

# Syllabus

for course at first level

**Challenges for Special Education in a School for All**  
**Specialpedagogiska utmaningar i en skola för alla**

**7.5 Higher Education  
Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	UQ201A
<b>Valid from:</b>	Autumn 2008
<b>Date of approval:</b>	2008-06-10
<b>Department</b>	Department of Special Education
<b>Subject</b>	Education
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

The course is part of the Teacher Education Programme in the field of Education sciences.

Department of Special Education at Stockholm University is responsible for this course. This syllabus is approved by the head of the Department of Special Education in 2008–06–10.

The syllabus is valid from the autumn semester 2008.

This course is offered for students in the Teacher Education Programme during their 4th semester, students in the supplementary teaching education programme and Combination education programme take the course under special conditions during their study time.

## Prerequisites and special admittance requirements

For admission to the course, the student must have acquired at least 60 credits of 90 possible ECTS. 30 credits should be within the domain of general education, Block 1, while the remaining 30 credits should be within a particular subject.

Students in the Combination education programme must have completed 90 credits in their major, and 60 ECTS in their minors. Students in supplementary teaching education programme must be adapted to this variance of Teacher Education.

## Course structure

Examination code	Name	Higher Education Credits
DK11	Challenges for Special Education in a School for All	7.5

## Course content

The course is interdisciplinary and covers different theoretical perspectives on special educational questions. Furthermore, it is based democratic principles expressed in international and national documents in relation to a school / preschool for all and inclusive education.

Areas covered in this course areas mainly social and educational differentiation in a historical perspective related to different kinds of schools. Different approaches to the concepts of deviance and normality are problematised. Opportunities and obstacles for school development as well as individual development are

discussed in relation to the concepts students' health, assessment plans and individual education plans. The course examines various ways to design and analyze interviews.

The course includes teaching internship (VFU) at least 0.75 credits. The teaching internship (0,75 ECTS) calls for interviews.

### **Learning outcomes**

Upon completion of the course, the student is expected to be able to

- identify and describe the different theoretical perspectives on special educational needs,
- from a historical perspective critically examine different views of how school-difficulties arise and are dealt with on an individual-, group-, organizational- and community levels
- design, implement, analyze and problematize interviews to highlight the perceptions of and organization of special educational activities at a school / preschool,
- analyze leadership importance for all children and young people's learning in heterogeneous groups.

### **Education**

Instruction is generally given in the form of lectures, workshops, study group work (including web searches), field visits, individual and group presentations. Students are expected to be present at scheduled lectures, group meetings and participate actively in all parts of the course.

During the course, students read, discuss and analyze the contents of their own and others' texts in writing and formulating ideas related to literature and seminar discussions. Writing is aimed at clarifying and articulating students own thoughts, to share the thoughts of others, and to develop the ability to criticize and exchange of ideas in the mutual interaction.

The teaching internship is compulsory. Students who take the Complementary pedagogical education programme or the Combination education programme are offered alternative assignments if the student has not yet been placed in a partner area. During the course students will have the opportunity to influence the working methods in the course. The course will be evaluated and assessment presented on the web.

### **Forms of examination**

The course is examined as follows: A written individual course paper. A further basis for the examination is oral and written reports based on analysis from interviews during the teaching internship (VFU). In addition a VFU report filed in by a representative of the school.

Grades are given according to a criterion referenced seven-point scale related to learning objectives of the course:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate ( Insufficient?)
- F = Totally Inadequate(Fail.?)

Teaching internship in the course is graded by pass or fail.

To obtain course credits, at least a grade of E and pass at teaching internship.

To obtain course credits, active participation in seminars and verified teaching internship.

Grading criteria are to be distributed at the beginning of the course.

The date for re-sit examination is stated in the course description. A student who has failed in the teaching internship has the right to a second internship period, but no more than a total of two such periods.

If a student fails a course unit and receive the grade Fx or F, they are allowed to retake the course paper examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher.

### **Interim**

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus, at ordinary examination sessions for four further semesters.

### **Required reading**

Ahlberg, A. (2007). Specialpedagogik – ett kunskapsområde i utveckling. Vetenskapsrådets rapportserie 5:2007. (s 66–83). (17 s).

Björck-Åkesson, E. (2007). Specialpedagogiken ett kunskapsområde med många dimensioner. Vetenskapsrådets rapportserie 5:2007. (s 87–100). (14 s).

Fischbein, S. (2007). Specialpedagogik i ett historiskt perspektiv. Vetenskapsrådets rapportserie 5:2007. (s 17–36). (20 s).

Haug, P. (1998). Pedagogiskt dilemma: Specialundervisning. Stockholm: Skolverket/Liber. (71 s).

Helldin, R. (2002). Specialpedagogik och sociala problem i gymnasieskolan : en granskning av skoldemokratins innebörder och kvalitet. Lund: Studentlitteratur. (128 s).

Jakobsson, I-L (2003). God kommunikation är avgörande. Skolsituationer för elever med syndromdiagnos. Locus 4/03. (s 31–43). (12 s).

León, R. (2001). På väg mot en diversifierad normalitet. I: Bigestans, A. & Sjögren, A. (red.) Lyssna. Interkulturella perspektiv på multietniska skolmiljöer. Tumba: Mångkulturellt centrum. (12 s).

Läroplan för förskolan.

Läroplaner för det obligatoriska skolväsendet.

Läroplaner för det frivilliga skolväsendet.

Persson, B. (2001). Elevers olikheter och specialpedagogisk kunskap. Stockholm: Liber. (148 s).

Repstad, P. (2007). Närhet och distans (4:e uppl.). Lund: Studentlitteratur. (ca 90 s). (Boken läses även i kursen Individens socialisation i AOU2).

Rosenqvist, J. (2007). Landvinningar på väg mot en skola för alla. Pedagogisk Forskning i Sverige Nr 2, Årg 12. (s 109–118). (10 s).

Skidmore, D. (2004). Inclusion the dynamics of school development. Maidenhead: Open University Press. (140 s). Finns även som Elektronisk resurs på Stockholms universitet.

Skolverket (2001). Att arbeta med särskilt stöd. Några perspektiv. Stockholm: Liber. (127 s).

Westling Allodi, M. (2002). Gränser i skolan. Vilka funktioner har differentierade grupper? Locus 1/02. (s 4–19). (16 s).

### **Additionally**

Articles of current interest (ca 30 pages) from International Reviewed Papers.

### **Optional Literature**

Arvastson, G. & Ehn, B. (red). (2007). Kulturnavigering i skolan. Lund: Gleerups utbildning AB. (s 73–149). (76 s).

Broberg, A., Almqvist, K. & Tjus, T. (2003). Klinisk barnpsykologi – utvecklings på avvägar. Stockholm: Natur & Kultur. (368 s). (Delar av boken läses).

Haddon, M. (2003). Den besynnerliga händelsen med hunden om natten. Stockholm: Månpocket. Wahlström & Widstrand. (The curious incident of the dog in the night-time. London: Vintage). (225 s).

Hallerstedt, G. (red.) (2006). Diagnosens makt – om kunskap pengar och lidande. Göteborg: Daidalos. (128 s).

Helldin, R. (2007). Klass, kultur och inkludering. En pedagogisk brännpunkt för framtidens specialpedagogiska forskning. Pedagogisk Forskning i Sverige Nr 2, Årg 12. (s 119–134). (16 s).

Hjörne, E. & Säljö, R. (2008). Att platsa i en skola för alla. Stockholm: Nordstedts akademiska förlag. (174 s).