



Faculty of Arts and Social Sciences
Special Education

Course Reading

Special Education in Practice

Valid from 08/31/2026

Course Code: LPAS20

Course Title: Special Education in Practice

Credits: 15

Degree Level: Master's level

Books

Björk, E. & Sjöman, M. (2023). *Förskolan som lärandemiljö: för barn i behov av särskilt stöd* (1 ed.). Studentlitteratur

Hammar Chiriac, E. & Einarsson, C. (2018). *Gruppobservationer : teori och praktik*. Studentlitteratur

Hirsh, Å., Lundahl, C. (2021). *Hållbar bedömning: bildning, välbefinnande och utveckling i skolans bedömningsarbete*. Natur & Kultur. Första utgåvan

Håkansson, J. & Sundberg, D. (2020). *Utmärkt undervisning : framgångsfaktorer i svensk och internationell belysning*. Natur & Kultur

Jensen, T., & Sandström, J (2016). *Fallstudier*. Liber.

Martinsson, L., Reimers, E. (2020). *Skola i normer* (3 ed.). Gleerups.

Mitchell, D. (2015). *Inkludering i skolan : undervisningsstrategier som fungerar*. Natur & Kultur

Säljö, R. (2022). *Lärande: en introduktion till perspektiv och metaforer* (2 ed.). Gleerups.

Book Chapter

Baines, E., Blatchford, P., & Webster, R. (2022). The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. In M. Brundrett, G. Beauchamp, P. Latham, M. Mistry, M. Murray, B. Taylor, & P. Wood (Editor). *Contemporary Issues in Primary Education* (1 ed., p. 112-125) Routledge

Articles

Ainscow, M. (2020). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6 (1), p. 7-16

Dillon, J. T. (2009). The questions of curriculum. *Journal of Curriculum Studies*, 41 (3), p. 343-359

Douglas, G., McLinden, M., Robertson, C., Travers J., & Smith, E. (2016). Including Pupils with Special Educational Needs and Disability in National Assessment: Comparison of Three Country Case Studies through an Inclusive Assessment Framework. *International Journal of Disability, Development and Education: Themes in Special Education and Disability*, 63 (1), ss.98-121

Ewe, L., & Galvin, T., (2023). Universal Design for Learning across Formal School Structures in Europe: A Systematic Review. *Education Sciences*, 13 (9), p. 867

Karlsudd (2021). When differences are made into likenesses: the normative documentation and assessment culture of the preschool. *International Journal of Inclusive Education*, 27 (8), p. 904-920.
<https://doi.org/10.1080/13603116.2021.1879951>

Sturm, T. (2018). Constructing and addressing differences in inclusive schooling ? comparing cases from Germany, Norway and the United States. *International Journal of Inclusive Education*, 23 (6), p. 656-669. <https://doi.org/10.1080/13603116.2018.1444105>

Tillkommer ca 100 s. enligt lärares anvisningar.

En avhandling med koppling till fältuppgift i kursen väljs i samråd med lärare.

Approved by the Faculty Board of Arts and Social Sciences 03/13/2026