



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDG201 Special Needs Education as a Discipline, 15 credits

Specialpedagogik som ämne och vetenskapsområde, 15 högskolepoäng

First Cycle

Confirmation

This course syllabus was confirmed by Faculty of Education on 2007-03-29 and was last revised on 2019-02-05 by Department of Education and Special Education to be valid from 2019-09-02, autumn semester of 2019.

Field of education: Social Sciences 100%

Department: Department of Education and Special Education

Position in the educational system

The course is an elective core course in special needs education and is given as a freestanding course at first cycle level.

Main field of study: Pedagogy and didactics. It may be included in a Bachelor Degree in the main field of study.

Main field of studies

Education and Didactics

Specialization

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Entry requirements

For admission to the course:

Completed compulsory core course in pedagogy and didactics, teaching qualification or the equivalent.

Learning outcomes

Upon successful completion of the course the student should be able to:

- reflect on how different scientific traditions apply different perspectives on one and the same phenomenon.
- problematise relationships between science and social progress.
- present knowledge and understanding of the special needs education as a scientific discipline.
- describe and explain special educational phenomena and processes that can be understood as the relationship between individual, group, organisation and community levels.
- demonstrate the ability to independently collect information and interpret it within the scope of a limited scientific work.

Course content

In the course, special needs education is treated as scientific discipline, partly in content-based opinion on the basis of the question "What is special needs education?", partly based on scientific theoretical perspectives. Furthermore, the special needs education is related to classical social sciences theorising. This means that central concepts as well as working methods and approaches in the special needs education are covered. Further, different ways to interpret scientific knowledge are examined as well as their possible consequences for the special needs education in different social contexts. The course is completed with a specialisation in an optional special educational issue. The assignment consists of posing a question to be answered by means of literature of one's own choice, which as far as possible should highlight the question from several scientific perspectives.

Form of teaching

The contents of the course are explored via teaching, group discussions and individual work.

Language of instruction: Swedish

Assessment

Assessment of knowledge and skills takes place at a number of compulsory examinations. They can be oral or written, both individual and in groups. The advanced

study project also constitutes basis for assessment. At the assessment, the basis should be such that individual achievements can be distinguished. Those who have passed a test may not take the same test several times for higher grades.

A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to another examiner, unless there are special reasons to the contrary. (HF chapter 6 section 22). Such a request should be submitted in writing to the responsible department.

The number of examination sessions is limited to five.

In case a course has been discontinued or has undergone major changes the student should be guaranteed access to at least three examination occasions (including regular examination occasion) during a period of at least one year based on the earlier planning of the course.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

Course evaluation

Evaluation of teaching and own efforts in relation to set aims should take place regularly. Course evaluation regarding the contents, organisation and implementation of the course should be made at the end of the course and should be compiled, so that it may be discussed in the teaching team as well as serve as a guidance for development of future courses. The compilation should be passed on to students in the subsequent course.

Additional information

Access to computer and Internet connection is presupposed for participation in this course.