ÄUVD14, Inclusive Education – Diversity, Equality and Support for Learning (UVK4), 7.5 credits

Inkluderande utbildning – mångfald, rättvisa och stöd till lärande (UVK4), 7,5 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2020-09-17. The syllabus comes into effect 2020-09-17 and is valid from the spring semester 2021.

General information

The course is a component of the teacher education programme at Lund University.

Language of instruction: Swedish

Main field of study	Specialisation
-	G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

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

Knowledge and understanding

- account for and discuss international agreements, existing legislation and national steering documents of relevance to diversity, equality and support for learning
- approach and discuss current research of relevance to diversity, equality and support for learning
- account for various special education perspectives and the consequences these have for educational activities

Competence and skills

- individually and in cooperation with others, develop teaching and educational activities to stimulate each pupil's learning

- discuss how preventive work can remove impediments and difficulties in different learning environments at the levels of individuals and groups

- discuss how schools can counteract and prevent discrimination and other forms of victimisation

- in the teaching of the course, demonstrate communicative ability in writing, listening and talking in relation to inclusive teaching

Judgement and approach

- identify their own need for additional knowledge with regard to inclusive teaching
- evaluate the importance of teamwork and cooperation with other professional groups with regard to the creation of a safe and stimulating school environment.

Course content

The course is based on theoretical and organisational perspectives on diversity, equality and education. Different conditions for the development, learning and socialisation of pupils with a special focus on inclusion and exclusion processes in schools and society are analysed in the course. This includes relevant steering documents as well as dilemmas and conflicts of goals when it comes to adaptations and special support. During the course, the students develop their ability to reflect on their own role in interaction with others from perspectives that take into consideration the grounds of discrimination and special education theory and practice. Students are also given the opportunity to apply the knowledge and skills acquired during the course to realistic problem situations from the school environment.

Course design

The course consists of lectures, group work/workshops and 2-4 seminars.

The seminars in the course are compulsory. Compensations opportunities or alternative scheduling of compulsory components are offered if a student misses a compulsory component for valid reasons.

Assessment

Assessment of the course is based on a written take-home assignment.

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

Entry requirements

To be admitted to the course, students must have successfully completed at least 135 credits of subject studies and 22.5 credits of core courses in educational sciences, or the equivalent.

Further information

1. The course is offered at the Department of Educational Sciences, Lund University.
2. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.