



LT1020 Special Education and Perspectives on Learning and Development 7.5 credits

Specialpedagogik och perspektiv på lärande och utveckling

This is a translation of the Swedish, legally binding, course syllabus.

Establishment

Course syllabus for LT1020 valid from Spring 2016

Grading scale

A, B, C, D, E, FX, F

Education cycle

First cycle

Main field of study

Specific prerequisites

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

In the area of perspectives on learning and development, on completion of the course the student is expected to be able to

- account for the main features of the classical learning theories (behaviourist constructivist, socio-cultural and transformative) and compare their views on individuals and on learning
- reflect on learning theories possibilities and limitations of design of learning environments
- describe and reflect on the learning and development of adolescents based on current psychological and neuro-pedagogical perspectives
- analyse learning situations and argue for what hampers and facilitates learning by means of different learning theories and psychological and neuro-pedagogical perspectives

In the area of special needs education, on completion of the course the student is expected to be able to

- problematise how pupils' right to participation and learning are met in school, in reference to national and international policy documents
- describe and problematise development and learning problems based on central theoretical starting points
- reflect on special education activities in relation to the specialisation and future teacher task, as well as discuss dilemmas that can arise at special education actions (concerning, for example: ethical considerations or resource allocation)

Course contents

The course is divided into three components.

The first component treats classical learning theories and representatives of these: behaviourist, constructivist, socio-cultural and transformative theory. This component raises the fundamental features of the theories, their views of the individual and learning as well as their importance for teaching.

The second component includes modern brain research and its contribution pedagogy (neuropedagogics) Knowledge of how the brain functions, its possibilities and limitations, development and maturity are discussed in this component. Modern psychological research about "mindset", and how our thinking influences our learning are also included in this component.

The third component is about the importance of being able to identify and handle special education needs on both the individual level and at school and community level, in collaboration with guardians, teachers and other professional groups in and outside the school. The course provides orientation in educational tools that can increase pupils' possibilities to learn and develop. The focus is the responsibility of the school to give all pupils conditions for learning independently of physical disability, ethnicity, gender and social class. Further is treated how the organisation of the teaching can have consequences for processes of social inclusion and exclusion

Disposition

The course is given partly at distance. Each component starts with a short introduction and thereafter individual work (reading and processing of literature, reflections) is alternated with group activities (seminars, discussions, assignments).

Course literature

Anges senast tre veckor före kursstart.

Equipment

Computer with Internet connection.

Examination

- SEM1 - Seminars about Perspectives on Learning, 1.5 credits, grading scale: P, F
- INL1 - Assignment, perspectives on learning, 3.0 credits, grading scale: A, B, C, D, E, FX, F
- SEM2 - Seminars about special education, 2.0 credits, grading scale: P, F
- INL2 - Assignment in special education, 1.0 credits, grading scale: P, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

Other requirements for final grade

Passed on all components included in the course

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.