

Syllabus

for course at first level

Special Education, Basic Course
Specialpedagogisk grundkurs

15.0 Higher Education
Credits
15.0 ECTS credits

Course code:	UQ101B
Valid from:	Autumn 2008
Date of approval:	2008-06-10
Department	Department of Special Education
Subject	Special Education

Decision

The course is offered as a Specialization in the Teacher Education programme, on the topic of Special Education.

This course is intended for students who intend to work within preschool, elementary school, middle school, high school, special needs school, special school and adult education.

The Department of Special Education at the University of Stockholm is responsible for this course. The Syllabus for this course was approved by the Head of Department of Special Education June 10th, 2008.

This syllabus is valid as from autumn 2008.

Prerequisites and special admittance requirements

The student must be studying within the Teacher Education Programme to be admitted to the course.

Course structure

Examination code	Name	Higher Education Credits
DK11	Special Education, Basic Course	15

Course content

The course's main aim is to increase aspiring teachers' prerequisites to create developing and demanding educational environments for children, teenagers and adults with severe learning impediments. Expanding and developing general pedagogical theories is the focal point of the curriculum.

- Central terminology within special pedagogy,
- Relevant policy documents,
- Leadership and classroom climate in regard to participation,
- Preventive pedagogical methods of work,
- Value issues,
- Childrens' life situation and
- Observation as a scientific method of investigation.

Learning outcomes

After completion of the course, the student is expected to be able to:

- Make visible and debate a teacher's field of alternatives when meeting a child/pupil with special needs,
- Observe, describe and analyse children's/pupil's possibilities to participation in educational environments from a societal, organisational, group and individual perspective,
- In relation to the syllabus analyse applied methods of establishing association and teaching in order to meet children with special needs in pedagogical environments,
- Describe preventive and reactive methods to prevent individual challenges on a societal, organisational, group and individual level.

Moreover, a student is expected to be able to examine and analyse the academic literature and at the end of the course and use this in order to produce scientific articles according to procedure.

Education

The course education grasps lectures, seminars, case specific workshops, literary studies, oral and written presentations with both individual and group assignments.

The course includes that the student reads, discusses and analyses his/her own and peers' reports and in written form perform their own reflections with regard to the course curriculum and seminar discussions.

The theoretical part of the course will be determined in relation to the student's own educational practice.

The students are continuously given the opportunity to influence the course's educational methods. An assessment of this will be performed at the end of the semester.

Forms of examination

The students will be assessed through oral group assignments and individual written exams. This shall also be presented orally.

Grades will be administered according to a seven level goal-related scale:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Sufficient
- Fx = Insufficient
- F = Entirely inadequate

A copy of the assessment criteria will be distributed at the start of the course.

In order to pass the entire course it is required that students should have attained at least an "E" grade in all the modules, together with:

- attendance at the campus-based lectures and Internet activities,
- completed field studies and group report.

Required reading

Ahlberg, A. (2001). *Lärande och delaktighet*. Lund: Studentlitteratur. (165 s).

Bjorndal, C. (2002). *Det värderande ögat. Observation, utvärdering och utveckling i undervisning och handledning*. Stockholm: Liber. (145 s).

Brodin, J. & Lindstrand, P. (2007). *Perspectives of a school for all*. Department of Human Development, Learning and Special Education, Stockholm Institute of Education, Stockholm Sweden. (6 s).

Börjesson, M. & Palmblad, E. (red.) (2003). *Problembarnets århundrade*. Lund: Studentlitteratur. (215 s).

Folkesson, A. (2004). *Datorn i det dialogiska klassrummet*. Lund: Studentlitteratur. (154 s).

Gustavsson, A. (red.) (2004). *Delaktighetens språk*. Lund: Studentlitteratur. (Kap. 1, 4, 7, 10 & 12). (ca. 85 s).

Hjörne, E. & Säljö, R. (2008). *Att platsa i en skola för alla*. Stockholm: Norstedts akademiska förlag. (160 s).

Johansson, E. & Johansson, B. (2003). *Etiska möten i skolan : värdefrågor i samspel mellan yngre skolbarn och deras lärare*. Uppsala: Almqvist & Wiksell. (262 s).

Lund, I. (2006). *Hon sitter ju bara där! Inagerade beteende hos barn och unga*. Lund: Studentlitteratur. (145 s).

Matson, I. (2007). *En skola för eller med alla. En kommuns arbete för att nå sina mål*. Stockholm: Lärarhögskolan i Stockholm, institutionen för individ, omvärld och lärande (IOL). (130 s). Finns tillgänglig på Internet (2008-06-03):
http://www.buv.su.se/content/1/c6/03/41/04/IOL_Forskning_39_Inga_Lill_Matson.pdf

Sivertun, U. (2000). *Social och kulturell problematik i gymnasieskolan, sett från ett specialpedagogiskt perspektiv*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (90 s).

Vetenskapsrådet (2002). *Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning*. Stockholm: Vetenskapsrådet. www.vr.se

Utöver detta tillkommer samtliga styrdokument för förskola och skola samt valbar litteratur om ca 800 sidor som väljs i samråd med kursansvarig. Inom ramen för den valbara litteraturen ska väljas nödvändig litteratur för arbete med VFU/fältstudier och fördjupning i valt funktionshinderområde.