



Confirmed by FUN 2009-02-13

To be valid from spring semester 2009

Kurskod : LSNB19

Ämnesnivå: B

Utb.omr.: LU

Ämneskod: SQA

Learning 2 – Special Needs Education, 15 higher education credits

General Information

The course Special Needs Education is given within the Teacher Education Programme, General Education Area, Learning 2.

Every school system has to be adapted to children and youth with varying prerequisites and needs. The aim of the course is to develop teacher students' knowledge and understanding of complex relations important to understand in the area of Special Needs Education. Relations between school systems, the organization of everyday work, teaching and learning and children's and youth's prerequisites and needs are focused. Knowledge and understanding of these relations prepare students to meet children and youth with varying prerequisites and needs in school.

In this course the concept "school" refers to preschool, preschool class, after-school centre, nine-year compulsory school and upper secondary school.

The course is an introduction to further studies in Special Needs Education.

Intended Learning Outcomes

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

- have developed knowledge about Special Needs Education as a subject field
- have developed knowledge about the historical background concerning Special Needs Education nationally as well as internationally
- have developed understanding about conditions necessary for leading pedagogical activities in accordance with societal objective
- have developed skills to make assessments of children's educational progress

Course Contents

Special Needs Education, 9 higher education credits

Contents

Special Needs Education as a subject field and affiliated concepts

Perspectives within Special Needs Education

International agreements, national and local legislations

Support and service facilities

Different prerequisites and needs among children and youth

Aspects of learning environment and preventive measures

Didactic consequences of difficulties with reading, writing and mathematics

ICF

Mapping of special educational needs, using measures and evaluation of those measures in a systematic way

Creation of learning conditions on the basis of differences concerning prerequisites and needs among children and youth

Computer programs as pedagogical tools

Intended Learning Outcomes

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

- have developed knowledge about Special Needs Education as a subject field
- have developed knowledge about theoretical perspectives within Special Needs Education
- have gained insights and understanding of the responsibility of professionals in schools to create learning environments for all children and youth in order to prevent educational failure
- have developed an understanding about the historical conditions behind the aim to create “a school for all”
- have developed insights about normative implications of international agreements
- have developed insights and knowledge about the role of Special Needs Education within different national school systems
- have developed abilities to identify, understand and meet differences among children and youth

have gained knowledge about the different kinds of special educational support and services provided within national school systems

Examination and Grading

The student is assessed by verbal and written examinations individually and in group.

The grades are Fail, Pass or Pass with distinction. For international students the Swedish grading scale will be transferred to ECTS (European Credit Transfer and Accumulation System).

School Located Studies (VFU), 6 higher education credits

Contents

These studies are located in schools. The student follow and participate actively in the educational activities in accordance to course content and course objectives/learning outcomes.

Intended Learning Outcomes

On successful completion of this module, the students are expected to have gained knowledge, competencies and adopt behaviors in accordance with exam regulations in teacher education. This means that the student should:

- have developed experiences in leading pedagogical activities independently with the objective that all children and youth will develop and learn
- have made experiences of and actively worked according to the ethical guidelines that regulate the school system
- have developed a professional way of acting in accordance with democratic demands departing from knowledge of the variation of educational needs and prerequisites among children and youth

- have observed examples of and reflected upon interaction between children, youth, parents and colleagues and been a part of such collaboration
- have observed and gained information about pedagogical activities and how development of children and youth can be assessed and actively participate in such assessments
- be able to make thorough reflections from observations and own experiences of the pedagogical activities that relate to theories and methods in the course

Examination and Grading

The student is assessed by School Located Studies (VFU) teachers at the school. These teachers shall have discussions, with written assessments as a base, with teachers from the university.

The School Located Studies are compulsory which means that absence requires later fulfillment of the course following consultation with teachers from the university as well as School Located Study teachers.

The course leader is responsible for examination and grading.

The grades are Fail or Pass. For international students the Swedish grading scale will be transferred to ECTS (European Credit Transfer and Accumulation System).

Entrance Qualifications

To be eligible for the course the student is required to have the equivalent of

- 30 higher education credits in Learning 1 as well as in a subject area of 30 higher education credits or in equivalent courses.
- Good knowledge of written and spoken English (course language). For international non-native English speaking students a TEFL certificate is required.

Learning strategy

Individual and group tutorials, group discussions, practical exercises, seminars and lectures.

Examination and Grading

Grading is based on overall judgements of student results. Approved examinations, active participation and approved school located studies are needed for a pass degree.

The grades are Fail, Pass or Pass with distinction. For international students the Swedish grading scale will be transferred to ECTS (European Credit Transfer and Accumulation System).

Course Evaluation

The course will be evaluated according to directions in The Education Plan for the Teacher Programme. The results of the evaluation will be communicated to students and will function as a guide for development of the course.

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Pages

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

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

Mitchell, David (2008). *What really works in special and inclusive education:*
using evidence-based teaching strategies. Abingdon, Oxon: Routledge 240
(The same book is published 2006 by Taylor & Francis and can be used in this course)

UNESCO (1994). The Salamanca statement and framework for action on
special needs education. 40
(Download from: <http://www.ecdgroup.com/download/gn1ssfai.pdf>)

UNESCO (1997). *Making it happen. Examples of good practice in special needs education &*
community-based programmes. 113
(download from: http://portal.unesco.org/education/en/ev.php-URL_ID=12085&URL_DO=DO_TOPIC&URL_SECTION=201.html)

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

Additional required readings:

- x articles and documents decided by course leader a maximum of 100 pp
- x 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 a maximum of 300 pp