

Special pedagogy

The subject of special pedagogy is interdisciplinary and has developed from pedagogy and its links to philosophy, psychology, sociology and medicine. The subject covers people's different conditions for learning and development in interaction with society. This also deals with tasks, professional roles and activities in the area of functional disabilities.

Aim of the subject

Teaching in the subject of special pedagogy should aim at helping students develop knowledge of relations between society and people with functional impairments. Students should also be given opportunities to develop knowledge of different societal measures for people with functional impairments, and also the ability to work in accordance with laws and steering documents in order to create equivalence, participation and accessibility for people with functional impairments in different situations. Teaching should lead to students developing the ability to meet people with respect, and work in accordance with an ethical and inclusive approach, based on fundamental democratic values and in accordance with human rights. Both personal attitudes and values, and those of society regarding differences between people, and rights are covered in the teaching.

Problem-solving and preparedness to take action is encouraged in the teaching. Through field studies or by participating in different activities, students should be given the opportunity to get an insight into and experience of social and pedagogical contexts. Students should be given the opportunity to reflect on and discuss subject content and key concepts. Teaching should also give students the opportunity to develop skills to critically search for, process, assess and use information from different sources.

Teaching in the subject of special pedagogy should give students the opportunities to develop the following:

- 1) Knowledge of different functional impairments and their consequences in different contexts.
- 2) Knowledge of society's different measures for people with functional impairments.
- 3) Knowledge of working methods and aids used in special pedagogy, and also skills in developing and using these.
- 4) The ability to use key concepts in special pedagogy.
- 5) Skills in critically using information from different sources.
- 6) The ability to work in accordance with laws and other regulations governing different activities.
- 7) The ability to plan, carry out, evaluate, follow-up and document different measures and activities to create good conditions for people to participate in different situations.

- 8) The ability to communicate, cooperate and coordinate in order to support and assist people in different situations.
- 9) The ability to discuss their own, attitudes of others and those of society, and also respecting people's differences and values.

Courses in the subject

- Special pedagogy 1, 100 credits.
- Special pedagogy 2, 100 credits which builds on the course, special pedagogy 1.

Special pedagogy 1

The course, special pedagogy 1, covers points 1, 3–5 and 7–9 under the heading Aim of the subject. The course covers basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Different functional impairments and how they can affect people's lives, learning and participation in society.
- Adaptation of working methods and content to the different needs of individuals and groups, their experiences, and also to situations.
- Special pedagogical measures, working methods and aids in social and pedagogical contexts.
- People's differences, conditions and opportunities for learning and participation in different situations and activities.
- Meaning of different concepts e.g. functional impairment, disability, normality, deviation, diagnosis, inclusion, exclusion, accessibility, participation and equality.
- Critically processing information from different sources.
- Planning, implementation, evaluation, follow-up and documentation of different measures and activities at individual and group levels.
- Alternative complementary ways of communicating, and the functions and importance they have for people's participation.
- Interaction and communication in co-operation and meetings with people.

Knowledge requirements

Grade E

Students describe **in basic terms** different functional impairments and their consequences on people's lives, learning and participation in different contexts. In addition, students give an account **in basic terms** of how equivalence, accessibility and participation can be created in different situations by using special pedagogical working approaches and aids. In their descriptions and reports, students use **with some certainty** key concepts, and also explain **simple** relationships and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students plan, organise and carry out common **simple** tasks and activities **in consultation** with the supervisor. In their work, students use tools and methods **specified** for the task. In addition, students interact and communicate **with some certainty** in co-operation and meetings with people. Students draw up **simple** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their work and activities in **simple** assessments based on the goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** different functional impairments and their consequences on people's lives, learning and participation in different contexts. In addition, students give an account **in detail** of how equivalence, accessibility and participation can be created in different situations by using special pedagogical working approaches and aids. In their descriptions and reports, students use **with some certainty** key concepts, and also explain relationships and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, organise and carry out common tasks and activities **after consultation** with the supervisor. In their work, students **choose** and use tools and methods **appropriate** for the task. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In addition, students interact and communicate **with some certainty** in co-operation and meetings with people. Students draw up **accurate** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** different functional impairments and their consequences on people's lives, learning and participation in different contexts. In addition, students give an account **in detail and in a balanced way** of how equivalence, accessibility and participation can be created in different situations by using special pedagogical working approaches and aids. In their descriptions and reports, students use **with some certainty** key concepts, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions.

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students plan, organise and carry out common, **as well as advanced** tasks and activities **after consultation** with the supervisor, **and adapt where necessary their implementation to changing conditions**. In their work, students **choose and** use tools and methods **appropriate** for the task **and give reasons for their choices**. **Students discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions**. In addition, students interact and communicate **with certainty** in co-operation and meetings with people. Students draw up **accurate and detailed** documentation of tasks and activities carried out. In their documentation, students use **with certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments, based on the goals set up **and responses from participants**. In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Special pedagogy 2

The course, special pedagogy 2, covers points 2–9 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Content of, background to and growth of organisations, working methods and different measures in the area of functional disability.
- Using, developing and adapting special pedagogical working methods and other aids.
- Critically processing information from different sources.
- Laws, ordinances, international agreements and guidelines regulating work and activities for people with functional impairments.
- Laws, other regulations and praxis concerning the working environment, safety and professional ethics in the area of functional disabilities.
- Planning, implementation, evaluation, follow-up and documentation of different measures and activities.
- Interaction and communication in co-operation and meetings with people.

Knowledge requirements

Grade E

Students describe **in basic terms** different measures for people with functional impairments. In addition, students give an account **in basic terms** of how different pedagogical working methods and aids can be developed and used. In their descriptions and reports, students use **with some certainty** key concepts, and also explain **simple** relationships and draw **simple** conclusions.

Student search for and process **with some certainty** information from different sources, and also evaluate this in **simple** assessments.

Students give an account **in basic terms** of different laws and other regulations governing activities and take these as a starting point in their work.

Students plan, organise and carry out common **simple** tasks and activities, **in consultation** with the supervisor in a professional way. In their work, students use tools and methods **specified** for the task. In addition, students interact and communicate **with some certainty** in co-operation and meetings with people. Students draw up **simple** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their work and activities in **simple** assessments based on the

goals set up. In their assessments, students discuss **in basic terms** possible alternative solutions and propose improvements where necessary.

Students discuss **in basic terms** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **simple** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students describe **in detail** different measures for people with functional impairments. In addition, students give an account **in detail** of how different pedagogical working methods and aids can be developed and used. In their descriptions and reports, students use **with some certainty** key concepts, and also explain relationships and draw **well grounded** conclusions.

Students search for and process **with some certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students give an account **in detail** of different laws and other regulations governing activities and take these as a starting point in their work.

Students plan, organise and carry out common tasks and activities, **after consultation** with the supervisor in a professional way. In their work, students **choose** and use tools and methods **appropriate** for the task. **Students discuss in detail the importance of their own role and that of others, based on their own actions.** In addition, students interact and communicate **with some certainty** in co-operation and meetings with people. Students draw up **accurate** documentation of tasks and activities carried out. In their documentation, students use **with some certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments based on the goals set up. In their assessments, students discuss **in detail** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **well grounded** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students describe **in detail and in a balanced way** different measures for people with functional impairments. In addition, students give an account **in detail and in a balanced way** of how different pedagogical working methods and aids can be developed and used. In their descriptions and reports, students use **with some certainty** key concepts, and also explain **complex** relationships, and draw **well grounded and balanced** conclusions.

Students search for and process **with certainty** information from different sources, and also evaluate this in **balanced** assessments.

Students give an account **in detail** of different laws and other regulations governing activities and take these as a starting point in their work.

Students plan, organise and carry out common, **as well as advanced** tasks and activities **after consultation** with the supervisor in a professional way, **and adapt where necessary their implementation to changing conditions**. In their work, students **choose and** use tools and methods **appropriate** for the task **and give reasons for their choices**. **Students discuss in detail and in a balanced way the importance of their own role and that of others, based on their own actions**. In addition, students interact and communicate **with certainty** in co-operation and meetings with people. Students draw up **accurate and detailed** documentation of tasks and activities carried out. In their documentation, students use **with certainty** relevant concepts. After the task has been completed, students evaluate their tasks and activities in **balanced** assessments, based on the goals set up **and responses from participants**. In their assessments, students discuss **in detail and in a balanced way** possible alternative solutions and propose improvements where necessary.

Students discuss **in detail and in a balanced way** their own and others' attitudes, values and actions in relation to people with functional impairments. In their discussions, students put forward **well grounded and balanced** arguments to support their views, and also show respect for the views of others.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.