



COURSE SYLLABUS

Special Needs Education for Secondary School Subject Teachers (ES), 7.5 credits

*Special Needs Education for Secondary School Subject Teachers (ES), 7,5
högskolepoäng*

Course Code:	LSNR27	Education Cycle:	Second-cycle level
Confirmed by:	Director of Education Dec 6, 2016	Disciplinary domain:	Education
Valid From:	Spring 2017	Subject group:	UV1
Version:	1	Specialised in:	A1N
Reg number:	HLK 2016/04841-313	Main field of study:	Education

Intended Learning Outcomes (ILO)

On successful completion of this course, the students are expected to:

Knowledge and understanding

- be able to describe and give account of national and international goals related to inclusion
- be able to give account of different types of school related difficulties, how these emerge and how they are handled from different perspectives (special pedagogical, national, international, historical and juridical perspectives)
- be able to relate different kind of views on school difficulties to different perspectives and/or models (relational and categorical perspectives, social and pshycho-medical models) and to thoroughly describe these perspectives/models
- be able to give account of different pedagogical strategies and attitudes which prevent school difficulties and how these aspects are beneficial for all pupils concerning learning and development
- be able to give account for support systems, support strategies, collaboration, follow-up and evaluation of support for pupils in special needs

Skills and abilities

- show ability to identify different kinds of special educational needs within different circumstances and in different subjects
- show ability to independently handle special educational needs as well as handle such issues in collaboration with other persons
- show advanced skills in designing individual assessment plans in accordance to juridical regulations

Judgement and approach

- show ability to appraise and choose adequate special need support and to infer these support to scientific knowledge and national objectives

Contents

- Special needs education as a knowledge field, special educational perspectives and theories within special needs education
- International agreements and regulations related to inclusion
- Historical and international comparisons within special needs education
- Heterogeneity among children and youth within school environments concerning their prerequisites for learning, development and participation
- School difficulties which evolve as a result of contradictions between demands from schools and individual needs and prerequisites
- Teaching and organizing of learning contexts with focus on inclusion and on preventing school failures
- Different strategies for collaboration on local and regional levels
- Pedagogical evaluation, Individual assessment plan
- Legislation for grading pupils with disabilities
- ICT as a pedagogical tool for pupils in need of special support
- Attitudes and pedagogical ways to treat pupils in need of special support

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A digital learning platform is used.

Students who have been admitted to and registered on a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.

Prerequisites

90 credits in Subject Teacher Education, 30 of which must be from Educational Science Core for students enrolled in Subject Teacher Education Programme at Jönköping University or the equivalent. English proficiency is required. Exemption is granted from the requirement in Swedish.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.

The examination must allow for students to be assessed on an individual basis. Students may not

make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are guaranteed a minimum of three examination occasions, including the regular occasion.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. The decision to accept or reject such a request is made by the course coordinator, or, in case the course coordinator is also the examiner, by a person appointed by the Managing Director.

In case the course is terminated or significantly altered, examination according to the present course syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The student is assessed by verbal and written examinations, individually and in groups. Group work, with individual contributions, will be assessed during group work presentations. The group must carry out an oral presentation and also use a Power point presentation. There are two individual written examinations. One of them will be done in an examination room. The other is a paper examination. Both these examinations are related to individual assessment plans (called Individual education plans in some countries). All compulsory tasks (Group work and two written examinations) must be carried out to get a passing grade for the whole course.

Registration of examination:

Name of the Test	Value	Grading
Individual assignment	5 credits	A/B/C/D/E/FX/F
Group assignment ¹	2.5 credits	U/G

¹ Pass/Fail

Course evaluation

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s). The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Course literature

Booth, Tony & Ainscow, Mel. (2002). *Index for inclusion. Developing learning and participation in schools*. Centre for studies on inclusive education. 106 p.

Brodin, Jane (Ed.). (2009). *Support systems for children with disabilities in preschools and schools*. 52 p.

Florian, Lani & Hegarty, John (2004). *ICT and special educational needs*. Maidenhead: Open

University Press. (148 p), p. 7-20.

Mitchell, David (2014). *What really works in special and inclusive education: using evidence-based teaching strategies*. 2 ed. Abingdon, Oxon: Routledge. 347 p.

Peer, Lindsay & Reed, Gavin (2015). *Special Educational Needs. A guide for inclusive practice*. 2nd rev. ed. London: SAGE. 416 p.

Skolverket (2014). *Skolverkets allmänna råd med kommentarer. Arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. Stockholm: Skolverket. 78 p.

UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. (Download from: <http://www.ecdgroup.com/download/gnrssfai.pdf>) 40 p.

UNESCO (2015). *Embracing diversity: Toolkit for creating inclusive, learning-friendly environments - Booklet 1*. Paris: UNESCO. 41 p.
<http://unesdoc.unesco.org/images/0013/001375/137522e.pdf>

Additional required readings:

Articles and documents decided by course leader

Texts chosen by students in collaboration with course leader for the fulfillment of the in-depth study including steering documents for the completion of individual assessment plans in the paper exam.

Reference literature

Citing Sources – How to Create Literature References. <http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University*. <http://pingpong.hj.se/public/courseId/10565/publicPage.do>