

## Cognition and Disability

Kognition och funktionshinder  
6 credits

Single subject and programme course

769A13

Valid from: 2020 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Cognitive Science	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2020-05-11	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Disability Studies	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2020	Autumn semester 2022	
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande	769A33	

## Course offered for

- Master Programme in Cognitive Science

## Entry requirements

- Bachelor's Degree in Cognitive Science equivalent to a Swedish Kandidatexamen  
or
- Bachelor's Degree in Computer Science equivalent to a Swedish Kandidatexamen  
and  
30 ECTS credits in one of the following subject areas
  - Psychology
  - Linguistics
  - Philosophy
  - Neuroscience
  - Anthropologyor
- Bachelor's Degree in Psychology of Neuroscience equivalent to a Swedish Kandidatexamen  
30 ECTS credits passed in Computer Science  
and
- English and Swedish corresponding to the level of English and Swedish in Swedish upper secondary education (Engelska 6 and Svenska 3)

## Intended learning outcomes

On completion of the course, the student should be able to:

- account for and reflect critically on central concepts, theories, models and research results in the area of cognition and disability,
- conduct a systematic review in a reproducible way
- discuss advantages and limitations with the method of a systematic review
- synthesize and critically analyze methods and research results within a research area in cognition and disability

## Course content

Central concepts, theories, and phenomena in the area of cognition and disability are covered. Methods for conducting reproducible systematic reviews will be presented both theoretically and practically.

## Teaching and working methods

The teaching takes the form of lectures, seminars, assignments, and independent studies.

## Examination

The course is examined through two course examination parts.

- Written presentation of a systematic review (grades Pass with Credit, Pass or Fail)
- Active participation in the seminar for the presentation of systematic reviews (grades Pass with Credit, Pass or Fail)

To get the grade Pass on the course, all parts must have the grade Pass. For Pass with Credit, the written presentation must have the grade Pass with Credit and the other part have Pass or Pass with Credit.

Detailed information will be available in the course guide.

If there are special reasons, if it is possible given the nature of a step, the examiner may decide to replace that step with another equivalent task.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.