

## **Introduction to Special Education in a Swedish Context**

Introduction to Special Education in a Swedish Context  
7.5 credits

Single subject course

913G09

Valid from: 2024 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Special Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2008-12-16	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Educational Sciences/Theoretical Subjects	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2009		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## 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

Final grade on the course is determined by the grade on the written 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.

Applies to all courses regardless of grading scale.

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

If the course has a three-graded grading scale (U - VG), following applies:

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

The following applies to courses that include a compulsory component:

- 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.

## Grades

ECTS, EC

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

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 conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

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.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.