

Syllabus

for course at first level

(Special)Education - Possibilities and Dilemmas of the Social Problems in School	15.0 Higher Education Credits
(Special)pedagogik och skolans sociala problem & dilemman	15.0 ECTS credits

Course code:	UQ103B
Valid from:	Autumn 2008
Date of approval:	2008-06-10
Department	Department of Special Education
Subject	Special Education

Decision

The course is given as a broadening and specialization within the teachers program. The subject area is special education.

The course is addressed to students who are to work within the earlier and senior years in school.

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

This syllabus is valid as of autumn 2008.

Prerequisites and special admittance requirements

Course structure

Examination code	Name	Higher Education Credits
DK11	Diagnosing Society and School	7.5
DK12	Special Education and Social Justice	7.5

Course content

This course consists of different perspectives of knowledge, culture and human relations in comparison to different views of democracy, solidarity, class, gender and ethnicity. These areas, conceptions are dealt with mainly with respect to the responsibility of school to live up to the demands of equal rights and that acts of violation actively are counteracted. These aspects are also discussed in the examination of the course.

Diagnosis of Society and School

- Education and relations of power.
- The problems of justice in school.
- Problems of dominance and unequal conditions of strength in school and society and asymmetrical conditions of class and domination.
- Exclusion, individualism, alienation and elimination.
- Special pedagogical possibilities and impossibilities.

Special pedagogy and social justice

- Social justice, solidarity and democracy as pedagogical difficulties and possibilities.
- How can special pedagogy support marginalized groups?
- Practical and pedagogical exercises of cooperation; contact with parents, work against acts of violation,

work against use of drugs.

- Discussions in school as a pedagogical possibility.

Learning outcomes

Upon completion of the course, students are expected to:

- Observe and “diagnose” the social problems and possibilities of school.
- Critically analyse, compare and discuss unequal economical, cultural and social conditions of strength in society and its educational system.
- Critically analyse how the activity in school can be worked out to counteract exclusion and acts of violation in pedagogical context.

Education

Instruction is generally given in the form of lectures, group-exercises, field-studies, studies of literature and integrated practice in the shape of activity- located education (VFU).

In the activity- located education the student examine some of the social problems and possibilities that are dealt with both practically and theoretically in the course. The student reflects upon how and why the work can / ought to be solidary with "weaker" groups. The student tries to carry through an activity with the aim to develop solidarity.

Forms of examination

The course is examined as follows;

Part one (Diagnosis of Society and School) is examined through seminars and group discussions/work graded U/G (not approved/ approved). The students are to show ability to diagnose factors that can contribute to elimination and unfair school- and societal conditions.

Part two (Special pedagogy and social justice) is examined in two steps:

A) an orally presented group- account where respective study-group present comparative analyses of the participants activity- located education work (VFU).

B) a written examination paper that are presented at the end of the course. The written examination paper can to a small extent contain a group- task, but to a larger extent be an individual reflection and critical working of activities carried out, contents of the course and discussions.

The activity- located work is presented in the examination paper of the course as an integrated part.

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.

In order to pass the course, the grade E or higher is required in all components.

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.

Required reading

Amnå, E. (red.) (1999;93). *Det unga folkstyret*. Stockholm: SOU 1999;93. Fakta info direkt. (s. 13–50).

Andersson, L-G., Persson, M. & Thavenius, J. (1999). *Skolan och de kulturella förändringarna*. Lund: Studentlitteratur. (180 s).

Atterström, H. & Persson, S. (2000). *Brister eller olikheter? Specialpedagogik på alternativa grundvalar*. Lund: Studentlitteratur. (56 s).

Dahlberg, G., Moss, P. & Pence, A. (2001). *Från kvalitet till meningsskapande. Postmoderna perspektiv – exemplet förskolan*. Stockholm: HLS-förlag. (200 s).

Fraser, N. (2003). *Den radikala fantasin. Mellan omfördelning och erkännande*. Göteborg: Daidalos. (165 s).

Helldin, R. (1998). *Kommunerna och den specialpedagogiska verksamheten*. Stockholm: HLS Förlag. (229 s).

Jonsson, B. & Roth, K. (red.) (2006). *Demokratin och den svenska skolan*. Kimber, B. (2004). *Att främja barns utveckling*. Solna: Ekelunds förlag. (200 s).

Liedman, S-E. (2000). *Att se sig själv i andra. Om solidaritet*. Stockholm: Albert Bonniers Förlag. (124 s).

Persson, S. (1998). *Förskolan i ett samhällsperspektiv*. Lund: Studentlitteratur. (200 s).

Sivertun, U. (2002). Utslagning eller demokratiskt samarbete i gymnasieskolan. *Forskning nr 13*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (175 s).

Sivertun, U. & Helldin, R. (2006). Utvärdering av Trestadsprojektet. Drogpreventivt arbete i fem Stockholmsskolor. *Forskning nr 33*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (125 s).

Thors, C. (red.) (2007). *Utstött – en bok om mobbning*. Stockholm: Lärarförbundets förlag. (161 s).

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

Bergem, T. (2000). *Läraren i etikens motljus*. Lund: Studentlitteratur. (148 s).

Haug, P. (1998). *Pedagogiskt dilemma: Specialpedagogik*. Stockholm: Liber. (78 s).

Helldin, R. (2002). *Specialpedagogik och sociala problem i gymnasieskolan*. Lund: Studentlitteratur. (128 s).

Raundalen, M. & Lorentzen, G. (1996). *Barn och rasism*. Lund: Studentlitteratur. (134 s).

Måhlberg, K. & Sjöblom, M. (2003). *Lösningssinriktad pedagogik*. Smedjebacken: Mareld. (100 s).