Special Education - Theories and Research

Specialpedagogik - kunskapsområde och forskningsfält
15 credits

Programme course

948A01

Valid from: 2024 Spring semester

Determined by	**Main field of study**	
The Board of Educational Science	Special Education	
Date determined	**Course level**	**Progressive specialisation**
2008-04-01	Second cycle	AXX
Revised by	**Disciplinary domain**	
Course Syllabus Board at the Faculty of Educational Sciences	Education	
Revision date	**Subject group**	
2021-03-08; 2019-09-10	Educational Sciences/General Didactics	
Offered first time	**Offered for the last time**	
Autumn semester 2008		
Department	**Replaced by**	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Special Needs Training 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:
- demonstrate knowledge of central special educational concepts
- be able to discuss special education in a historical and cultural perspective
- be able to discuss special education as a phenomenon both in research and society
- demonstrate knowledge of national and local steering documents concerning special educational activities and organisation
- demonstrate knowledge of law and ethics with relevance to special education activities
- demonstrate an understanding of different perspectives on special education and special tuition both in including and segregating organisation of teaching
- demonstrate an understanding of the work of the special education teacher in preventive special educational activities
- demonstrate knowledge of educational leadership
- be able to reflect theoretically on special education practice and the special educational professional roles
- demonstrate awareness of what a scholarly and research-ethical approach may imply.

Course content

The course covers special education and approaches to special education from both historical and present-day perspectives. Central concepts that are problematised and discussed in the course are wholeness, participation, inclusion, integration, deviation, normality, differentiation and segregation. Knowledge of the community's and school's encounter with and responsibility for children and adolescents is central to the course, and the laws and statutes regulating this responsibility are studied. An important part of the course is the cooperation and collaboration between different actors and institutions with regard to pupils, which provide an overall view of what the special education work may involve. Further processed in the course are dilemma situations where ethical and legal considerations and positions are taken with the purpose of developing the students' judgement and approach

Teaching and working methods

The teaching takes the form of field studies, student active literature seminars, lectures and oral and written assignments, individually or in groups.

Examination

The course is examined through literature seminars and course/field assignments, individually and in groups, orally and in writing. The course is completed with an individual written examination assignment

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, 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 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.