

Syllabus

for course at first level

Introduction to Special Education: International and Comparative Perspectives

**15.0 Higher Education
Credits**

Introduktion till specialpedagogik: internationella och jämförande perspektiv

15.0 ECTS credits

Course code: UQ173F
Valid from: Spring 2020
Date of approval: 2019-05-28
Department Department of Special Education

Main field: Special Education
Specialisation: G1N - First cycle, has only upper-secondary level entry requirements

Decision

This syllabus was approved by the Department Board at the Department of Special Education 2019-05-28.

Prerequisites and special admittance requirements

Basic eligibility.

Course structure

Examination code	Name	Higher Education Credits
1MOD	Introduction to Special Education	3
2MOD	International Comparative Perspectives in Special Education	3
MOD3	Learning Environment and Inclusive Education	3
MOD4	Special Educational Challenges	6

Course content

This course in special education covers societal, group and individual aspects of special education. It examines historical foundations and development of special education in Sweden and internationally as represented in national and international legislation. It reviews central debates, issues and concepts in the international field of special education such as inclusive education, values in relation to individuals in need of extra support, the role of family and culture. The course introduces central models of human development, different models of disabilities, as well as established theories and practices of educational intervention. It also gives an introduction into major research theories from a comparative perspective in the field of special education.

MOD1 Introduction to Special Education

- Introduction to special education, social mandate in relation to national and international documents,
- Special education from a contemporary and historical perspective,
- International and comparative perspectives of special education in the countries represented by the students.

MOD2 International and comparative perspectives in special education

- Identify the areas to raise critical questions/concepts/problems and challenges of special education.

MOD3 Learning environment and inclusive education

- Pedagogical conditions in different learning environments to contribute to the individual learning and development of children and pupils related to the need for support as well as functional variation and neuropsychiatric difficulties,
- Different theoretical perspectives on learning and the pedagogical meaning of inclusion, segregation, group and individual adaptations of working and teaching methods.

MOD4 Special educational challenges and the way forward

- Preventive work related to inclusive educational work at organization, group and individual level,
- Different aspects of collaboration with relevance for the special educational community assignment within and outside different activities.

Learning outcomes

MOD1 Introduction to Special Education

Upon completion of MOD1 students will be able to:

- 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.

MOD2 International and comparative perspectives in special education

Upon completion of MOD2 students will be able to:

- Analyze the relation of special education to educational activities and learning for children and pupils intervention in disability and neuropsychiatric difficulties.

MOD3 Learning environment and inclusive education

Upon completion of MOD3 students will be able to:

- Identify problems and issues relevant to special education at individual, group and organization and societal level based on literature and theories,
- Describe and apply some educational assessment strategies in practice.

MOD4 Special educational challenges and the way forward

Upon completion of MOD4 students will be able to:

- Describe the International Classification of Functioning, Disability and Health (ICF),
- Describe and analyze variability in learning and individual development,
- Identify participation of inclusion/exclusion activities in an educational context.

Education

Instruction is given in the form of lectures, study group work (including web searches), field visits, seminars, individual and group presentations. Obligatory attendance of 80% is required for lectures and seminars.

For detailed instruction kindly, refer to the course description.

Forms of examination

a)Forms of examination

Students' knowledge will be examined by:

MOD1 a written group assignment

MOD2 an oral examination

MOD3 two individual written assignment

MOD4 an individual written assignment

b)Grades

Students will receive letter grades on a seven-point scale related to the learning objectives of the course. The individual written examination will be graded on a seven-point scale.

A= Excellent

B= Very Good

C= Good

D= Satisfactory

E= Sufficient

Fx= Insufficient

F= Inadequate

The written group report, oral examination and the two individual assignments will be graded as either pass or

fail. The grading 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.

Interim

When the course is no longer available or the course content has been considerably changed, the student may take examinations according to this course syllabus once per semester over the period of six semesters.

However, the limitations below are applied.

Limitations

The course may not be included into the graduate diploma or certificate simultaneously with another course that fully or partly duplicates the content of this course for which the student has already received credit either nationally or internationally.

Required reading

Current course literature is published on the department's website at www.specped.su.se. Current literature list is available no later than two months before the course starts.