

## Final Thesis

Examensarbete  
15 credits

Programme course

941A12

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>
2014-10-02	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/Theoretical Subjects	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2015		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

- Special Educational Needs Programme

## Entry requirements

A passing grade in the course Theory and Method in Scientific Work, 15 HE credits, and at least 45 other HE credits in the Special education Programme or equivalent.

## Intended learning outcomes

On completion of the course, the student should have:

- advanced knowledge of the domain chosen for the final thesis,
- developed methodical and analytical skills
- developed knowledge of scholarly approach,
- developed knowledge of scholarly communication and scholarly presentation.
- carried out an individual research-oriented assignment with clear relevance to the profession.

## Course content

The course covers specialisation in a domain selected for the final thesis and advanced knowledge of research methods and scientific starting-points for research. The scholarly writing process and review and analysis of scholarly texts are studied and practised during the course. The final thesis is carried out independently, and skills acquired in previous courses in the Special Education Programme should be linked and further developed. The thesis should be relevant to the profession, and relevance should in this case be interpreted broadly. The final thesis may consist of an empirical study, development work, a literature or document study. The course includes reading, critically reviewing and constructively discussing other students' theses.

In the final thesis on the Special Education Programme, the student has:

- used questions connected to the special education of the school as the starting-point, and by using relevant research considering ethical rules, chosen applicable methods for collection and analysis of data.
- demonstrated an analysing approach, expertise and awareness regarding research ethics and research method.
- presented and defended own work, read and critically reviewed scholarly work and carried out a public discussion and examination.

## Teaching and working methods

The final thesis includes carrying out and presenting an independent assignment under supervision, individually or in groups. Lectures and seminars occur.

## Examination

The final thesis is presented at a seminar with public discussion and examination. The student should also critically review another final thesis and participate actively in additional thesis seminars.

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

Three-grade scale, U, G, VG

## 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.