

# Syllabus

for course at advanced level

**Special Education in An Interdisciplinary Perspective**  
**Specialpedagogik som tvärvetenskap**

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

<b>Course code:</b>	UQ01SP
<b>Valid from:</b>	Autumn 2008
<b>Date of approval:</b>	2008-06-10
<b>Department</b>	Department of Special Education
<b>Subject</b>	Special Education

## Decision

This course is given within the Special Education Programme, 90 ECTS.

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

The syllabus is valid from the autumn semester 2008.

## Prerequisites and special admittance requirements

The prerequisites for acceptance to the course is basic eligibility and

- teacher education, preschool teacher education or recreation instructor education
- three years of work experience at minimum half-time employment within the area of the teacher exam.
- research work ,15 ECTS at the level of 61 - 90 ETCS and research methods and scientific theory 7.5 ETCS and also special education 7.5 ETCS or of similar content.

## Course structure

<b>Examination code</b>	<b>Name</b>	<b>Higher Education Credits</b>
DK11	Special Education in an Interdisciplinary Perspective I	15
DK12	Special Education in an Interdisciplinary Perspective II	15

## Course content

Course unit 1 comprises:

- different theoretical traditions within special education,
- current and former practices of special education,
- disability, education policy, and educational practices,
- norms of practice for special education in national and international documents.

Course unit 2 comprises:

- the assignment of the coordinator of special needs education,
- individual abilities, disability, and teaching,
- power and norms in relation to disability, social problems, sexual preferences etc.,
- research methods and scientific theory,
- ethical aspects of research,
- field studies.

## Learning outcomes

After course unit 1, successful students are supposed to be able to:

- describe the research area of special education,
- analyse and critically scrutinize the content of Swedish education policy in relation to disability and special education practices historically and in current policy,
- distinguish problems and questions of relevance for special education on different levels such as individual level, group level, organisation level and society level from a chosen literature,
- identify and problemize the function of special education and the relation between research and practices of special education,

After course unit 2, successful students are supposed to be able to:

- from a chosen perspective of special education identify and problemize the interplay between the individual and the environment in relation to varying structural aspects,
- in a scientific and critical way explore questions of relevance for the profession and practices of communicate the degree work in a written report,
- in a scientific way report a field study orally and in writing.

## Education

Teaching is carried out through lectures, literature seminars, field studies, work shops and individual and group assignments.

The course is problem and process oriented. The course demands active participation at seminars and in doing assignments.

The students have opportunities to influence the student's way of working in the course. An evaluation of the course is made at the end of the course by the students.

## Forms of examination

The course unit 1 is examined by an individual assignment and written and oral group assignment.

The course unit 2 is examined by an individually written project work and a written group assignment from a field study which is also presented orally.

Grading is performed on both course units and for the whole course.

Grades are given according to a seven-point scale:

- A = Excellent,
- B = Very good,
- C = Good,
- D = Satisfactory,
- E = Adequate,
- Fx = Insufficient,
- F = Fail.

The criteria of the grading are presented at the beginning of the course.

In order to obtain the course credits, E or higher grades are required on both course units.

In order to obtain the course unit credits, E or higher grades are required and P (Passed) on the group examinations

Students who get the grade Fx or F on a test have a right to be examined at least another four times as long as the course is given in order to obtain the grade E.

Students who get the grade E can not be examined another time in order to obtain a higher grade.

Students who get the grade Fx or F on a test twice by the same examiner, can ask for another examiner of the test, if not special reasons can be applied. The request should be sent to the department board. Other examination forms of compulsory parts of the course are considered equal to tests.

## Required reading

**Obligatorisk litteratur** Alvesson, Mats & Deetz, Stanley (2000). *Kritisk samhällsvetenskaplig metod*. Lund: Studentlitteratur. (valda delar ca 100 s).

- Askland, Leif & Sataøen, Svein Ole (2003). *Utvecklingspsykologiska perspektiv på barns uppväxt*. Stockholm: Liber. (300 s).
- Assarson, Inger (2007). Talet om en skola för alla: Pedagogers meningskonstruktion i ett politiskt uppdrag. *Malmö studies in educational sciences*, nr. 28. Malmö: Lärarutbildningen, Malmö högskola. (273 s).
- Barron, Karin (red.) (2004). *Genus och funktionshinder*. Lund: Studentlitteratur. (kap.1,2,3 och 5, ca 140 s).
- Eliasson, Annika (2006). *Kvantitativ metod från början*. Lund: Studentlitteratur. (169 s).
- Eliasson, Rosmari (1995). *Forskningsetik och perspektivval*. 2a omarb. och utvidgade uppl. Lund: Studentlitteratur. (204 s).
- Fischbein, Siv (2007). Kognitiva och utvecklingspsykologiska perspektiv på barn i tidiga skolåren: En kunskapsöversikt. I: *Skolverkets rapport Mål för alla: Perspektiv på nationella utbildningsmål för tidiga skolår*. (s. 7–106). Stockholm: Skolverket. (100 s).
- Gustafsson, Anders (red.) (2004). *Delaktighetens språk*. Lund: Studentlitteratur. (valda delar ca 100 s).
- Gustafsson, Jan-Erik & Myrberg, Eva (2002). *Ekonomiska resursers betydelse för pedagogiska resultat: En kunskapsöversikt*. Stockholm: Skolverket. (Kap. 4, ca 29 s).
- Heimdahl Mattson, Eva & Roll-Pettersson, Lise (2007). Segregated Groups or Inclusive Education? An Interview Study with Students Experiencing Failure in Reading and Writing. *Scandinavian Journal of Educational Research*, 51, 3. 239–252. (13 s).
- Helldin, Rolf (1998). *Kommunerna och den specialpedagogiska verksamheten: Nutid och framtid*. Stockholm: HLS Förlag. (224 s).
- Kvale, Steinar (1997). *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur. (valda delar ca 100 s).
- Malmgren Hansen, Audrey (2002). Specialpedagoger - nybyggare i skolan. *Studies in educational sciences*, nr. 56. Stockholm: HLS Förlag. (176 s).
- Myrberg, Mats (2007). *Dyslexi: En kunskapsöversikt*. Stockholm: Vetenskapsrådet. (100 s).
- Nilholm Claes & Björck-Åkesson Eva (red.) (2007). *Reflektioner kring specialpedagogik: sex professorer om forskningsområdet och forskningsfronterna*. Stockholm : Vetenskapsrådet. (114 s).
- Preisler, Gunilla & Ahlström, Margareta (2005). Interviews with deaf children about their experiences using cochlear implants. *American Annals of the deaf*, 150, 3. 260–267. (7 s).
- Roll Pettersson, Lise (in press). *Teacher's perceived efficacy and the inclusion of a pupil with dyslexia or mild mental retardation: findings from Sweden. Education and Training in Development Disabilities*. (ca 15 s).
- Roos, Carin & Fischbein, Siv (red.) (2006). *Dövhet och hörselnedsättning: Specialpedagogiska perspektiv*. Lund: Studentlitteratur. (valda delar ca 100 s).
- Siljehag, Eva (2007). *Igenkännande och motkraft: Förskole- och fritidspedagogikens betydelse för specialpedagogiken: En deltagarorienterad studie*. Stockholm: Institutionen för individ, omvärld och lärande, Lärarhögskolan i Stockholm. (230 s).
- Sivertun, Ulf (2006). (Special)pedagogik och social utslagning. Perspektivisering - möjligheter och dilemman. *Studies in educational sciences*, nr. 92. Stockholm: HLS förlag. (168 s).
- Skidmore, David. (2004). *Inclusion: The dynamic of school development*. Maidenhead: Open University Press. (140 s).
- Skrtic, Thomas M. (2005). A Political Economy of Learning Disabilities. *Learning Disability Quarterly*, 28, 2. 149–155. (6 s).
- Social Rapport 2006: *Utsatthet bland barn och unga*. Stockholm: Socialstyrelsen. (Kap 7, 54 s).
- Tetler, Susan (2004). Den rummelige skole: Om paradokser, dilemmaer og udfordringer. I: J. Andersen (red.),

*Den rummelige skole: Et fælles ansvar.* Vejle: Kroghs Forlag. (7 s).

Westling Allodi, Mara (2007). Children with cognitive disabilities in a Swedish educational context: Reflections from a case study. *Disability and Society*, 22, 6. 639–653. (14 s).

Westling Allodi, Mara (2002). Support and Resistance: Ambivalence in Special Education. *Studies in educational sciences*, nr. 61. Stockholm: HLS Förlag. (118 s).

Woodhead, Martin (1999). Reconstructing development psychology. *Children and Society*, 13, 1. 3–19. (16 s).

In addition around 100 pages of articles of research are required and literature of 700 pages which are chosen in consultation with the teacher who is responsible of the course.