

Talk, Read and Write - Opportunities and Obstacles for Learning 1

Programme course

15 credits

Tala, läsa och skriva – möjligheter och hinder för
lärande 1

948A03

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 Needs Training Programme

Entry requirements

15 HE credits passed on the Special Teacher Education Programme or equivalent.

Intended learning outcomes

On completion of the course, the student should:

- have advanced knowledge of the linguistic and conceptual development of children and pupils
- have advanced knowledge of reading and writing acquisition and reading and writing processes
- have advanced knowledge of possibilities and obstacles for written language development
- be able to analyse and problematise pupils' skills and proficiency development of written language
- be able to demonstrate high awareness of different didactic and methodical approaches to learning and teaching

Course content

The course is initiated by studies of learning theories and the importance of learning environments for children's and pupils' development and learning. Thereafter, knowledge of linguistic and conceptual development is highlighted. Research-based knowledge of the relationship between speech, language and thinking and different theories of linguistic and conceptual development are central contents. Definitions of and theoretical models for reading and writing are also studied. Current research on reading and writing acquisition is studied, along with approaches to and teaching methods for written language acquisition. Mapping, assessment and interpretation of results regarding linguistic and written proficiencies are also studied.

A holistic perspective on linguistic and written development and learning is the starting point for developing an understanding of the complicated interaction between different factors that influence the development and learning of individuals.

During placement, the student should study and analyse approaches and methods occurring in teaching where linguistic and written proficiencies are in focus.

Teaching and working methods

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

Examination

The course is examined through literature seminars, individual and group course/field assignments, and examination assignments. Both oral and written examinations may occur.

STN1 15 HE credits

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