



COURSE SYLLABUS

Special Needs Education Gy, 7-9 (UVK), 7,5 credits

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Course Code:	LS7R24	Education Cycle:	Advanced level
Confirmed by:	Director of Education Dec 19, 2013	Disciplinary domain:	Education
Revised by:	Dec 1, 2014	Subject group:	UV1
Valid From:	Jan 19, 2015	Specialised in:	A1N
Version:	2		

Intended Learning Outcomes (ILO)

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Knowledge and understanding

On successful completion of this course, the students are expected to:

- be able to describe and give account of national and international goals related to inclusion
- be able to give account of different types of school related difficulties, how these emerge and how they are handled from different perspectives (special pedagogical, national, international, historical and juridical perspectives)
- be able to relate different kind of views on school difficulties to different perspectives and/or models (relational and categorical perspectives, social and psycho-medical models) and to thoroughly describe these perspectives/models
- be able to give account of different pedagogical strategies and attitudes which prevent school difficulties and how these aspects are beneficial for all pupils concerning learning and development
- be able to give account for support systems, support strategies, collaboration, follow-up and evaluation of support for pupils in special needs

Skills and abilities

On successful completion of this course, the students are expected to:

- show ability to identify different kinds of special educational needs within different circumstances and in different subjects
- show ability to independently handle special educational needs as well as handle such issues in collaboration with other persons
- show advanced skills in designing individual assessment plans in accordance to juridical regulations

Judgement and approach

On successful completion of this course, the students are expected to:

- show ability to appraise and choose adequate special need support and to infer these support to scientific knowledge and national objectives

Contents

- Special needs education as a knowledge field, special educational perspectives and theories within special needs education
- International agreements and regulations related to inclusion
- Historical and international comparisons within special needs education
- Heterogeneity among children and youth within school environments concerning their prerequisites for learning, development and participation
- School difficulties which evolve as a result of contradictions between demands from schools and individual needs and prerequisites
- Teaching and organizing of learning contexts with focus on inclusion and on preventing school failures
- Different strategies for collaboration on local and regional levels
- Pedagogical evaluation, Individual assessment plan
- Legislation for grading pupils with disabilities
- ICT as a pedagogical tool for pupils in need of special support
- Attitudes and pedagogical ways to treat pupils in need of special support

Type of instruction

Teaching methods in this course include a variety of approaches as lectures, seminars and group work. Individual as well as group assignments are used and examinations are based on written and oral presentations.

The university's online learning platform (Pingpong) is used as a communication device.

The teaching is conducted in English.

Prerequisites

General entry requirements and 90 credits in teacher education or equivalent. Good knowledge of written and spoken English (course language).

Exemption is granted from the requirements in Swedish

Examination and grades

The course is graded Fail (U), Pass (G) or Pass with Distinction (VG).

For international students the Swedish grading scale will be transferred to ECTS (European Credit Transfer and Accumulation System) in accordance with the Bologna Agreement. The ECTS grading scale consists of seven grades (A,B,C,D,E,Fx and F).

The student is assessed by verbal and written examinations, individually and in group. Group work, with individual contributions, will be assessed during group work presentations. The group shall present verbally and also use a Power point presentation. There are two individual written examinations. One of them will be done in an examination room. The other is a paper examination. Both these examinations are related to individual assessment plans (named Individual education plans in some countries). All compulsory tasks (Group work and two written examinations) must be carried out to get a pass for the whole course.

Registration of examination:

Name of the Test	Value	Grading
Examination	7.5 credits	U/G/VG

Course evaluation

There will be continual assessment during the course. A written evaluation of the entire course upon completion is required.

Course literature

Booth, Tony & Ainscow, Mel. (2002). *Index for inclusion. Developing learning and participation in schools*. Centre for studies on inclusive education. 106 p.

Brodin, Jane (Ed.). (2009). *Support systems for children with disabilities in preschools and schools*. 52 p.

Florian, Lani & Hegarty, John (2004). *ICT and special educational needs*. Maidenhead: Open University Press. (148 p), p. 7-20.

Lewis, Ann & Norwich, Brahm (2004). *Special teaching for special children?* Pedagogies for inclusion. Maidenhead: Open University Press. 223 p.

Mitchell, David (2014). *What really works in special and inclusive education: using evidence-based teaching strategies*. 2 ed. Abingdon, Oxon: Routledge. 347 p.

Skolverket (2014). *Skolverkets allmänna råd med kommentarer. Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. Stockholm: Skolverket. 78 p.

UNESCO (1994). *The Salamanca statement and framework for action on special needs education*.

(Download from: <http://www.ecdgroup.com/download/gn1ssfai.pdf>) 40 p.

UNESCO (2003). *Overcoming Exclusion through inclusive approaches in education. A challenge & a vision*. Conceptual paper. 29 p. (Download from: <http://unesdoc.unesco.org/images/0013/001347/134785e.pdf>)

Additional required readings:

Articles and documents decided by course leader

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Texts chosen by students in collaboration with course leader for the fulfillment of the in-depth study including steering documents for the completion of individual assessment plans in the paper exam.