

Syllabus

for course at first level

Preparatory Course in Special Education for Advanced Level
Förberedande kurs i specialpedagogik

30.0 Higher Education Credits
30.0 ECTS credits

Course code:	UQ301F
Valid from:	Autumn 2008
Date of approval:	2008-07-03
Department	Department of Special Education
Subject	Education
Specialisation:	G2F - First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Decision

The course is given as a separate course in education aiming towards special education.

The course is designed as a prerequisite for students who intend to apply to the Special Education Programme, 90 ECTS credits and the Special Teacher Programme, 90 ECTS credits.

This course syllabus is approved by the head of the Department of Special Education the 2008-07-03.

The course syllabus is valid from the autumn semester 2008.

Prerequisites and special admittance requirements

Teacher education, preschool teacher education or recreation instructor education without a research work of 15 ECTS credits but with three years of work experience who wants to be eligible to apply to the Special Education Programme or Special Education Teacher Programme at second level.

Course structure

Examination code	Name	Higher Education Credits
DK11	Special Education, Theory of Science and Scientific Methods	15
DK12	Thesis in Special Education	15

Course content

Course unit 1 which comprises studies in special education research and practises (7, 5 ECTS credits) is integrated with scientific theory and research methods (7,5 ECTS credits).

Course unit 2 comprises a research work carried out mainly through group supervision.

Learning outcomes

Successful students are supposed to be able to:

- describe a few varying perspectives on special education research and practises,
- search for and evaluate literature using criteria of research methodology,
- independently plan and carry out research based work in special education,
- formulate aim and research questions relevant to the field of Special education
- motivate the choice of method from the aim and research questions of the work.

- collect empirical material and discuss it with the support of scientific theories and earlier research,
- communicate the degree work in a written report,
- discuss, analyse and scrutinize own report and other students' reports orally and in writing.

Education

Teaching is carried out through literature seminars, lectures, and information seeking and study work in groups through the use of the Internet, this requires access to Internet.

The studies are to a great extent carried out independently (individually, with another student or in small study groups) this is why the responsibility of the student is important in planning and reporting of the studies in order to achieve the goals of the course.

Forms of examination

The course is examined by assignments in which the student should:

- write an aim and research questions of a study and motivate the choice of method,
- write about a few perspectives on special education research and practices,
- write a plan for a research work well supported in theories and practices of special education together with another student,
- write a report of the research work, defend it orally at a seminar and orally examine another research work at another seminar.

Grading is awarded on both course units and on the final written research work.

Grades are given according to a seven-point scale:

- A = Excellent,
- B = Very good,
- C = Good,
- D = Satisfactory,
- E = Adequate,
- Fx = Insufficient,
- F = Fail.

The criteria of the grading are delivered at the beginning of the course.

In order to obtain the course credits, E or higher grades are required on all parts of the course.

Students with grades Fx or F on a test have the right to be examined at least another four times as long as the course is given in order to obtain the grade E.

Students who get the grade E can not be examined another time in order to obtain a higher grade.

Students who get the grade Fx or F on a test twice by the same examiner, can ask for another examiner of the test. The request should be sent to the department board.

Students can ask for an examination according to this syllabus not more than three times during a two year period after the syllabus is no longer is valid.

Required reading

Specialpedagogisk forskning och verksamhet

Andersson, L-G. (1999). *Skolan och de kulturella förändringarna*. Lund: Studentlitteratur. (Valda delar av 204 s).

Borgström, H. (2005). *Den hemliga koden*. Stockholm: Vetenskapsrådet. (134 s). www.vr.se

Brodin, J. & Lindstrand, P. (2004). *Perspektiv på en skola för alla*. Lund: Studentlitteratur. (152 s).

Förhammar, S. & Nelson, M. C. (2004). *Funktionshinder i ett historiskt perspektiv*. Lund: Studentlitteratur. (Valda delar 200 s).

Groth, D. (2007). *Uppfattningar om specialpedagogiska insatser – aspekter ur elevers och speciallärares perspektiv*. Luleå: Luleå tekniska universitet. Institutionen för utbildningsvetenskap. (166 s). Finns tillgängligt på Internet (2008-06-24):
<http://epubl.ltu.se/1402-1544/2007/02/LTU-DT-0702-SE.pdf>

Handikappombudsmannen (2001). *Stärk elevens rättigheter : en jämförande studie om rätten till stöd i skolan*. Stockholm. (76 s).

Heimdahl Mattsson, E. (2006). *Mot en inkluderande skola*. Stockholm: Specialpedagogiska institutet. (44 s).

Helldin, R. (2007). Klass, kultur och inkludering. *Pedagogisk forskning nr. 2*, s 119–134. Finns tillgängligt på Internet (2008–06–24):

<http://www.ped.gu.se/pedfo/pdf-filer/helldin.pdf>

Nilholm, C. (2006). *Inkludering av elever "i behov av särskilt stöd" : Vad betyder det och vad vet vi*. Stockholm: Myndigheten för skolutveckling. (50 s).

Persson, B. (2005). *Elevers olikheter och specialpedagogisk kunskap*. Stockholm: Liber. (150 s).

Söder, M. (red.). (2005). *Forskning om funktionshinder*. Lund: Studentlitteratur. (Valda delar av 155 s).

Westling Allodi, M. & Fischbein, S. (2000). Boundaries in school: educational settings for pupils perceived as different. In: *Scandinavian Journal of Disability Research*, 2, 2, 63–86. (25 s). Finns tillgängligt på Internet (2008–06–24):

http://people.su.se/~marwes/Boundaries_in_school.pdf

Eligible research report in special education (ca 60 page).

Theory of Science and Scientific Methods

Backman, J. (2008). *Rapporter och uppsatser*. Lund: Studentlitteratur. (218 s).

Bell, J. (2006). *Introduktion till forskningsmetodik*. Lund: Studentlitteratur. (265 s).

Berge, B-M. & Hult, A. (1999). *Ett vetenskapligt förhållningssätt i uppsatser och examensarbeten*. Umeå: Umeå universitet, Pedagogiska institutionen. (26 s). Finns tillgängligt på Internet (2008–06–24):

<http://www.pedag.umu.se/forskning/publikationer/rapporter/Nr17.pdf>

Bjereld, U., Demker, M. & Hinnfors, J. (2006). *Varför vetenskap?* Lund: Studentlitteratur. (154 s).

Danermark, B. (red.) (2005). *Sociologiska perspektiv på funktionshinder och handikapp*. Lund: Studentlitteratur. (Valda delar av 168 s).

Dysthe, O., Hertzberg, F. & Lökenstgard Hoel, T. (2002). *Skriva för att lära*. Lund: Studentlitteratur. (Valda delar av 209 s).

Ejlertsson, G. (2005). *Enkäten i praktiken*. Lund: Studentlitteratur. (157 s).

Gytz Olesen, S. & Möller Pedersen, P. (2004). *Pedagogik i ett sociologiskt perspektiv*. Lund: Studentlitteratur. (Valda delar av 250 s).

Hyldgaard, K. (2008). *Vetenskapsteori. En grundbok för pedagogiska ämnen*. Stockholm: Liber. (285 s).

Trost, J. (2005). *Kvalitativa intervjuer*. Lund: Studentlitteratur. (146 s). Vetenskapsrådet (2002). *Forskningsetiska principer inom humanistisk samhällsvetenskaplig forskning*. Stockholm: Vetenskapsrådet. (17 s).

Eligible article/work in special education. One in degree/first and another one in advanced level. (ca 2 x 30 page).

Thesis in Special Education

In course unit two, literature of around 1600 pages will be additional to the project work. The literature will be chosen on the basis of the work contents, methods and approach. Among them, at least one thesis on licentiate or doctoral level and least one science peer review article.