



# Kursplan

för kurs på grundnivå

**Special Education, Basic Course**

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**15.0 Högskolepoäng**

**15.0 ECTS credits**

<b>Kurskod:</b>	UQ108F
<b>Gäller från:</b>	VT 2009
<b>Fastställt:</b>	2009-01-21
<b>Institution</b>	Specialpedagogiska institutionen
<b>Ämne</b>	Specialpedagogik

## Beslut

The course is independent of a study programme. The subject area is special education.

This syllabus was approved by the Head of the Department of Special Education on January 21, 2009.

This syllabus is valid as of spring 2009.

Beslut om upphävande är fattat av institutionsstyrelsen vid specialpedagogiska institutionen den 2020-12-08.

## Förkunskapskrav och andra villkor för tillträde till kursen

One year of successful studies at university level in education (60 ECTS)

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
DK11	Special Education, Basic Course	15

## Kursens innehåll

This course consists of:

Basic systems theory and ICF.

Relevant educational legislation in Sweden and in countries represented by the students.

Central debates, issues and concepts in the international field of special education.

Special education, individual development, learning, variability in learning.

Central values in relation to individuals in need of extra support.

Preventive, practical educational strategies.

## Förväntade studieresultat

Upon completion of the course, students are expected to:

- describe basic system theory and ICF (International Classification of Functioning, health and Disability),

- provide an overview of educational legislation in Sweden and in countries represented by the students,
- provide an overview of historical and contemporary issues, concepts and values in the international field of special education,
- describe and analyze variability in learning and individual development,
- identify participation and inclusive/exclusive activities in educational settings,
- describe and apply some educational assessment strategies.

### **Undervisning**

Instruction is generally given in the form of lectures, study group work (including web searches), field visits, seminars, individual and group presentations. The students own experiences will be integrated within the theoretical content of the course.

Students are expected to be present at scheduled lectures, group meetings and participate actively in all parts of the course.

### **Kunskapskontroll och examination**

The course is examined as follows: five reflection papers, one written group report, two practicum assignments and one individual written exam.

For all course components students will receive letter grades on a seven-point scale related to the learning objectives of the course:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate
- F = Totally Inadequate

The assessment criteria for the course will be distributed at the beginning of the course.

### **Kurslitteratur**

Allan, J. (ed.) (2003). *Inclusion, participation and democracy - what is the purpose?* London: Kluwer Academic, London Dordrecht (233 p)

Björck Åkesson, E. Granlund, M. & Simeonsson, R. (2005). Special Education : A Systems Theory Perspective. In: Heimdahl Mattson, E. Lange, A-L, Roll-Pettersson, L. & Allodi-Westling, M. *Mångsidigt samspel*. Stockholm: HLS Förlag. (15 p).

Bodrova, E. & Leong, D. (2007). *Tools of The Mind : The Vygotskian Approach to Early Childhood Education*. New Jersey: Merrill Prentice Hall. (234 p).

ICF International classification of Functioning, health and Disability.WHO

Kaufmann, J.M.& Hallahan, D.P. (2004). *Special Education: What it is and why we need it*. Boston: Allyn&Bacon. (99 p).

Novak, G. & Pelaz, M. (2004). *Child and adolescent development: A behavioural systems approach*. Chap. 7: Cognitive development. (34 p).

Shonkoff, J.P. & Meisels, S.J. Handbook of Early Childhood Intervention. Second Edition. Cambridge: Cambridge University Press. (pp 94-115, 115-135, 135-160 = 65 p)

- Ch. 5 Cultural Differences as Sources of Developmental Vulnerabilities and Resources (pp 94-115)
- Ch. 6 Protective Factors and Individual Resilience (pp 115-135)
- Ch. 7 Transactional regulation (pp 135-160)

Smith, T.E.C. et al (2004). *Teaching Students with Special Needs in Inclusive Settings*. fourth Edition Boston: Allyn and Bacon. (Valda delar 45 p).

United Nations (1989). *The Convention on the Rights of The Child*. (36 p).

Other articles chosen by teachers and students.