



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

On 2024-10-16, the Head of the ITM School has decided to establish this official course syllabus to apply from spring semester 2025, registration number: M-2024-2044

Grading scale

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

Education cycle

First cycle

Main field of study

Specific prerequisites

For KPULU: General entry requirements.

For LÄRGR: General entry requirements with at least 90 ECTS in the teaching subjects, equivalent to contents from years 1 and 2.

Language of instruction

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

Intended learning outcomes

On completion of the course: In the area of learning theories, the student is expected to be able to:

1. Give an account of the main features of the dominating learning theories and compare these theories' views on the individual and the learning
2. Reflect on the possibilities and limitations of learning theories when designing learning environments
3. Analyse learning situations and argue what aspects of the teaching prevent and facilitate learning, with the help of various learning theories

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

4. on the basis of policy documents, give an account of the responsibility of the school and the teacher for ensuring all pupils' participation and learning in relation to the teaching
5. based on the literature, explain and reflect on how teachers, in collaboration with concerned parties, can identify and address special educational needs, including neuropsychiatric difficulties.

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

6. Describe and reflect on adolescents' learning and development based on current psychological and neuropedagogical perspectives.

Course contents

The course is divided into three components. The first component deals with learning theories and representatives of these such as 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. 2024-10-17 2 (2)

The second component, **Introduction to special needs education**, is based on the school's responsibility to provide all pupils with equal conditions for learning, irrespective of disabilities, ethnicity, gender and social class, and how the structure of the teaching can have consequences for processes of social inclusion and exclusion. The component deals with the importance of being able to identify, analyse and handle special education needs, on the level of the individual as well as of the school and community, in collaboration with guardians, teachers and other professional groups within and outside the school.

The third component, **Introduction to cognitive science and psychology**, brings up modern brain research, psychology and cognitive science. This component includes knowledge of how the brain functions, its possibilities and limitations, development and maturity, and impact on learning.

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 collaboration with the KTH coordinator for students with special educational needs, the examiner may agree to adapt the examination for students with a documented disability. In re-examinations, the examiner has the right to allow other forms of examination of individual students.

Other requirements for final grade

All course components passed

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.