

Syllabus

for course at first level

Writing and Learning for Pupils with Learning Disabilities
Skriftspråkligt lärande för elever med stora lärandehinder - ingår i
Lärarfortbildningen

15.0 Higher Education
Credits
15.0 ECTS credits

Course code: UQ108U
Valid from: Autumn 2008
Date of approval: 2008-06-10
Department Department of Special Education
Subject Special Education

Decision

This course is given as a commissioned education within the campaign for education of teachers by the Swedish National Agency for Education (Government decision II:(8 Ministry of Education U2007/3168/S). The subject area is special education.

The course is intended for students who want to work with the younger pupils.

The department of special education, Stockholm University is responsible for this course.

This syllabus was approved by the Head of the Department of Special Education on June 10, 2008.

Prerequisites and special admittance requirements

Basic prerequisites for university studies and teacher exam.

Course structure

Examination code	Name	Higher Education Credits
DK11	Theoretical Perspectives on Development of Reading & Writing	7.5
DK12	Developmental Literacy Teaching	7.5

Course content

The overriding aim of the course is to increase the working teachers' qualifications to create a broadening and challenging written language learning environment for children, young people and adults with proven learning difficulties. Particular emphasis is to be placed on the early development of a written language.

Course Part 1: content

- the teaching of written language from a historical point of view
- teaching in schools for children with enormous learning difficulties – both in the present and from a historical point of view
- the development of written language theory – varying traditional research methods
- examination of the tools of observation and grading

Course Part 2: content

- learning theories

- various types of difficulties and difficult situations for the learning of written language
- Steering documents??
- Reading and writing teaching methods
- Testing and development of grading tools for the development of written language

Learning outcomes

Upon completion of the course, students are expected to create stimulating and challenging learning environments, on a comprehensive level, for children, young people and adults who have learning difficulties with written language.

After the completion of part one students are expected to define, compare and critically examine the central points within various reading and writing learning traditions.

Following the completion of part two students are expected to:

- With a starting point of the theory behind the development of reading and writing and with help of observations and grading tools be able to identify and grade the individual students' actual written-language competence.
- From the applicable steer-document interpret the aim of written language development
- Through the tool of observation and based upon a learning theory perspective, plan, organize and evaluate the written language development teaching for the student with learning difficulty.

Education

The education is carried out through lectures, literature seminars, case studies, work shops and individual and group assignments. The theoretical part of the course is adapted in relation to the student's own teaching practice due to the fact that the student must follow and observe a pupil (case study) who is in the very beginning of his/her written language development – (this can be either an adult or a child.)

The course is problem and process oriented and demands active participation at seminars and in doing assignments. The students have opportunities to influence the student's way of working in the course. An evaluation of the course is made in the end of the course by the students.

Forms of examination

The course unit 1 is examined by an individual assignment and a written and oral presented group assignment. The course unit 2 is examined by a written group paper, an individual written-documented report based on the chosen case study as well as the submission of the work material used in the project. There will equally be an oral presentation.

Grades are given 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.

In order to pass the course, the grade E or higher is required in both course units. If students fail a course unit and receive the grade Fx or F on an examination, they are allowed to retake the examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher. Students who receive a grade of E or higher on an examination may not retake the examination to attain a higher grade.

If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have another examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

Interim

This course can not be accredited in other courses.

Required reading

Obligatorisk litteratur

Allal, Linda & Ducrey Pelgrims, Greta (2000). Assessment "of"-or "in"-the zone of proximal development.

Learning and Instruction, 10 (2). (s 137–152). (15 s).

Berthén, Diana (2007). *Förberedelse för särskildhet: Särskolans pedagogiska arbete i ett verksamhetsteoretiskt perspektiv*. Karlstad University Studies 2007:19. (Valda delar ca 70 s). (Doktorsavhandling, finns som elektronisk resurs).

Berthén, Diana & Eriksson, Inger (2006). Att möjliggöra och bedöma barns skriftspråkstilläggnan – ett sociokulturellt perspektiv. *Didaktikens Forum*, Årg. 3 (2). (s 53–74). Stockholm: Lärarhögskolan i Stockholm. (21 s).

Bjar, Louise & Liberg, Caroline (red.) (2003). *Barn utvecklar sitt språk*. Lund: Studentlitteratur. (valda kapitel ca 50 s).

Björk, Maj & Liberg, Caroline (1999). *Vägar in i skriftspråket – tillsammans och på egen hand*. Stockholm: Natur & Kultur. (ca 160 s).

Brown, John S., Collins, Allan & Duguid, Paul (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18. (s 32–42). (10 s).

Carlgren, Ingrid (red.) (1999). *Miljöer för lärande*. Lund: Studentlitteratur. (valda delar ca 50 s).

Clay, Marie M. (1991). *Becoming literate: The construction of inner control*. Portsmouth: Heinemann. (valda delar ca. 170 s).

Dahlgren, Gösta, Gustavsson, Karin, Mellgern, Elisabeth & Olsson, Lars-Erik (2006). *Barn upptäcker skriftspråket*. Stockholm: Liber. (192 s). **Alternativt:** Eriksen Hagtvet, Bente (2002). *Skriftspråksutveckling genom lek: hur skriftspråket kan stimuleras i förskoleåldern*. Stockholm: Natur och kultur. (ca 158 s).

Elbro, Carsten (2006). *Läsning och läsundervisning*. Stockholm: Liber. (ca 200 s).

Eriksson, Inger (2007). Mål i grundskolans tidigare år. Ingår i Skolverkets kunskapsöversikt, *Mål för alla: Perspektiv på nationella utbildningsmål för tidigare skolår*. (ca 100 s). (Finns som elektronisk resurs).

Johansson, Iréne (1993). Läs- och skrivprocessen hos barn med Downs syndrom. *Forskningsrapport nr 93:4*. Högskolan i Karlstad, Handikapp och språk. (ca 180 s).

Liberg, Caroline (2006). *Hur barn lär sig och skriva*. Lund: Studentlitteratur. (ca 190 s).

Persson, Anita & Sahlström, Eva (1999). Kartläggning av läsning och skrivning ur ett deltagarperspektiv: Analysverktyg för alla. *Specialpedagogiska rapporter, nr. 14*. Specialpedagogiska institutionen. Göteborg: Göteborgs universitet. (ca 110 s).

Presseisen, Barbara & Kozulin, Alex (1995). Mediated Learning: The contributions of Vygotsky and Feuerstein in theory and practice. In M. Ben-Hur (Ed.), *On Feuerstein's instrumental enrichment: A collection*. (pp. 3–50). IRI/SkyLight Training and publishing, Inc. (27 s).

Säljö, Roger (2000). *Lärande i praktiken: Ett sociokulturellt perspektiv*. Stockholm: Bokförlaget Prisma. (valda delar ca 80 s).

Trageton, Arne (2005). *Att skriva sig till läsning: IKT i förskoleklass och skola* [översättning: Björn Nilsson]. Stockholm: Liber. (valda delar ca 140 s).

Dessutom tillkommer artiklar om ca. 70 sidor och arbetsmaterial som bedömningsredskap, tester och konkreta exempel på undervisningsmaterial och -modeller.

Valbar litteratur

Valbar litteratur om ca 200 sidor väljs i samråd med undervisningsansvarig lärare.