



Board of Teacher Education
Special Education

Syllabus

Special Needs Education: Research and Practice

Course Code:	LPAGS1
Course Title:	Special Needs Education: Research and Practice <i>Specialpedagogik som forsknings- och verksamhetsområde</i>
Credits:	15
Degree Level:	Master's level
Progressive Specialisation:	Second cycle, has only first-cycle course/s as entry requirements (A1N)

Major Field of Study:
SQA (Special Education)

Course Approval

The syllabus was approved by the Board of Teacher Education 2018-02-12, and is valid from the Autumn semester 2018 at Karlstad University.

Prerequisites

Admission to special needs teacher/special needs education programme

Learning Outcomes

The aim of the course is to introduce and problematise the professional role and mandate of the special needs teacher and the special education needs coordinator respectively. The need to combine proven experience with research perspectives is treated through discussions of the basic assumptions of the emergence of the research and practical field of special needs education in relation to the areas of expertise that the special needs teacher/coordinator is expected to have.

Upon completion of the course, students should be able to

1. critically review and analyse different theoretical perspectives on the research and practical field of

- special needs education,
2. identify and relate different areas of expertise that the special needs teacher/coordinator is expected to have in relation to current research,
 3. review and reflect on the professional roles of the special needs teacher and the special education needs coordinator, and
 4. analyse and explain the relationship between research-based knowledge and proven experience.

Content

The course comprises the following components:

- central concepts, definitions and perspectives in the special education field
- the emergence of special needs education as a research and practical field from historical, national and international perspectives
- children's and pupils' varying needs in relation to special support
- different ways to describe and define disabilities, including neuropsychiatric disorders
- national and international curricula
- the special needs teacher's and the special needs coordinator's areas of expertise
- research and theory of the professional roles of the special needs teacher and the special needs coordinator.

Reading List

See separate document.

Examination

Assessment is based on:

Learning outcomes 1 and 5: individual hand-in assignment.

Learning outcomes 2 and 4: group assignments presented and discussed in seminars and individual hand-in assignment.

Learning outcomes 1-5: assignments presented and discussed in seminars.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Students need access to a group in a pedagogical activity to complete course assignments.

On-campus meetings involve assessment of some learning outcomes.

Special needs education programme course