



# Kursplan

för kurs på grundnivå

**Special Education, Basic Course**

**Special Education, Basic Course**

**15.0 Högskolepoäng**

**15.0 ECTS credits**

**Kurskod:** UQ129F  
**Gäller från:** HT 2009  
**Fastställt:** 2009-06-10  
**Institution** Specialpedagogiska institutionen

**Ämne** Pedagogik  
**Fördjupning:** G1F - Grundnivå, har mindre än 60 hp kurs/er på grundnivå som förkunskapskrav

## Beslut

The course is independent of a study programme. The subject area is special education.

This syllabus was approved by the board of the Department of Special Education on June 10, 2009.

This syllabus is valid as of autumn 2009.

## Förkunskapskrav och andra villkor för tillträde till kursen

A good command of written and spoken English (upper secondary school leaving certificate, TOEFL-test or equivalent), and at least one year of successful studies at university level in education (60 ECTS or equivalent).

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
DK01	Special Education, Basic Course	15

## Kursens innehåll

This course consists of:

Basic systems theory and ICF.

Relevant educational legislation in Sweden and in countries represented by the students.

Central debates, issues and concepts in the international field of special education.

Special education, individual development, learning, variability in learning.

Central values in relation to individuals in need of extra support.

Preventive, practical educational strategies.

## Förväntade studieresultat

Upon completion of the course, students are expected to:

- describe basic system theory and ICF (International Classification of Functioning, health and Disability),

- provide an overview of educational legislation in Sweden and in countries represented by the students,
- provide an overview of historical and contemporary issues, concepts and values in the international field of special education,
- describe and analyze variability in learning and individual development,
- identify participation and inclusive/exclusive activities in educational settings,
- describe and apply some educational assessment strategies.

### **Undervisning**

Instruction is generally given in the form of lectures, study group work (including web searches), field visits, seminars, individual and group presentations. The students own experiences will be integrated within the theoretical content of the course.

Students are expected to be present at scheduled lectures, group meetings and participate actively in all parts of the course.

### **Kunskapskontroll och examination**

The course is examined as follows: five reflection papers, one written group report, two practicum assignments and one individual written exam.

For the course, 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.

If students receive the grade Fx or F, 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 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.

### **Kurslitteratur**

Allan, J. (ed.) (2003). Inclusion, participation and democracy - what is the purpose? London: Kluwer Academic, London Dordrecht (233 p)

Björck Åkesson, E. Granlund, M. & Simeonsson, R. (2005). Special Education : A Systems Theory Perspective. In: Heimdahl Mattson, E. Lange, A-L, Roll-Pettersson, L. & Allodi-Westling, M. Mångsidigt samspel. Stockholm: HLS Förlag. (15 p).

Bodrova, E. & Leong, D. (2007). Tools of The Mind : The Vygotskian Approach to Early Childhood Education. New Jersey: Merrill Prentice Hall. (234 p).

World Health Organization (WHO) (2001). ICF International Classification of Functioning, Health and Disability. World Health Organization (WHO). (236 p).

Kaufmann, J.M. & Hallahan, D.P. (2004). Special Education: What it is and why we need it. Boston: Allyn & Bacon. (99 p).

Novak, G. & Pelaz, M. (2004). Child and adolescent development: A behavioural systems approach. Chap. 7: Cognitive development. (34 p).

Shonkoff, J.P. & Meisels, S.J. Handbook of Early Childhood Intervention. Second Edition. Cambridge: Cambridge University Press- Ch. 5 Cultural Differences as Sources of Developmental Vulnerabilities and Resources; Ch. 6, Protective Factors and Individual Resilience; and Ch. 7, Transactional regulation ( 75 p.)

Smith, T.E.C., Polloway, E. A., Patton, J. R., Dowdy, C. A. (2004). Teaching Students with Special Needs in Inclusive Settings. forth Edition Boston: Allyn and Bacon. (selected parts 45 p).

United Nations (1989). The Convention on the Rights of the Child. (36 p).

Vislie, L. (2003). From Integration to Inclusion: Focusing global trends and changes in the Western European societies. European Journal of Special Needs Education, 18 (1), 17-35 (18 p)

Articles and web-sites corresponding to 400 hundred pages will be added in conjunction with assignments.