

# Syllabus

for course at first level

**Special Education and Communication I**  
**Specialpedagogik och kommunikation I**

**30.0 Higher Education**  
**Credits**  
**30.0 ECTS credits**

**Course code:** UQ101N  
**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 part of the Teacher Education programme within the field of Special Education and Communication, on the topic of Special Education.

This course reaches out to students who intend to graduate from the Teacher Education Programme with a focus on Special Education 240 ECTS credits.

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

This syllabus is valid as of autumn 2008.

## Prerequisites and special admittance requirements

A passing degree, which means that the student was rewarded with a least an E on half the credits, from the course Special Education and Communication (30 ECTS) is mandatory in order to be eligible to apply for this course.

## Course structure

Examination code	Name	Higher Education Credits
DK11	Special Education, Basic Course	15
DK12	Special Education: Disability, Participation and Learning	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.

### Part 1: Special Education, Basic Course, 15 ECTS

- 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.

## **Part 2: Special Education: Disability, Participation and Learning, 15 ECTS**

- debate central themes, e.g. participation, value base, including/excluding, multitude and functional disabilities.
- basic understanding of common disabilities and impairments in regard to possibilities and obstacles in an educational environment.
- environmental and risk factors for children and youth including psychosocial problems
- cooperative learning
- observation as a scientific method of investigation.
- policy documents and governing regulations.

### **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.
- Describe the most common disabilities and their pedagogical consequences.
- Plan and perform an activity to be reviewed in regard to the principles of cooperative learning, with participation and development taken into consideration.
- Analyse the role of external environment on a certain individual's learning outcome and participation.

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 studies from the educational field and group report.

### Required reading

#### Part 1: Special Education, Basic Course, 15 ECTS

- Ahlberg, A. (2001). *Lärande och delaktighet*. Lund: Studentlitteratur. (165 s).
- Björndal, 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](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](http://www.vr.se)

#### Part 2: Special Education: Disability, Participation and Learning, 15 ECTS

- Bakk, A. & Grunewald, K. (2004). *Omsorgsboken : En bok om begåvningsmässiga funktionshinder*. Stockholm: Liber. (396 s).
- Alternativt:**  
 Broberg, A., Almqvist, K. & Tjus, T. (2003). *Klinisk barnpsykologi. Utveckling på avvägar*. Stockholm: Natur och Kultur. (367 s).
- Gustafsson, A. (red.) (2004). *Delaktighetens språk*. Lund: Studentlitteratur. (Kap. 2, 6, 8, 9 & 11). (69 s).
- Hallerstedt, G. (red.) (2006). *Diagnosens makt. Om kunskap, pengar och lidande*. Göteborg: Daidalos. (125 s).
- Lundström, E. (2007). *Ett barn är oss fött*. Stockholm: HLS förlag. (262 s).
- Ljusberg, A., Brodin, J., & Lindstrand, P. (2007). Ethical issues when interviewing children in remedial classes. *International journal of rehabilitation research*, 30. (pp 203-207).
- Torstensson-Ed, T. (2003). *Barns livsvärld*. Lund: Studentlitteratur. (192 s).
- Myndigheten för skolutveckling (2001). *Det leksamma allvaret*. Stockholm: Myndigheten för skolutveckling. (111 s). Putnam, J-A. (1999). *Cooperative learning and strategies for inclusion: Celebrating diversity in the*

*Classroom*. Baltimore: Brookes. (Kap 2). (25 s).

Roll-Pettersson, L. (2001). Parents talk about how it feels to have a child with a cognitive disability. *European Journal of Special Need Education*, 16. (pp 1–14).

Sahlberg, P. & Leppilampi (1998). *Samarbetsinläring*. Stockholm: Runa Förlag. (192 s).

SOU 1997:108. Kapitel 2. Att ha makt över språket – en rättvis och demokratisk fråga. (s. 15–59). Kapitel 4. När barn/inte/lär sig läsa och skriva. (s. 111–139).

*Att lämna skolan med rak rygg. Slutbetänkande av Läs- och Skrivkommittén*. (s. 251–261). Stockholm: Fritzes.

Socialstyrelsens fältgrupp (2003). *Egen bedömning av delaktighet enligt ICF*. Stockholm: Socialstyrelsens fältgrupp. (11 s).

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.