



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4UV900 UVK-kurs: Utveckling, lärande och specialpedagogik för ämneslärare (KPU), 15 högskolepoäng

4UV900 Development, Learning and Special Needs Education for Secondary Teachers, 15 credits

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2012-11-05

Revised 2018-10-25 by Faculty of Social Sciences. Revised literature

The course syllabus is valid from spring semester 2019

Objectives

The general aim of the course is to develop the knowledge and competence as regards pupils' learning, development and special education required for the professional practice.

After completing the course, students shall be able to:

- account for and critically analyse in what ways people's diverse conditions and learning environments may impact the possibility to learn
- discuss and problematize various perspectives on learning and the possibilities to create the conditions required for all pupils' learning and development
- on the basis of relevant research and development work, discuss and analyse the conditions that have an impact on the individual pupils' development and learning processes, and formulate suggestions on educational working methods, teaching, and learning environments that promote equal education.

Module 1 Development, learning and knowledge 7.5 credits

The aim of this module is to develop the knowledge of and a reflective approach to pupils' learning and development, and to develop a general didactic competence for professional practice in lower secondary school years 7-9 and upper secondary school.

After completing the module, students shall be able to:

- account for and critically analyse different theories of development and learning, and discuss the educational consequences of the same
- account for scientific views on the concept of knowledge, and value the importance of different knowledge traditions and their consequences for the educational practice
- demonstrate the practical ability to take into account formal requirements and linguistic accuracy, and argue for the importance of teachers' communicative skills
- account for and independently value as well as apply research ethical principles in connection with observations of the educational practice
- on the basis of a scientific approach and theoretical perspectives on learning, independently formulate a presentation of a problem in order to observe, document and analyse learning activities in different educational learning environments.

Module 2 Special education, 7.5 credits

The aim of this module is to deepen the knowledge of youth learning and development, and to problematize the subject field between education and special education on the basis of different theoretical and practical perspectives. The course is also aimed at helping the students develop their knowledge and competence in special education so that they are, on the basis of an inclusive perspective and in cooperation with other parties concerned, able to support all pupils' learning and development in lower secondary school and upper secondary school.

After completing the course, students shall be able to:

- explain and have a critical approach to concepts and phenomena as regards normality and deviations in relation to the inclusion and exclusion phenomena existing in school and education, as well as discuss the consequences on the organisational, group, and individual level
- describe and discuss different forms of vulnerability and disabilities from a learning and participatory perspective
- account for special educational perspectives and discuss their educational meanings as well as the expectations and requirements imposed on the teaching profession in order to be able to acknowledge the pupils' differences in the educational activities
- account for the function of the student health service and the cooperation between different forms of school, stages, professions and authorities with the aim to acknowledge young people's diverse living conditions with regard to issues related to the school environment, health and learning.

Content

Module 1 Development, learning and knowledge 7.5 credits

This course discusses scientific theories, educational traditions and practices concerning youth development, learning and knowledge. On the basis of the theories discussed, the educational activities are put in relation to societal, social and organisational conditions, as well as to young people's diverse conditions and needs. The main focus for future teachers concerns the theories of learning and how learning may take place in different situations. A number of theories of learning are discussed, such as behavioural, cognitive and sociocultural perspectives. Scientific theoretical views on how knowledge

may be perceived and defined are also discussed, as well as the implications that different views on development, learning and knowledge may have on the shaping and realization of the educational activities. The course content also consists of psychological and sociological theories of and views on youth development. Issues regarding education, socialization and upbringing are also included. The interaction between pupils and teachers, as well as with other school personnel and legal guardians is illustrated. Furthermore, theories of motivation relevant to the educational activities are also addressed. The importance of media and digital arenas for young people's identity development and sense making is discussed in the course. On the basis of the multimodality concept and different forms of expression such as art, drama, music and movement, the consequences for the educational activities and young people's learning are discussed. The supporting themes of the course are discussed during the education - development, learning and knowledge in relation to different perspectives. This may deal with how individuals learn and develop in relation to physical activity, communication, relations, socialization and diversity aspects such as gender, class and ethnicity. In connection with the field studies, a presentation of a problem is formulated which forms the basis of an observation of the educational activities with emphasis on pupils' development and learning. The observations are documented, analysed and presented in writing as well as orally.

Module 2 Special Education 7.5 credits

The course discusses in an advanced way issues on learning and its conditions and possibilities to contribute to an equal education for all children on the basis of a relational point of view. The concepts of normality and deviation are addressed and discussed in relation to the inclusion and exclusion phenomena existing in the educational practice. Here, phenomena such as diagnosing and categorizing pupils on the basis of historical and societal perspectives are discussed, as well as what kind of functions these have in different contexts on the group and organisational level, and the consequences for 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. The area between education and special education is problematized on the basis of different theoretical and practical perspectives, and on this basis are illustrated educational strategies applied to acknowledge young people's differences and diverse conditions from an inclusive point of view. Special focus is put on the special educational knowledge and support related to social vulnerability and disabilities within the educational practice. Special educational perspectives are problematized, and the possibilities to prevent and eliminate educational difficulties in teaching are examined and valued with regard to the mission to establish democratic learning processes. Digital skills are also discussed in the course in relation to the special educational perspectives and pupils' ability to participate in the education. Digital learning and supporting resources such as compensatory aids, are discussed in this context. The educational activities' organisation is illustrated from the relational point of view. Critical aspects in terms of documentation and the work with action programmes are processed and analysed, as well as in what ways this may be related to being able to promote increased attainment of the intended learning outcomes for pupils in need of special support. The course content also covers educational strategies applied in order to be able to acknowledge disabilities, and preventive measures and support applied in order to cooperate concerning children who are ill-treated or at risk of being ill-treated. The course further discusses current research findings and their educational significance for professional practice related to the professional ethical aspects. The course also covers issues concerning how theories of knowledge and learning may be expressed in documentation, analysis and assessment of pupils' development and the educational

activities. The course discusses how the cooperation between different forms of schools, different professions and authorities can be formed with regard to children's diverse living conditions and children 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 in what ways the school can promote children's and young people's health and prevent ill-health on the individual as well as the organisational level. Here is also covered the important question of the educationalist's role in terms of official responsibility in the work with pupils who are ill treated or at risk of being ill treated.

Professional Basis and Professional Progression

In connection with field studies, the students gain an insight into the conditions of the profession on the basis of a spectator perspective, as a supplement to the discussions in the course on 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 pupils' learning and the school's mission. Teaching abilities in order to acknowledge the pupils' differences and varying conditions from an inclusive perspective are developed. The students work on tasks that require a systematic approach related to the practical work in school and current research findings. In the education, theory and practice are connected through different perspectives applied and didactic reflection in order to promote professional knowledge. The course includes elements such as presentations and discussions in smaller as well as larger groups, intended to develop the students' communicative skills and sense of assurance, as well as promote increased self-knowledge and professional ethical awareness.

Scientific Approach and Scientific Progression

The course discusses scientific theoretical perspectives and views on what constitutes scientific knowledge. Observation is considered a scientific method in the course and by the use of field studies, students are given the chance to deepen their ability to perform, process and present their observations. Furthermore, parts of a research process dealing with constructing a presentation of a problem are also advanced. Students also work with problematizing research and development activities covering different educational working methods applied to acknowledge children's differences.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, individual and group assignments, and field studies. Additional information about 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).

The students' knowledge development and learning are expressed through written and oral communication, and knowledge, understanding, skills and abilities are continuously tested on the basis of the course objectives. Examinations are carried out through active participation in seminars and by written and/or oral examinations and presentations. A more detailed specification of the examination methods is given in the study guide. 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. A retake of the examination is offered within six weeks of the scheduled examination date (within the scope of the regular semester period).

Course Evaluation

After completing the course, a course evaluation is carried out and 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 assignments or such activities are paid for by the students themselves. This course is included in the bridging programme for secondary school teachers.

Required Reading and Additional Study Material

List of references Module 1 - Development, learning and knowledge 7.5 credits

Ahl, Helene (2004). *Motivation och vuxnas lärande En kunskapsöversikt och problematisering*. Stockholm: Myndigheten för skolutveckling, (ch. 23 & 5, ca. 60 p.) (pdf-file). ISBN 9185128759.

Dimenäs, Jörgen (ed.) (2007). *Lära till lärare: att utveckla läraryrket vetenskapligt förhållningssätt och vetenskaplig metodik*. Stockholm: Liber, (261 p.) (ch. 23 & 9, ca. 40 p.). ISBN 9789147084210.

Gustavsson, Bernt (2002). *Vad är kunskap. En diskussion om praktisk och teoretisk kunskap*. Stockholm: Myndigheten för skolutveckling, (125 p.). (pdf-file). ISBN 9789185128990.

Hwang, Philip & Nilsson, Björn (2011). *Utvecklingspsykologi*. Stockholm: Natur och Kultur, (376 p.). ISBN 9789127130746.

Lundgren, P. Ulf, Säljö, Roger & Liberg, Caroline (eds.) (2014). *Lärande, skola, bildning*. Stockholm: Natur och Kultur, (620 p.) (ch. 46, ca. 115 p.). ISBN 9789127118003.

Phillips, Denis. C., & Soltis, Jonas. F. (2014). *Perspektiv på lärande*. Lund: Studentlitteratur (192 s). ISBN 9789144101743

Skolverket (2009). *Vad påverkar resultaten i svensk grundskola. Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Fritze, (264 p.). (pdf-file). ISBN 9789185545674.

Thornberg, Robert (2006). *Värdepedagogik i skolans vardag: interaktivt regelarbete mellan lärare och elever*. Linköping: Institutionen för beteendevetenskap, Linköpings universitet Serie: Linköping studies in education and psychology, 11027517; 105, (260 p.) (ch. 3, ca. 20 p.) (pdf-file). ISBN 9185497401.

Additional study material may be added in consultation with the teacher concerned.

List of references Module 2 - Special Education 7.5 credits

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

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.) (latest

ed.) *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.) (pdf-file). ISBN:

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

Skolverket. (2014). *Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. Stockholm: Fritzes. (80 p.). (pdf-file). ISBN: 9789175591162

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

Skolverket (2001). *Tre magiska G:n. Skolans insatser för elever med funktionshinder*. Stockholm: Skolverket, (56 p.). (pdf-file). ISBN:9189314506

SOU 2010:64. *Se de tidiga tecken forskare reflekterar över sju berättelser från förskola och skola*. Stockholm: Utbildningsdepartementet,(selected parts, ca. 40 p.). (pdf-file). ISBN: 9789138234440

Vislie, Lie. (2003). From integration to inclusion: focusing global trends and changes in the Western European societies. *European Journal of Special Needs Education*. Vol 18, No 1, pp1736, (19 p.). (pdf-file).

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

A thesis related to the special educational knowledge area (ca. 150 p.).