

Opportunities, Obstacles and Challenges for Learning

Programme course

15 credits

Möjligheter, hinder och utmaningar i lärandet

941A11

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

- Master's programme in Pedagogical Practices/Education with Emphasis in Outdoor Didactics/Special Education
- Special Educational Needs Programme

Entry requirements

30 HE credits approved in the Special Education Programme, or the equivalent.

Intended learning outcomes

On completion of the course, the student should:

- be able to analyse and problematise the effects that socio-emotional factors, psychosocial factors and environmental factors may have on development and learning
- be able to discuss educational challenges from a relational, compensatory and critical perspective
- demonstrate knowledge of the effects that neuropsychiatric diagnoses may have on individuals and the environment
- demonstrate knowledge of intellectual disabilities, additional needs and the special school as a school type
- be able to formulate and discuss different perspectives on complex learning situations
- be able to discuss different special educational models and approaches
- demonstrate an understanding of current research in special educational.

Course content

The course addressed the complicated interplay between individual and environment, which may create conditions, challenges and obstacles for learning. In a qualified way, the course covers how cooperation between society, institutions, home and school may affect learning. The course includes advanced knowledge of communicative ability and of groups, different living conditions and everyday life in schools. Assessment, analysis and evaluation work with a focus on organisation, group and individual is problematised. Socio-emotional and psychosocial factors are particularly emphasised, and the effects that neuropsychiatric diagnoses and intellectual disabilities may have on learning and development are problematised and discussed in depth.

Teaching and working methods

The teaching takes the form of lectures and literature seminars, as well as through oral and written assignments, carried out independently or in groups. The teaching also takes the form of given through practice-oriented studies and placement.

Examination

Students who have passed an examination are not eligible for the re-examination to obtain a higher grade.

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, older version, 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