

Introduction to Special Education in a Swedish Context

Single subject course

7.5 credits

Introduction to Special Education in a Swedish
Context

913G09

Valid from:

Determined by
The Board of Educational Science

Date determined
2008-12-16

Main field of study

Special Education

Course level

First cycle

Advancement level

G2X

Entry requirements

At least 60 credits approved on undergraduate level. Documented proficiency in English corresponding to English B / English 6. Exemption from the Swedish B.

Intended learning outcomes

After completing the course the student should

- have an overview of the Swedish school system and the policies on which it is based
- be familiar with concepts such as special education, inclusive education, integration, segregation and special needs
- have some knowledge of how special needs education is organized in Sweden
- be able to reflect on inclusive education from different perspectives
- have some knowledge as regards children with special needs, such as social-emotional problems, cognitive deficiencies, dyslexia and other learning disabilities, and how their needs can be met in educational settings.

Course content

The course takes its departure in a description of the Swedish school system and the political decisions that it is built on. The main points of the National Curricula for both elementary and secondary education are looked into, as well as policy documents that constitute the base for special education. Different perspectives on special education are studied as well as ideas and theories behind integration, segregation, and inclusive education. Various forms of special needs among children and youth are also studied, and ways of how to meet these needs are discussed. The theoretical studies are intertwined with study visits to schools and institutions where special needs education can be observed in practice.

Teaching and working methods

Lectures, literature studies, seminars, small group discussions, study visits, and group work.

Examination

The examination is made in two parts: an individual written examination of key concepts in the course content, and a group report based on experiences from study visits, connections to theoretical studies and the participants' reflections.

Grades

ECTS, EC

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.

Department

Institutionen för beteendevetenskap och lärande