



Course Description

UQ173F: Introduction to Special Education: international and comparative perspectives 15 ECTS

Autumn 2020/ 100%



Course coordinator: Khaleda Gani Dutt
Telephone: 08-120 764 43
E-mail: khaleda-gani.dutt@specped.su.se

Guest Lecturers: Professor Emeritus Siv Fischbein (siv.fischbein@specped.su.se)
Professor Nihad Bunar (nihad.bunar@specped.su.se)
Professor Meeri Hellsten (meeri.hellsten@edu.su.se)
Professor Simo Vehmas (simo.vehmas@specped.su.se)
Dr. Alexandra Dylman (alexandra.dylman@specped.su.se)
Dr. Jari Linikko (jari.linikko@specped.su.se)
Marie Ohlin Lohmann (marie.ohlinlohmann@nacka.se)
Jude Tah (jude.tah@specped.su.se)

Course administrator: Jovana Martic
Telephone: 08-120 764-81
E-mail: jovana.martic@specped.su.se

This basic course in special education covers societal, group and individual aspects of special education. It examines historical foundations and development of special education in Sweden and internationally as represented in national and international legislation. It reviews central debates, issues and concepts in the international field of special education such as inclusive education, values in relation to individuals in need of extra support, the role of family and culture. The course introduces central models of human development, different models of disabilities, as well as established theories and practices of educational intervention. The course is delivered through lectures, seminars, case studies, group discussions, film reviews, and service-learning pedagogy elements such as writing critical reflection papers.

The learning platform for the course is Athena. A course site is created for this course in the platform. All course information and documents are posted on the site as well as for the submission of all assignments. You will have access to the course site when you are registered in the course at the beginning of the semester.



Intended Learning Outcomes:

Upon completion of the course, students will be able to:

1. Provide an overview of educational legislation in Sweden and in countries represented by the students.
2. Provide an overview of historical and contemporary issues, concepts and values in the international field of special education in which inclusion is central.
3. Describe the International Classification of Functioning, Disability and Health (ICF) and its child and youth version (ICF-CY);
4. Describe and apply some educational assessment strategies in practice;
5. Describe and analyze variability in learning and individual development;
6. Identify participation and inclusive/exclusive activities in educational settings.

The thematic structure of the course and readings:

a) Introduction to Special Education (historical perspectives, legislations, models of disability, International Classification of Functioning, Disability and Health (ICF) and its child and youth version (ICF-CY))

- Florian, L. (2014). Reimagining Special Education: Why New Approaches are Needed?
Chapter 1 In Lani Florian (Ed.) *The Sage Handbook of Special Education Two Volume Set*. Los Angeles: SAGE Publications Ltd
- Marks, D. (1997). Models of disability. *Disability and rehabilitation*, 19(3), 85-91.
- Llewellyn, A., & Hogan, K. (2000). The use and abuse of models of disability. *Disability & Society*, 15(1), 157-165.
- Reindal, S.M. 1995. Discussing disability – an investigation into theories of disability.
European Journal of Special Needs Education, 10(1): 58–69.
- Winzer, M.A. (2014). Confronting Difference: A Brief History of Special Education In Lani Florian (ed.) *The Sage Handbook of Special Education Two Volume Set*. Los Angeles: SAGE Publications Ltd.

b) International and comparative perspectives in special education (an overview of educational legislation in Sweden and in countries represented by the students)

- Ferguson, D. (2008). International trends in inclusive education: the continuing challenge to teach each one and everyone. *European Journal of Special Needs Education*, 23(2), 109–120.

Skolverket (2011). Curriculum for the compulsory school, preschool class and the recreation centre 2011.

Skolverket (2010). Curriculum for the Preschool Lpfö 98.

Vislie, L. (2003). From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*. 18 (1)17-35.

c) *Learning environment and Inclusive education (variability in learning and individual development, inclusive/exclusive activities in educational settings)*

Armstrong, A, Armstrong & Spandagou, I (2010): *Inclusive Education: International Policy & Practice*. SAGE Publications Ltd. Read Chapter 2: "Inclusive Education: Key Themes

Davis, J.M. 2013. Supporting Creativity, Inclusion and Collaborative Multi-Professional Learning. *Improving Schools*, 16, 5-20.

Ferguson, D. (2008). International trends in inclusive education: the continuing challenge to teach each one and everyone. *European Journal of Special Needs Education*, 23(2), 109–120.

Göransson, Nilholm& Karlsson (2011) *Inclusive education-what can we learn from research?*

Illeris, K. (2007). *How We Learn : Learning and Non: Learning in School and Beyond* . Chapter 1 London/New York: Routledge

Kustatscher, M. 2017. The emotional geographies of belonging: Children's intersectional identities in primary school. *Children's Geographies*, 15, 65-79.

Skidmore, D. (2004). *Inclusion the dynamic of school development*. Maidenhead: Open University Press, pp.1 – 42.

Thomas, G and Loxley, A (2007): *Deconstructing Special Education and Constructing Inclusion*. Second Edition

Vislie, L. (2003). From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs Education*. 18 (1)17-35.

d) *Reimagining Special Education-overcoming challenges and the way forward (variability in learning and individual development, ICT and special education, Universal Design for Learning)*

Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2012). Making schools effective for all: Rethinking the task. *School Leadership & Management* (32) (3), 197 – 213



Kauffman, J.M; Anastasiou, D & Maag, J.W (2016). Special Education at the Crossroad: An identity crisis and the need for a scientific reconstruction
Lani Florian, John Hegarty (2004): ICT and special educational needs; A tool for inclusion. Chapters 1 and 3, Open University Press

: Course Requirements

Completion of all reading assignments in advance of each class as per the syllabus

It is important that you take responsibility for your own learning. Read all the literature, even the literature not directly addressed in schedule. You will need to include this literature into your written assignments.

Class attendance and active participation in class discussion

You are expected to attend all classes, group meetings and seminars. Attendance will be recorded for all classes and group meetings. Absentee of more than **20%** may disqualify you from the course. All seminars are mandatory. Lectures are mandatory. Failure to attend seminars and lectures will result in an extra assignment.

Group work: it is important that everyone participate actively. Everyone needs to come well prepared to group meetings and contribute to discussions.

Critical thematic reflection papers on readings and class discussions (Pass/Fail)

You will write two short *critical thematic reflection papers*. The paper will require you to reflect on an idea, insight, or topic from lectures and the readings within two key thematic areas in the course. At the end of each critical reflection paper should be written at least one question raised for possible classroom discussion. Further instructions will be given in due course. A maximum of **500** words.

Group presentation includes both oral and written assignment of special educational system in respective countries.

Group Presentation 5ECTS (both written and oral examination)

Oral presentation of the special educational system in your country is a graded assignment and based on the written assignment. Groups are formed in the first week of the course, so you can begin work on the assignment. You will be divided into groups representing different countries

The **oral examination** is a part of the group presentation. Each participant will identify the area for presenting the core issues/ concepts / problems picked up in the group assignment. The oral examinations are graded according to the 7- scale grading system. Each group will have 30 minutes for the presentation; 20 min for the presentation time, followed by 10 minutes of questions and discussions. Use power point presentation, Prezi (for more information see www.prezi.com), video, or any other visual presentation tool you are familiar with. Your presentation should also be posted on Athena.

Written Assignment 5 ECTS (Pass/Fail)

Description of the assignment: you are required to conduct an internet search as well as traditional library sources regarding the history of special education in your home country as well as the laws and policies that regulate special education services. The paper should include providing a short description of the historical development of special education in your country. Then briefly describe the laws and policies relevant to special education: ex. education act, disability acts, special education policy, inclusive education policy, etc. Your next section will focus on *conceptual and perpetual issues in special education*, which should include at least two of the following topics: right to special education, diagnosis, placement, participation, integration, inclusion, and assessment and curriculum issues. Your paper should end with a discussion section in which you discuss emerging issues you think require further consideration; these could be issues requiring more clarity, are ambiguous, contradictory policies, as well as some of the current debates on special education in your countries. You can also discuss what you think are the strengths of the special education system in your country.

The assignment should be between 1500-2000 words (excluding cover page and references), Times New Roman, font size 12 and 1 1/2 spacing.

Important: for citations and references in your paper please use the APA style preferably or any other style. However, you are required to use just one style consistently in the paper.

Individual Final examination 5 ECTS credits)

The Final individual examination will be in the form of a take home exam. A number of questions will be posed covering all the learning outcomes of the course. The questions will be posted on

Athena and more information will be given during the course. Students are expected to make use of course literature, lectures, study visits, and any other relevant literature. Important: for citations and references in your paper please use the APA style preferably or any other style. However, you are required to use just one style consistently in the paper.

Final Grade:

Your final grade for the course will be a combination of the country assignment, the oral examination and the final examination.

Study visits to schools

Study visits to schools around Stockholm will be organized. The aim of the visits is to bring in a practical view on some of the concepts and practices discussed in class. Students will present their observations and discussions will follow in a seminar. Information about the schools and how to get there will be made available to the students.

Examinations:

Final grades will be awarded according to the seven-scale grading system (grades A-E are pass grades):

A= Excellent

B= Very Good

C= Good

D= Satisfactory

E= Sufficient

Fx= Insufficient

F= Inadequate

The grading criteria will be discussed during the introductory lecture and will be posted in the course site on Athena.

Support and rules of the university

1. Plagiarism

Plagiarism is the direct copying of someone else's words or ideas and passing them off as one's own, this is strictly forbidden here at Stockholm University. A quotation of someone else's work must always be provided with quotation marks, and the source must be stated. This is applicable to degree projects, term papers, essays and other works of this kind. If



plagiarism is discovered the student will immediately be failed and disciplinary measures may be taken. For more information please read [here](#)

2. Student Influence

Students' ability to influence their education and study situation is an important factor for a good education quality. According to Stockholm University's Policy and guidelines for student influence, quality work is a common concern for both students and employees. Influence can take place through, for example:

- direct participation in the education,
- participation in evaluations of courses and programs,
- representation in various bodies, such as the departmental board.

3. Equality and equal treatment

Students at Stockholm University must be treated equally and treated with respect irrespective of age, gender, ethnicity, beliefs, transgender identity or expression, sexual orientation or disability. Discrimination, harassment or sexual harassment by persons studying or seeking education at Stockholm University must not occur.

If you have questions about equality and equal conditions, you are welcome to contact the students' contact person for equality and equal treatment at the Department of Special Education:

Contact person : Jennie Graflund, Administrative director of studies

Email: jennie.graflund@specped.su.se

Phone: 08-1207 6407

4. Study with disability

If you have any questions regarding or are in need of support regarding special needs during your studies at the Department of Special Education, please contact our student counsler.

Contact person : Kristina Salenstedt Linder, Student Counselor

Email: kristina.salenstedt.linder@specped.su.se

Phone: 08-1207 643



5. My University

With your student account you can access the platform [My University](#)

Here you can find information about your study results.

Here you also manage your student account and purchase of prints. The website also contains shortcuts to the learning platform Athena, the schedule tool TimeEdit and more.