



Board of Teacher Education  
Special Education

## Syllabus

### Assessment, Documentation and Collaboration from a Special Education Needs Perspective

<b>Course Code:</b>	LPAGS2
<b>Course Title:</b>	Assessment, Documentation and Collaboration from a Special Education Needs Perspective <i>Specialpedagogiska perspektiv på bedömning, dokumentation och samverkan</i>
<b>Credits:</b>	7.5
<b>Degree Level:</b>	Master's level
<b>Progressive Specialisation:</b>	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 2018-08-29, and is valid from the Spring semester 2019 at Karlstad University.

#### Prerequisites

Admission to the Special Needs Training Programme (LASPL) or the Special Educational Needs Programme (LASPP)

#### Learning Outcomes

The aim of the course is to clarify how the practice of assessment, documentation, and collaboration takes form in relation to school management and current societal development from the perspective of special needs education.

The course deals with the special education needs teacher's/coordinator's role of working independently on the basis of research and together with other professional groups with documentation and assessment to eliminate obstacles and problems in various learning environments.

Upon completion of the course, students should be able to:

1. critically review central concepts and theories regarding mapping and assessing in the field of special education practice,
2. problematise different assessment and documentation practices in relation to school management and special education activities,
3. discuss and critically review assessment and documentation practices as a part of a school's preventive methods and early interventions, and
4. demonstrate insight into the importance of cooperation in the assessment and documentation practice.

### **Content**

The course comprises the following areas:

- special education perspectives on assessment and documentation
- school management of special education activities on the basis of assessment and documentation
- aspects of equity, power and ethical perspectives in describing, documenting and talking about complicated learning situations
- cooperation between different actors in assessing and documenting for the purpose of preventing and eliminating obstacles to learning
- field study as a method.

### **Reading List**

See separate document.

### **Examination**

Assessment of learning outcomes is based on an individual hand-in assignment based on field studies and on individual assignments presented orally 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.

Required course for the programmes Special Needs Training and Special Educational Needs

