



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.

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

Establishment

Course syllabus for LT1020 valid from Spring 2022

Grading scale

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

Education cycle

First cycle

Main field of study

Specific prerequisites

For KPULU: General admission requirements.

For LÄRGR: General admission requirements with at least 90 credits of subject knowledge in the subjects of chemistry, physics, technology and/or mathematics, equivalent the content of year 1 and 2.

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 learning theories, on completion of the course the student is expected to be able to

1. Give an account of the main features of the dominating learning theories and compare their view on the individual and the learning
2. Reflect on the possibilities and limitations of learning theories, in design of learning environments
3. Analyse learning situations and argue for what in the teaching that hinders and facilitates learning by means of different learning theories

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

4. Give an account of the responsibility of the school and the teacher in relation to teaching for all students' participation and learning
5. Explain and reflect on how teachers can identify special education needs in the teaching and handle these needs, including neuropsychiatric difficulties, in collaboration with pupils, guardians, teachers and others, in and outside the school

In the area of neuropedagogy and psychology, the student is expected to be able to on completion of the course:

6. Describe and reflect on the learning and development of adolescents based on current psychological and neuropedagogical perspectives
7. Analyse learning situations and argue for what hinders and facilitates learning in the teaching with help of psychological and neuropedagogical theories.

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

Course contents

The course is divided into three components. The first component treats classical learning theories and representatives of these: behaviourism, cognitivism, pragmatism, learning in a socio-cultural perspective and learning in a situated perspective. This component brings up the fundamental features of the theories, their views on the individual and the learning, as well as their importance for teaching.

The third component treats the responsibility of the school and the teacher to facilitate all students' participation and learning, irrespective of school difficulties, including neuropsychiatric disorders in accordance with national and international regulations. The component provides specialised knowledge in how teachers in collaboration with others can identify and handle special education needs at individual level, as well as at school and community level. It also deals with how the organisation of the teaching can have consequences for processes of social inclusion and exclusion.

The second component includes modern brain research and its contribution pedagogy (neuropedagogy) In this part, knowledge of how the brain functions, its possibilities and limitations, development and maturity are included and how the learning is influenced. Furthermore, it is discussed how knowledge of neuropedagogy and learning can influence the design of teaching.

Examination

- INLA - Assignment, perspectives on learning, 3.5 credits, grading scale: A, B, C, D, E, FX, F
- INLB - Assignment in special education, 1.0 credits, grading scale: P, F
- SEMA - Seminars about Perspectives on Learning, 1.0 credits, grading scale: P, F
- SEMB - Seminars about special education, 1.0 credits, grading scale: P, F
- SEMC - ****Missing****, 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.

In agreement with the KTH coordinator for disabilities, it is the examiner who decides to adapt an examination for students in possession of a valid medical certificate documenting a disability. The examiner may allow other examination formats at the re-examination of individual students.

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.