



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

FOU2101 Special education in inclusive learning environments, 7.5 credits

Specialpedagogik i inkluderande lärmiljöer , 7,5 högskolepoäng

Third-cycle level / Forskarnivå

Confirmation

This syllabus was confirmed by the Department of Education and Special Education on 2021-03-15, and is valid from Spring semester 2021.

Responsible Department

Department of Education and Special Education, Faculty of Education

Entry requirements

For admission to the course, the doctoral student has to be registered as student in the third cycle. If the number of qualified applicants is greater than the number of available seats at the course, admission to postgraduate students at the Faculty of Education is given priority.

Learning outcomes

After completed course the doctoral student should be able to:

Knowledge and understanding

- account for the growth of the special education research area as well as the notion of inclusion idea and inclusive practices

Competence and skills

- analyze policy changes nationally and internationally from a (special) education perspective
- analyze and reflect on inclusive learning environments in theory and practice
- identify and analyze the role of different professions that promote an inclusive learning environment

Judgement and approach

- identify and critically reflect on ethical, theoretical and methodological considerations in

- research in the field
- critically reflect on intersectionality and its meaning as well as consequences for education

Course content

The course will provide broad knowledge on the formation and growth of the special education field in research, policy and practice, both nationally and internationally. Central in the course is the importance of special education in the development of inclusive learning environments. A special focus is given to theory and practice on inclusive learning environments with varying foci and levels (such as individual, group, institution and society). In addition, the importance of different professions in promoting an inclusive learning environment is addressed. A strong emphasis is placed on empirical research and ethical, theoretical and methodological aspects. The course also provides an in-depth study of issues related to intersectionality and its consequences for education.

Types of instruction

The teaching mainly consists of lectures and seminars. The participants will individually write a paper revolving around the main themes covered in the course.

Language of instruction

The course is given in Swedish but can be given in English if necessary.

Grades

The grade Pass (G) or Fail (U) is given in this course.

Upon completion of the course, the doctoral student will be given the grades Passed (G) or Fail (U).

Types of assessment

The course's objectives are examined by:

- active participation in seminar discussions
- an individual paper in which the doctoral student discusses and critically reflects on one or more of the themes which have been taken up in the course in relation to their dissertation
- critical comments on a participant's paper

Course evaluation

A course evaluation is conducted after the course is finished. The course evaluation is compiled and made available to the relevant PhD students. This will guide the development and planning of future courses.