

UMEÅ UNIVERSITY
Department of Education
901 87 Umeå

Course syllabus

Perspectives on Education for all Special needs, disability, gender and inclusive education

7.5 CTS credits

Education on Research level

Special course 7.5 CTS credits

Perspectives on Education for all

Special needs, disability, gender and inclusive education

Credit points:	7, 5 CTS credits
Responsible department:	Department of Education
Main field of study:	Pedagogy
Level:	PhD studies
Specialisation in relation to degree requirements:	Licentiate of Philosophy or Doctor of Philosophy
Subject area:	Special needs education
Grading scale:	Pass (G); Fail (U).

Confirmation

The course syllabus was established by the head of the Department of Education (year, month, day), and is valid from (year, month, day)

Contents

Special education research concerns the interplay between the individual circumstances and the conditions and resources within school and society. It includes children, youth and adults' participation, communication and learning in different circumstances and contexts. The research conducted at the department are based on different theories and methods and intends to support special needs education so that teaching and activities with students in need of special support is implemented on a scientific basis. Current research includes studies on, for example, identity, power, governance, health, inclusion, exclusion, normality and deviance, femininity and masculinity. The research is highly practice-oriented and focused on producing results that can be of practical use in the Special Teacher Education Program, the Special Education Program and in society in general.

The aim of the course is to develop a reflexive understanding of the various dimensions and complexity of inclusive education in Nordic countries and globally, and how it is socially and culturally informed. Then course offers an introduction to the development and challenges of inclusive education from a Nordic special educational perspective. Similarities and differences between the Nordic countries regarding inclusive education and learning difficulties are investigated, as well as how different concepts work and intersect on individual, group and institutional level. The course further introduces different theoretical perspectives, such as inclusive theories, ecological system theory, gender theories and critical disability theory. Theories offer analytical tools to explore and problematize the core concepts within different contexts. The students develop critical thinking towards existing concepts and power models and structure their own special educational theory.

Expected learning outcomes

After completion of the course the student is expected to:

Knowledge and understanding

- the student is able to use core concepts of the area and critically analyze them and the consequences of using them
- the student has knowledge of common learning disabilities and interventions in relation to them
- the student understands the role of gender in relation to special education
- the student can identify and form research questions on the area of special and inclusive education

Readiness and skills

- the student can critically study research regarding inclusive education and disabilities
- the student can choose the right and relevant concepts for his/her doctoral work from the area

Values and attitudes

- the student is able to problematize and to evaluate the concept of inclusive education and special needs and critically study the value of research results on the area
- the student is able to evaluate the ethical and moral consequences of using concepts like inclusive education, special needs, gender and disabilities

Required knowledge

Applicants are required to be registered at a PhD program at Umeå University. If there are vacancies, PhD students from other universities can also be admitted to the course of.

Form of instruction

The course content is delivered through lectures and individual and group work. All teaching will be in English.

Examination modes

The examination consists of three parts. Students will write an individual essay, using the course literature as a starting point question (at least five from the list), on a relevant research. The students are also expected to hold a presentation and to function as a discussant for one. In order to be awarded a Pass grade for the course as a whole, the student must pass all parts of the examination and attend all compulsory seminars as indicated in the course schedule. If the student fails the course s/he can try to do the exam on two additional occasions. The whole curriculum is valid for two years for new trials. After two fails the doctoral student has the right to change the evaluator.

Academic credit transfer

Academic credit transfers are reviewed individually. For more information, please see the University's set of rules and academic credit transfer regulations.

Course literature

Books or Doctoral Dissertations:

Biesta, G.J.J. (2010). *Good education in an age of measurement: Ethics, politics, democracy*. London: Paradigm Publisher.

Elshabrawy, E., & Hassanein, A. (2015). *Inclusion, Disability and Culture*. Rotterdam, Boston, Taipei: Sense Publishers.

Nilholm, C., & Göransson, K. (2013). *Inkluderande undervisning – vad kan man lära av forskningen?* Forsknings- och utvecklingsrapport om inkluderande undervisning. FoU skriftserie nr 3. SPSM.

Mitchell, D. (2007). *What really works in special and inclusive education*. London and New York: Routledge.

Pesonen, H. (2016). Sense of belonging for students with intensive special education needs: An exploration of students' belonging and teachers' role in implementing support. Faculty of Behavioral sciences, Special Education Section. University of Helsinki. Research report 380. <https://helda.helsinki.fi/bitstream/handle/10138/159852/senseofb.pdf?sequence=1>

Rix, J. (2015). *Must Inclusion be Special? Rethinking educational support within a community of provision*. London: Routledge.

Youdell, D. (2011). *School Trouble. Identity, power and politics in education*. London and New York: Routledge.

Articles:

Adekemi, A.C. & Luckner, John L. (2016). Successful students who are deaf or hard of hearing and culturally and/or linguistically diverse in inclusive settings. *American Annals of the Deaf*, 160(5), 453-466.

Barton, L., & Slee, R. (1999). Competition, selection and inclusive education: some observations. *International journal of Inclusive Education*, 3(1), 3-12.

Corcoran, J., Berry, A., & Hill, S. (2015). The lived experience of US parents of children with autism spectrum disorders: A systematic review and meta-synthesis. *Journal of Intellectual Disabilities*, 19(4), 356-366.

- Einarsdottir, J., Purola, A-M., Johansson E. M., Broström, S., & Emilsn, A. (2015). Democracy, Caring and Competence: Values Perspectives in ECEC Curricula in the Nordic Countries. *International Journal of Early Years Education*, 23(1), 97-114.
- Fluijt, D., C. Bakker, C., & Struyf, E. (2015). Team-reflection: the missing link in co-teaching teams. *European Journal of Special Needs Education*, 31(2), 187-201.
- Günther, T., Knospe, E. L., Herpertz-Dahlmann, B., & Konrad, K. (2015). Sex Differences in Attentional Performance in a Clinical Sample with ADHD of the Combined Subtype. *Journal of Attention Disorders* September 19(9), 764-770.
- Hausstätter, R.S. (2014). In Support of Unfinished Inclusion. *Scandinavian Journal of Educational Research*, 57(4), 424-434.
- Kiuppis, F. (2014). Why (not) associate the principle of inclusion with disability? Tracing connections from the start of the 'Salamanca Process'. *International Journal of Inclusive Education*, 18(7), 746-761.
- Lundahl, L. (2016). Equality, inclusion and marketization of Nordic education: Introductory notes. *Research in Comparative & International Education*, 1-10. DOI: 10.1177/1745499916631059.
- Nelson, J. M. (2015). Examination of the double-deficit hypothesis with adolescents and young adults with dyslexia. *Annals of Dyslexia*, 65(3), 159-177.
- Nilholm, C., & Alm, B. (2010). An inclusive classroom? A case study of inclusiveness, teacher strategies, and children's experiences. *European Journal of Special Needs Education*, 25(3), 239-252.
- Peng, P., & Fuchs, D. (2016). A Meta-Analysis of working memory deficits in children with learning difficulties: Is there a difference between verbal domain and numerical domain? *Journal Learning Disabilities*, 49(1), 3-20.
- Peuravaara, K. (2015). Risky transitions in an ableist environment: the experience of frequent critical looks. *International Review of Sociology*, 25(2), 281 - 298.
- Powell, J. J. (2010). Change in Disability Classification: Redrawing Categorical Boundaries in Special Education in the United States and Germany, 1920-2005. *Comparative Sociology*, 9, 241-267.
- Reindal, S. M. (2008). A social relational model of disability: a theoretical framework for special needs education? *European Journal of Special Needs Education*, 23(2), 135-146.

Takala, M., Wickman, K., Uusitalo-Malmivaara, L., & Lundström, A. (2015). Becoming a special educator – Finnish and Swedish students' views of their future profession. *Education Inquiry*, 6(1), 1-27.

Takala, M., & Hausstätter, R.S. (2012). Effects of History and Cultures on Attitudes toward Special Education: A Comparison of Finland and Norway. *ISRN Education*, Article ID 161039, 7 pages, <http://www.isrn.com/journals/education/2012/161039/>



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