

Final Thesis

Examensarbete
15 credits

Programme course

948A15

Valid from: 2024 Spring semester

Determined by	Main field of study	
The Board of Educational Science	Special Education	
Date determined	Course level	Progressive specialisation
2014-10-02	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/General Didactics	
Offered first time	Offered for the last time	
Spring semester 2015	Spring semester 2024	
Department	Replaced by	
Institutionen för beteendevetenskap och lärande	948A22, 948A23, 948A24	

Course offered for

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

Entry requirements

Passed course Theory and Method in Scientific Work, in-depth course, 10 credit points or 15 HE credits and at least 30 other credit points or 45 other HE credits within the Special Teacher Education Programme or equivalent.

Intended learning outcomes

The aims of the course are that the students have further developed their knowledge of the domain selected for the final thesis, developed their methodical and analytical skills and also their knowledge of scholarly approach, scholarly communication and scholarly presentation. The students have completed an individual research-oriented assignment clearly relevant to the profession.

In the final thesis on the Special Teacher Education Programme, the students have:

- used questions connected to special educational activities, and in dialogue with relevant research regarding ethical rules, selected applicable methods for collection and analysis of data.
- demonstrated an analysing approach, expertise and awareness regarding research ethics and research methods.
- presented and defended their own work, read and critically reviewed scholarly work, and carried out public discussion and examination.

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 earlier courses on the Special Teacher Education Programme should be related 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.

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 course is examined continuously in the form of oral and written presentations of written drafts and minor essay at seminars.

The final thesis is defended at a seminar with public discussion. 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 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.