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

On 2020-10-01, the Dean of the ITM School has decided to establish this official course syllabus to apply from spring semester 2021, registration number: M-2020-1819.

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

- give an account of the main features of the dominating learning theories and compare their view on the individual and the learning

- reflect on the possibilities and limitations of learning theories, in 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 hinders 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

- give an account of the responsibility of the school and the teacher in relation to teaching for all students' participation and learning

- explain and reflect on how identification and handling of special education needs can take place in collaboration between students, teachers and others, in and outside the school

Course contents

The course is divided into three components. The first component treats classical learning theories and representatives of these: behavioural, constructivistic, pragmatic, socio-cultural, neomaterialistic and transformative theory. This component raises the fundamental features of the theories, their views on the individual and the 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 treats the responsibility of the school and the teacher to facilitate all students' participation and learning, irrespective of school difficulties including neuropsychiatric variations in accordance with national and international regulations. The component provides specialised knowledge in how teachers in collaboration with other can identify and handle special education needs on individual level as well as on school and community level. It also deals with how the organisation of the teaching can have consequences for processes of social inclusion and exclusion.

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.

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.