



LT2035 Special Education - Youth and Adults 5.0 credits

Specialpedagogik - ungdomar och vuxna

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

On 15/10/2019, the Dean of the ITM School has decided to establish this official course syllabus to apply from spring term 2020 (registration number M-2019-2232). M-2020-1794.

Grading scale

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

Education cycle

Second cycle

Main field of study

Technology and Learning

Specific prerequisites

Admitted to the programme for Engineering and Teaching Passed on the courses UCK210; UCK310; UMK211; UMK310 or the equivalent.

Language of instruction

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

Intended learning outcomes

After passing the course, the participant should be able to:

- problematise how pupils' rights to participation and learning are met in school, in reference to national and international policy documents
- describe how views on developmental and learning problems, based on individual, social and organisational factors, can be important for pupil learning and socialisation
- describe and discuss special education questions in both historical and present-day perspectives, and based on different theoretical starting points.

Course contents

The course takes its starting point in the interdisciplinary nature of special needs education. The course addresses how the view on special education questions varies based on different scientific starting points and at different historical periods. The importance of individual, social and organisational factors for the pupil's learning and socialisation is emphasised.

The focus is the responsibility of the school to give all pupils conditions for learning independent of physical disability, ethnicity, gender and social class. The course also treats how the organisation of teaching can have consequences for processes of social inclusion and exclusion

The course covers different possibilities to work preventively and to identify barriers for development and learning on societal and school level, as well as at individual level, in collaboration with others, and ways to remove these barriers. Furthermore, different forms of special education efforts and supportive services are highlighted, in and outside the school.

To meet the student's need for knowledge of special education application in relevant subjects, the course is directed towards the main field of the education.

The placement of the course, 1 credit, gives the future teacher knowledge of special education activities in relevant field of education.

Examination

- EXA1 - Oral and written group assignment, 1.0 credits, grading scale: P, F
- EXA2 - Written individual assignment, 4.0 credits, grading scale: A, B, C, D, E, FX, 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.

Other requirements for final grade

To pass the course as a whole, participation is required in timetabled seminars, passed result in group task based on placement visit, and lowest grade E on the written individual assignment.

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.