying conditions on the basis of a perspective of inclusion is developed. Students work with assignments related to practical work in school and current research findings. In the education, theory and practice are linked through perspective-taking and didactic reflection in order to promote professional competence.

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 work with regard to 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 compulsory 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 by means of 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 in the 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 at the end of the course, which is compiled in writing and presented to the students who have completed the course. It is also presented to new students at the following course date, together with any measures taken. The results are reported to the departments and 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 (pp. 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 Disability (ca. 300 p.)