

Syllabus

for course at advanced level

Special Education in an Interdisciplinary Perspective
Specialpedagogik som tvärvetenskap

30.0 Higher Education
Credits
30.0 ECTS credits

Course code:	UQ01SL
Valid from:	Autumn 2008
Date of approval:	2008-06-27
Department	Department of Special Education
Subject	Special Education

Decision

The course is a programme-course within the special teacher programme, 90 ECTS, in the subject area special education.

The course primarily aims to professional teachers with the ambition to develop the special educational work regarding the learning of language, reading, writing or mathematics in preschool class, common school or adult education.

This syllabus was approved by the Head of the Department of Special Education on June 26, 2008.

This syllabus is valid as of autumn 2008.

Prerequisites and special admittance requirements

Basic competence for university studies is acquired for attending the course.

Basic competence according to the Högskoleförordningen and a teacher exam comprising a minimum of 180 ECTS (120 p) or a comparable profile. Besides, there are the following requirements regarding special competence:

- Focus (profile) on the subjects Swedish, Swedish as second language, Swedish as second language for deaf/sign language or mathematics comparable to a minimum of 60 ECTS (40p).
- A minimum of three years of professional experience of a minimum of half-time of teaching Swedish, Swedish as second language, Swedish as second language for deaf/sign language or mathematics after teacher exam.
- The student must in his/her teacher exam have written a thesis corresponding to a minimum of 15 ECTS within a relevant subject area on the BA level, 61 – 90 ECTS (C-level) and have 7,5 ECTS research methodology – science theory. The thesis, the research methodological course and a course corresponding to a minimum of 7,5 ECTS (5 p) within a relevant subject area could except being special competence, being included as a part of a teacher exam corresponding to a minimum of 180 ECTS (120p).

Course structure

Examination code	Name	Higher Education Credits
SK11	Special Education in an Interdisciplinary Perspective	15
SK12	Special Educational Perspectives on Learning Environments	15

Course content

The course is a part of a professional programme leading to a special teacher exam focussing on language-, writing-, reading- or mathematical development. Special education is an interdisciplinary subject developing knowledge from the fields of behavioural, social, philosophical, medical, physical and didactical research. Within Special education these sciences meet and interact. The views on humanity and knowledge are treated from a science history perspective. Science theory and methodology (6 ECTS) as well as practice in the form of field-studies (3 ECTS) are obligatory parts of the course and are integrated continuously throughout the programme.

Part 1: Special Education in An Interdisciplinary Perspective, 15 ECTS

The Interdisciplinary aspect of the subject area cuts through the whole programme where the psychological and biological parts relate to the psychosocial and physical context of the environment. International, national and local target- and control documents as well as law texts and regulations are critically investigated and tested in a comparative historical and present day special educational perspective. In the course, knowledge about the norms of society are investigated, connected to social background, gender, ethnicity, disability, belief, sexual identity and age. Through literature and in contacts with different activities in municipalities, counties and on a governmental level, connections between science and practice are discussed and analyzed. Special educational research is critically investigated and put in relation with the special educational teacher role.

Part 2: Special Educational Perspectives on Learning Environments, 15 ECTS

In the course different learning environments are related to individual conditions of learning. A preservative way of working, blocking the rise of difficulties of language and conceptual development in children will be in focus, and the learning of children and youth in interaction with the environment is stressed. The course offers knowledge about an inclusive way to work, meaning that the learning environment offers the condition for every pupil to be active and feel participatory from their own dispositions. The shape of different pedagogical environments in relation to different cultural learning contexts will be investigated. Interactions between pupil, group and teacher are being analyzed and critically investigated in relation to practice and theory.

Learning outcomes

Part 1: Special Education in An Interdisciplinary Perspective, 15 ECTS

Upon completion of the course, students are expected to:

- describing past and present special educational knowledge culture and mental traditions on a local, national and international level
- analyzing, discussing, and critically investigating the content of Swedish and international managerial documents in relation to special educational in a historical and present perspective
- critically investigating society on an organizational-, group- and individual level with the base in special education as an interdisciplinary subject
- through empirical field studies and research methodological tools mapping the special educational function in the different parts of society and relate this to special educational knowledge.

Part 2: Special Educational Perspectives on Learning Environments, 15 ECTS

Upon completion of the course, students are expected to:

- identifying and analyzing blocks and possibilities in different teaching- and learning contexts for children, adolescents and adults in need of special support in Swedish and mathematics
- describing preventive working methods for abolishing blocks in different learning environments in language- and concept development
- describing and investigating pedagogical solutions and models supporting an inclusive way of working with language-, reading-, writing and mathematics development
- observing and analyzing the possibilities of the individual for learning in different environments, relating to scientific theoretical starting points, supported by research methodological tools.

Education

The course uses lectures, seminars, literature studies, practice in the form of field studies, oral and written reports individually and/or in group and examinations.

Forms of examination

Part 1 is examined through exercises where the student is:

- identifying and analyzing in a group and in a common written report, according to scientific praxis, reports and investigates the interdisciplinary concepts and function on local and national level. The exercise will be graded with E or an Fx.
- Doing an individual investigation in writing of the role of special education in a historical and present perspective based upon the view of society and knowledge and the human situation. The exercise will be graded according to the seven-point scale.

Part 2 is examined through exercises where the student is:

- Identifying, observing and analyzing in a group and in a common written report, according to scientific theories, learning contexts of Swedish or Mathematics. The exercise will be graded with an E or an Fx.
- Doing an individual investigation in writing of the role of the special teacher, arbetsmetoder och pedagogiska lösningar där individens förutsättningar i olika lärmiljöer kopplas till vetenskap och beprövad erfarenhet. The exercise will be graded according to the seven-point scale.

The grades are given according to 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 and practice in the form of field studies.

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.

Students can ask for examination according to this course plan should be offered with a maximum of three times during a two year period after the finishing of the curriculum. Such a request should be addressed to the Board of the Department. Other obligatory parts of the course are considered as equal to tests.

Interim

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester during a six-semester period. However, the restrictions mentioned above in the forms of examination section still apply.

Limitations

The Course must be included in the exam together with a similar and passed national or international passed course, with a content corresponding partly or entirely to the content of the course.

Required reading

In part one the students read ca 4000 pages including two obligatory dissertations representing different methodological traditions within the fields of language-, reading- and writing- or mathematics according to the choice of the student. Documents of regulation and curriculums for the primary/secondary schools are equal for the whole program of education and are included outside the obligatory literature.

Obligatory literature

* In common with the Special Pedagogical Programme.

Ahlberg, A. (2001). *Lärande och delaktighet*. Lund: Studentlitteratur. (173 p.)

*Asklan, L. & Sataoen, SO. (2003) *Utvecklingspsykologiska perspektiv på barns uppväxt*. Stockholm: Liber. (300 p.)

*Barron, K. (2004). *Genus och funktionshinder*. I K. Barron (ed.) *Genus och funktionshinder*. Lund: Studentlitteratur. (p. 15-52)

- *Barron, K. (2004). Vem är jag? Utvecklingsstörda kvinnor (re)konstruerar sin identitet. I K. Barron (red.) Genus och funktionshinder. Lund: Studentlitteratur. (p. 123-154)
- *Björck-Åkesson, E. & Granlund, M. (2004). Delaktighet – ett centralt begrepp i WHO:s klassifikation av funktionstillstånd, funktionshinder och hälsa (ICF). I A. Gustavsson(red.), Delaktighetens språk. Lund: Studentlitteratur. (p. 29-48).
- *Borevi, K. & Strömblad, P. (2004) Kunskap för integration: Om makt i skola och utbildning i mångfaldens Sverige. Stockholm: Fritzes offentliga publikationer. (199 p.)
- Broberg, A., Almqvist, K. & Tjus, T. (2003). Klinisk barnpsykologi. Utveckling på avvägar. Stockholm: Natur & Kultur. Del 1: Allmänna aspekter och teoretiska aspekter på psykisk ohälsa hos barn (p.29-53).
- Bryman, A. (2006). Samhällsvetenskapliga metoder. Malmö: Liber (502 p.)
- Danemark, B. (red.) (2005). Sociologiska perspektiv på funktionshinder och handikapp. Lund: Studentlitteratur. (171 p.)
- *Engwall, K. (2004). Sinnesslöa kvinnor och sexualitet i ett historiskt perspektiv. I K. Barron (red.) Genus och funktionshinder. Lund: Studentlitteratur. (p. 53-82)
- Fischbein, S. & Österberg, O. (2003). Mötet med alla barn – ett specialpedagogiskt perspektiv. Stockholm: Gothia. (243 p.)
- FN, Socialdepartementet och Utrikesdepartementet. (1995). Standardregler för att tillförsäkra människor med funktionsnedsättning delaktighet och jämlikhet. Stockholm: FN, Socialdepartementet och Utrikesdepartementet. (40 p.)
- *Gustavsson, A. (2004). Inledning. I A. Gustavsson(red.), Delaktighetens språk. Lund: Studentlitteratur (p. 15-28).
- Göransson, K. (1999). ”Jag vill förstå” – om eleven, kunskapen och lärandet. Stockholm: Stiftelsen ala. (242 p.)
- Hammarberg, T. (1994).FN-konventionen om barnets rättigheter. Lund: Rauol Wallenberg Institute of Human Rights and Humanitarian Law. (65 p.)
- *Heimdahl Mattson E. (2001). Inclusive Strategies and Bureaucratic Organisations in Integrated and Segregated School Systems. Scandinavian Journal of Disability Research. 3. (1), p 31-55.
- Helldin, R. (2007). Klass, kultur och inkludering. En pedagogisk brännpunkt för framtidens specialpedagogiska forskning. Pedagogisk forskning i Sverige, 12 (2), p 119-134.
- Hjälpmiddelsinstitutet (2004). ICF- Så funkar det. www.hi.se (11 p.)
- WHO (2003). Klassifikation av funktionstillstånd, funktionshinder och hälsa: svensk version av International Classification of Functioning, Disability and Health (ICF). Stockholm: Socialstyrelsen. www.socialstyrelsen.se
- *Kivirauma, J. Klemelä, K. Rinne, R. (2006) Segregation, integration, inclusion - the ideology and reality in Finland. European Journal of Special Needs Education, 21 (2), p 117-133.
- Malmgren, A. (2002). Specialpedagoger - nybyggare i skolan. Sthlm: HLS Förlag (176 p.)
- *Molin, M. (2004). Delaktighet inom handikappområdet – en begreppsanalys. I A. Gustavsson(red.), Delaktighetens språk. Lund: Studentlitteratur (s. 61-81).
- *Myrberg, M. (2007). Dyslexi. Pocketerad populärvetenskap. Stockholm: Vetenskapsrådets utbildningsvetenskapliga kommitté (100 p.)
- Nilholm, C. (2007). Forskningen om specialpedagogik. Landvinningar och utvecklingsvägar. Pedagogisk forskning i Sverige, 12 (2), p 96-108.
- Nilholm, C. & Björck-Åkesson, E. (red.) (2007). Reflektioner kring specialpedagogik- sex professorer om

forskningsområdet och forskningfronterna. Vetenskapsrådets rapportserie 5:2007. (www.vr.se) (107 p.)

Parszyk, I-M. (1999). En skola för andra : minoritetslevers upplevelser av arbets- och livsvillkor i grundskolan. Stockholm: HLS förlag. Kap 6 och 8. (50 p.)

Persson, B. (2008). Elevers olikheter och specialpedagogisk kunskap. Stockholm: Liber (160 p.)

Rosenqvist, J. (2007). Landvinningar på väg mot en skola för alla. Pedagogisk forskning i Sverige, 12 (2), p 109-118.

Skolverket (2005). Handikapp i skolan. Det offentliga skolväsendets möte med funktionshinder från folkskolan till nutid. Rapport 270. Stockholm: Fritzes (www.skolverket.se) (49 p.)

*Skidmore, D. (2004). Inclusion: The Dynamic of School Development. Beshire: Open University Press. (140 p.)

Sterner, G. & Lundberg (2006). Räknesvårigheter och lässvårigheter under de första skolåren - hur hänger de ihop? Västerås: Natur & Kultur. (170 s)

Svenska Unescorådet (2001). Salamancadeklarationen. Skriftserie nr 1/2001 (50 p.)

*Tideman, M. (2004). Lika som andra – om delaktighet som likvärdiga levnadsvillkor. I A. Gustavsson(red.), Delaktighetens språk. Lund: Studentlitteratur (p. 119-136).

*Traustadóttir, R. & Sigurjónsdóttir, H.B. (2004). Tre generationer utvecklingstörda mödrar och deras familjenätver. I K. Barron (red.) Genus och funktionshinder. Lund: Studentlitteratur. (p.83-102)

*Westling Allodi, M. (2007) Equal Opportunities in Educational Systems: the case of Sweden. European Journal of Education, 42 (1), p 133-146.

Additional material as instructed by the teacher.

Methodological literature

*Alvesson, M & Deetz, S. (2000) Kritisk samhällsvetenskaplig metod. Lund: Studentlitteratur. (227 p.)

Alvesson, M och Sköldbberg, K. (1994/2006): Tolkning och reflektion. Vetenskapsfilosofi och kvalitativ metod. Lund: Studentlitteratur. (402 p.)

*Eliasson, A (2006) Kvantitativ metod från början. Lund: Studentlitteratur (169 p.)

Eliasson, R-M. (1995). Forskningsetik och perspektivval. Lund: Studentlitteratur. (204 p.)

Gustavsson, B. (red.) (2004) Kunskapande metoder inom samhällsvetenskapen
Lund: Studentlitteratur. (291 p.)

*Kvale, S. (1997) Den kvalitativa forskningsintervjun. Lund: Studentlitteratur (297 p.)

*Mattsson, M. (2004) Att forska i praktiken. Uppsala: Kunskapsföretaget (200 p.)

Merriam, S. (1994). Fallstudien som forskningsmetod. Lund: Studentlitteratur. (228 p.).

Rienecker, L. (2003). Problemformulering. Malmö: Liber (48 p.)

Rudberg, B. (1993). Statistik: att beskriva och analysera statistiska data. Lund: Studentlitteratur. (229 p.)

Stensmo, C. (2002) Vetenskapsteori och metod för lärare. Uppsala: Kunskapsförlaget.

Trost, J. (2005). Kvalitativa intervjuer. Lund: Studentlitteratur (146 p.)

Trost, J. & Hultåker, O. (2007). Enkätboken. Lund: Studentlitteratur (168 p.)

Optional literature

Additional material as instructed by the teacher.

Ahlberg, A. (2007). Specialpedagogik av igår, idag och imorgon. Pedagogisk forskning i Sverige, 12 (2), p

84-95.

Assarson, I. (2007). Talet om en skola för alla. Malmö Studies in Educational Sciences No 28. Malmö: Holmbergs. (273 p.)

Berthén, D.(2007). Förberedelse för särskildhet : särskolans pedagogiska arbete i ett verksamhetsteoretiskt perspektiv. Avhandling. Karlstads universitet. Avdelningen för pedagogik. (213 p.)

Dominković, K., Eriksson, Y & Fellenius, K. (2006). Läsa högt för barn. Lund: Studentlitteratur. (169 p.).

European Agency for Development in Special Needs Education. (2003). Inkluderande undervisning. Goda exempel www.european-agency.org (32 p.).

Heiberg Solem, Ida & Lie Reikerås, Elin. K. (2004). Det matematiska barnet. Stockholm: Bokförlaget Natur och Kultur (344 s)

Helldin, R. (1997). Specialpedagogisk kunskap som ett socialt problem. En kritisk analys av avvikelser och segregation. Stockholm: HLS förlag. (175 p.)

Helldin, R. (1998) Kommunerna och den specialpedagogiska verksamheten. Nutid och framtid. Stockholm: HLS Förlag. (224 p.)

Lindensjö, B. & Lundgren, U. (2002) Utbildningsreformer och politisk styrning. Stocholm: HLS Förlag (180 p.)

Nilholm, C. (2003). Perspektiv på specialpedagogik. Lund: Studentlitteratur. (105 p.)

Nilholm, C. (2006). Inkludering av elever ”i behov av särskilt stöd” – Vad betyder det och vad vet vi? Forskning i fokus nr 28. Myndigheten för skolutveckling. (57 p.)

Qvarsell, Roger (1993). Skall jag taga vara på min broder?: tolv artiklar om vårdens, omsorgens och det sociala arbetets historia. Umeå :Institutionen för idéhistoria, (140 p.)

Roll Pettersson, L. (2001) Teacher Perceptions of Supports and Resources Needed in Regard to Pupils with Special Educational Needs in Sweden. *Educating and Training in Mental Retardation and Developmental Disabilities*, 36 (1) 42 - 54 (12 p.)

Roos, C. & Fischbein, S. (red.) (2006) Dövhet och hörselnedsättning. Specialpedagogiska perspektiv. Lund: Studentlitteratur. (ca 100 p.) (valda delar)

Sivertun, U. (2006) Specialpedagogik och social utslagning. Perspektivisering - möjligheter och dilemman. Stockholm: HLS Förlag (ca 100 p.) (valda delar)

Skrtic, T.M. (2005) A Political Economy of Learning Disabilities. *Learning Disability Quarterly*. 28. 149 - 155. (6 p.)

Social Rapport 2006: Utsatthet bland barn och unga. Kap 7 (54 p.) (Finns på nätet)

SOU 2003:35. För den jag är. Om utbildning och utvecklingsstörning. Delbetänkande av Carlbeck-kommittén. Kap 1-4, 9, 13. (62p.)

Söder, M. (red.) (2005). Forskning om funktionshinder. Problem-utmaningar-möjligheter. Lund: Studentlitteratur (155 p.)

Tideman, M. (2000). Normalisering och kategorisering. Om handikappideologi och välfärdspolitik i teori och praktik för personer med utvecklingsstörning. Lund: Studentlitteratur (358 p.)

Tössebro, J. (2004). Integrering och inkludering. Lund: Studentlitteratur (201 p.)

Woodhead, M. (1999) Reconstructing development psychology. *Children and society*. 13, (1). (14 p.)