

1 SNE4200

Department of Special Needs Education – Faculty of Educational Sciences – University of Oslo
Spring semester 2018 – Individual Assignment
SNE4200 - Education for Learners with Special Needs

Describe and discuss with regard to relevant literature (syllabus and individually selected literature) the following two professional and research-based topics:

1) a detailed special needs educational plan for a meaningful and individually adapted teaching-learning process for individual/s with impairment or difficulties within an educational and socio-cultural context. Select:

- a) impairment/s or difficulty/ies;**
- b) age group; and**
- c) educational level (from kindergarten to life-long learning)**

2) Formulate a possible research topic for the same kind/s of impairment/s or difficulties (a, b and c). Discuss relevance, importance and possibilities for studying the topic in view of literature.

- 1) counts 75 % of the assignment
- 2) counts 25 % of the assignment

Formalities:

The paper should be a maximum of 10 pages - excluding cover page, table of contents, reference list and possible appendices.

Important details:

Line spacing 1.5

Letter size 12 for the main text in font "Times New Roman"

Larger letter size for the headings (14)

Do not justify the right margin

Use APA Reference Guide:

<http://www.waikato.ac.nz/library/study/guides/apa.shtml>

Submission deadline: April 6 at 12:00 PM

Examination system: Inspira

Good luck!

Berit

Syllabus/achievement requirements

SNE4200 Education for Learners with Special Needs

Compulsory reading for spring 2018: BOOKS

Frederickson, N. & Cline, T. (2009/2015). Special Educational Needs Inclusion and Diversity (Ch. 10 – 17).

Maidenhead: McGraw-Hill Open University Press. 303 p.

Kirk, Samuel A. et. al. (2011/2015). Educating Exceptional Children. Thirteenth edition. USA, Houghton Mifflin Company. Chapters 4-8, 10 & 12. Totally 252 pages.

Woolfolk, A, Hughes, M & Walkup, V (2008/2013): Psychology in Education. Pearson. Totally 708 pages

These texts are supplementary reading

Capuzzi, David and Gross, Douglas R. (2004). Youth at Risk. USA. American Counseling Association. Chapter 1- 5. 76 p.

Johnsen B.H. (2005) Socio-Emotional Growth and Development of Learning In Learning Strategies B. H. Johnsen (ed.). Socio-Emotional Support and Development of Learning Strategies (pp. 3 – 39) Oslo, Unipub - Oslo Academic Press. 36 p.

Lyster, Solveig-Alma H. (2001). Language and Reading – Development and Disorders. Article in Johnsen, Berit H. & Skjørten, Miriam D. (eds). Education – Special Needs Education: An Introduction. Oslo, Unipub. 13 p.

Rye, Henning. (2005). The Foundation of an Optimal Psychosocial Development. In B. H. Johnsen (ed.). Socio-Emotional Support and Development of Learning Strategies (pp. 215 – 228) Oslo, Unipub - Oslo Academic Press. 13 p.

Articles online

Curtin, M. & Clarke, G. (2005). Listening to young people with physical disabilities' experiences of education. International Journal of Disability, Development and Education, 42, 3, 195-214. 16p.

Heimdahl Mattson, E. (1998). Adjusted school environment for students with severe motor disabilities. International Journal of Inclusive Education, 2, 3, 237-253. 16p.

Mattson, E. (1994). Disabled students' experience of dependence and autonomy in integrated/segregated environments. European Journal of Special Needs Education, 9, 2, 119-124.5 p

Nowicki, E. (2007). Children's beliefs about learning and physical difficulties. International Journal of Disability, Development and Education, 54, 4, 417-427. 10 p.


Tjernberg, C., & Heimdahl Mattson, E. (2014) Inclusion in practice: a matter of school culture. European Journal of Special Needs Education, 29, 2, 247-256.

www.tandfonline.com/eprint/evQTdzvU7BvrBTdHUws2/full



Last opp filen her. Maks én fil.

Alle filtyper er tillatt. Maksimal filstørrelse er **2 GB**.

 Velg fil for opplasting

Maks poeng: 10