

Special Education

Programme course

15 credits

Specialpedagogisk verksamhet

941A09

Valid from: 2020 Spring semester

Determined by
The Board of Educational Science

Date determined
2008-04-01

Revision date
2019-09-10

Main field of study

Special Education

Course level

Second cycle

Advancement level

A1X

Course offered for

- Special Educational Needs Programme

Entry requirements

In addition to the general entry requirements, a teaching degree followed by full-time work as a teacher for at least three years is required for admission to the course.

Intended learning outcomes

On completion of the course, the student should

- have developed a deeper understanding of the importance that the organisation of the special education has for both its contents and its outcomes
- have advanced knowledge of different educational processes and methods in working as a conversation partner and an advisor
- have a deeper scientifically based knowledge of structures and processes in small and large groups, and of how roles and norms are developed, as well as the function these have in different groups
- have developed a deeper understanding of the importance of the group leader's approach to the group interaction
- be able to reflect on the own role and approach, and also be able to evaluate the own contribution in groups of different kinds
- have developed a deeper knowledge of how educational analysis can be used to produce development plans and action programmes
- have an ability to evaluate assessment needs in different situations

Course content

The focus of the second course of the Special Teacher Programme/Special Education Programme is on the areas of responsibility and the activities that the special teacher/remedial teacher should lead, develop and evaluate. Central contents of the course are organisation of and learning about how different groups develop and function. Communication and conversation in different contexts and the student's own role as a leader in a group context are highlighted in discussions and in evaluation of group work. How groups and group processes influence learning is also important course content.

Part of the work of the special needs teacher/special education teacher is to assess, investigate, plan and evaluate both organisational and individual special education efforts. Action planning and action programmes are tools in this work. The meaning, organisation and implementation of these tasks are studied and analysed in the course through both theoretical studies and placement. How schools use development plans is also studied.

Teaching and working methods

The teaching is PBL-inspired and the students work in tutorial groups with tutorial group supervision. The teaching also takes the form of lectures, field studies and written assignments, both individually and in groups.

Examination

The course is examined through course and field assignments, carried out individually and in groups, and processing of cases. The examinations may be both in written and oral form.

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 instead 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.

Grades

Two-grade scale, U, G

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