

Talk, Read and Write - Opportunities and Obstacles for Learning 2

Programme course

15 credits

Tala, läsa och skriva – möjligheter och hinder för
lärande 2

948A04

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

30 HE credits approved in the Special Teacher Education Programme or equivalent.

Intended learning outcomes

On completion of the course, the student should:

- have advanced knowledge of both preventive actions and interventions regarding written language learning
- have advanced knowledge of reading and writing difficulties, causes and expressions
- have knowledge of second language acquisition
- have advanced knowledge of assessment and grading with focus on linguistic and written language proficiency
- be able to analyse and problematise obstacles to pupils' written language development
- demonstrate a high degree of awareness of didactic and methodical approaches and of the organisation and design of special support in reading and writing
- be able to analyse, problematise and evaluate interventions for pupils in need of special support in their reading and writing acquisition

Course content

Both possibilities for and obstacles to written language acquisition are studied in the course. Current research on reading and writing disabilities/dyslexia such as definitions, causes and consequences of these difficulties are in focus. Languages in other cultures and Swedish as second language are also highlighted. Learning environments, teaching arrangements, choice of methods and review and evaluation of teaching efforts are central in the course. Likewise, the individual's written language acquisition and development and development are focused in relation to the steering documents with intended learning outcomes, assessment and grading of the school.

During placement, the student should study and analyse approaches and methods used in teaching where special needs regarding written language support occur. Interventions, action programmes and collegial supervising conversations are studied.

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