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

Tala, läsa och skriva – möjligheter och hinder för lärande, del 1
15 credits

Programme course

948A03

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	A1F
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/Theoretical Subjects	
Offered first time	**Offered for the last time**	
Autumn semester 2009		
Department	**Replaced by**	
Institutionen för beteendevetenskap och lärande		

Course offered for

- Special Needs Training Programme
- Special Needs Training Programme - Included in "Lärarlyftet"

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 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.