

## **Opportunities, Obstacles and Challenges for Learning**

Möjligheter, hinder och utmaningar i lärandet  
15 credits

Programme course

941A11

Valid from: 2022 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>
2008-04-01	Second cycle	A1X
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Education	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2019-09-10	Educational Sciences/General Didactics	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2010		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

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

## 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 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

Two grade scale, older version, U, G

## 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 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.

### 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.