



Joint Faculties of Humanities and Theology

**ÄNPF02, Special Didactics - Focus on ADHD and ASD -
Social Relations and Contextual Understanding, 7.5 credits**
*Specialdidaktik med inriktning ADHD och AST - sociala relationer och kontextuell
förståelse, 7,5 högskolepoäng*
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology on 2024-12-09 (U 2024/878). The syllabus comes into effect 2025-03-01 and is valid from the autumn semester 2025.

General information

The course is offered as a freestanding course in Educational Sciences.

Language of instruction: Swedish and English

Main field of study *Specialisation*

- G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, students shall be able to:

Knowledge and understanding

- describe the possibilities and limitations of social interaction and perception of the world that are important for learning and development in ADHD/ASD,
- describe the barriers that may arise in learning situations that require social interaction and perception of the world in the development of knowledge and/or skills, for adolescents and adults with ADHD/ASD,

Competence and skills

- compare and analyse different special didactic designs aimed at adapting social interaction and atypical perception of the world to the needs of learners with ADHD/ASD,
- design activities in learning situations, including adaptations for social interaction and atypical world view, based on the needs of learners with ADHD/ASD,

Judgement and approach

- evaluate the consequences of the design of learning situations and assessment processes for individuals with atypical social interaction and atypical perception of the world.

Course content

The course focuses on behaviour and social interaction in learning situations in different contexts involving children, students or adults.

Special didactics is the part of special needs education that is directed towards deliberate learning and teaching of some specific contents or particular ability for pupils whose learning somehow differs from the expected in a specific context and time. In all learning, content is an important aspect, but all communication takes place in a reciprocal social activity. In addition, learning situations require an understanding of the world around those who clarifies what is to be done where, when and how.

The main aim of specialised didactic interventions based on social interaction and perception of the world is to create good conditions for the learner to acquire the content on which the learning situation focuses and to achieve the objectives to which the learning should lead in the activity in which the learner finds himself.

This course focuses on people with ADHD and ASD from pre-school to adulthood participating in some form of learning situation. Through a combined focus on social interaction and understanding of the world in learning situations, the course helps students to develop their ability to create favourable learning situations for people with ADHD and ASD so that deviations in social interaction and understanding of the world do not become an obstacle to knowledge development.

The course covers both the activities of pre-school and school, but also interventions carried out in the home or within the framework of social services (personal assistance and special housing) and correctional care.

Course design

The course consists of lectures, group discussions and seminars. Reading of literature takes place between the course sessions, which are based on the assumption that participants have read the literature before joint seminars.

Participation in at least three of the module's five seminars during the course is compulsory for students to be awarded a Pass on the course. Compensation opportunities or alternative scheduling of compulsory components are offered if a student misses a compulsory component due to a valid reason such as an accident or sudden illness. This also applies to students who are carrying out an assignment as an elected student representative.

Assessment

The course is assessed by a written examination (3-4 A4 pages). The examination should describe a scientifically substantiated design of a learning activity for anonymised real or fictitious person(s) with a focus on analysis of the social interaction and the significance of the understanding of the world around the individual's learning opportunities. Furthermore, the participants will be examined through an oral presentation of the design in the form of a powerpoint where the students give feedback to each other.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

For the grade of Pass in the course, participation in the compulsory components and a Pass grade on the test assignment of the course are required.

For Pass with distinction on the course, participation in the compulsory components and passed with distinction grade on the test assignment of the course are required.

Entry requirements

Further information

- The course is given at Lund University's Department of Educational Sciences.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- For further details, see current registration and information material.