

Syllabus

for course at first level

Supervision - VFU in Special Education

Handledning - VFU i specialskola och hörselklass

15.0 Higher Education

Credits

15.0 ECTS credits

Course code:	UQ118F
Valid from:	Autumn 2008
Date of approval:	2008-05-14
Department	Department of Special Education
Subject	Special Education

Decision

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

This syllabus was approved by the Head of the Department of Special Education on May 14, 2008.

This syllabus is valid as of autumn 2008.

Prerequisites and special admittance requirements

University Teaching Qualification.

Course structure

Examination code	Name	Higher Education Credits
DK11	Supervision - VFU in Special Education	15

Course content

The course deals with supervision and its role in teacher training, various guidance strategies, coaching and supervision, ethics and confidentiality in the role as teacher, log book writing and video-observation as instruments for reflection, and current research on supervision.

Learning outcomes

After having completed the course, the student is expected to be able to:

- describe the supervision and its role in teacher training,
- present different coaching strategies and to use them with the aim to create conditions for a clear progression in a teacher-student VFU,
- evaluate a teacher's knowledge, from novice to professional in relation to working with students with deafness or hearing loss,
- present current research on mentoring and tutorial knowledge base.

Education

Instruction is generally given in the form of lectures, seminars and independent work individually and in groups. Information seeking in relation to a given task are included. A web-based communication and learning platform on the Internet for information, discussion and document exchange will be used.

Forms of examination

The course will be examined by both a written and an oral presentation of the conditions and opportunities in

their own role as supervisor and coach in relation to teacher education and its purpose.

Students are assigned a letter grade according to 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 will be distributed at the beginning of the course.

In order to obtain final grade at the whole course it requires a minimum of grade E for every course unit and that the student has submitted and approved at both a written and an oral presentation of the conditions and opportunities in their own perceived role as supervisor in relation to teacher education and its purpose.

Interim

Examination can only be provided in connection with the course final campus located occasion.

Required reading

Bladini, K. (2004). *Handledning som verktyg och rum för reflektion : En studie av specialpedagogers handledningssamtal*. (Doktorsavhandling). Karlstad: Karlstads universitet, Institutionen för utbildningsvetenskap.

Handal, G. & Lauvås, P. (2004). *På egna villkor – en strategi för handledning*. Lund: Studentlitteratur. (164 s).

Kroksmark, T. & Åberg, K. (red.) (2007). *Handledning i pedagogisk arbete*. Lund: Studentlitteratur. (464 s).

Mollberger Hedqvist, G. (2006). *Samtal för förståelse : Hur utvecklas yrkeskunnande genom samtal?* (Doktorsavhandling). Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (198 s).

Sahlin, B. (2004). *Utmaning och omtanke : En analys av handledning som en utvidgad specialpedagogisk funktion i skolan med utgångspunkt i tio pionjärs berättelser*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (265 s).

Ytterligare aktuell forskning i form av artiklar och forskningsrapporter, svensk och internationell, väljs i samråd med kursledare.

Valbar litteratur Den valbara litteraturen väljs i samråd med kursansvarig lärare.

Hundeide, K. (2006). *Sociokulturella ramar för barns utveckling – Barns livsvärldar*. Lund: Studentlitteratur. (251 s).

Dysthe, O. (red.) (2003). *Dialog, samspel och lärande*. Lund: Studentlitteratur. (344 s).

Wennergren, A-C. (2007). *Dialogkompetens i skolans vardag : En aktionsforskningsstudie i hörselklassmiljö*. (Doktorsavhandling). Luleå: Luleå tekniska universitet, Institutionen för pedagogik och lärande.

SOU 2006:29 (2006). *Teckenspråk och teckenspråkiga : Kunskaps- och forskningsöversikt. I: SOU 2006:54. Översyn av teckenspråkets ställning i Sverige*. Stockholm: Fritzes. (209 s).