

# Studieplan 2015/2016

## Master in Special Education: Practical Skills Transformative Learning (2015-2017)

### Kull

2015/2017

This new international master programme in Special Education is fully taught in English and focuses on learning processes that arise when students engage in practical and esthetical activities.

Through a combination of theoretical, practical and experimental approaches to special pedagogics we aim to facilitate critical debate and evaluate existing perspectives in the field. In addition we will work with developing new and innovative approaches in the field of education, especially with reference to children and young people with learning disabilities and / or special needs.

The primary goals of the Masters include:

- Develop and create innovative practical approaches to teaching and learning in special needs education
- Recognize and meet children and youth with disabilities and/ or special learning difficulties with knowledge, respect, dignity – in a collaborative process
- Develop conscious awareness of educational potential, through the re-connection of the hand (practical), the heart (emotional) and the head (intellectual)
- Develop conscious awareness of pedagogic possibilities and potential in new situations, contexts and locations
- Facilitate transformative learning through the relocation of the point of learning from the head to the hands and heart
- Effectively evaluate, reflect and research own practice in order to enhance the effectiveness of teaching and learning within a special needs context, reflecting the specific needs and resistances presented by the individual learner.

## Admission

### (For EU/EEA/Swiss applicants only)

Admission to the Masters programme requires the following requirements:

- The applicant must be competent in a practical aesthetical skill and have current experience of practice
- Have an undergraduate Bachelor's degree in education, social education, social work, social care or similar, with at least 80 ECTS in education, social education, social work, social care.

### Applicants must apply directly to Lillehammer University by 10 May.

Please follow these instructions carefully after you click on this [link](#)

- Upper left screen there is a box with a drop down menu. Choose English
- Below register/login international applicant press the button Login for users without Norwegian Identification Number.
- Click on "Register international applicant".
- Complete the form (first name, last name, e-mail address, date of birth, sex and citizenship) and press OK-save. You will receive a password by e-mail.
- Use the password you receive by e-mail to log in through: [Login international applicant](#).

In support of an application, applicants must submit the following:

- Relevant bachelor's degree
- Reflective essay on your professional practice describing skills, experience and relevance to the programme, to include a statement of why the student wants to be admitted onto the programme
- Evidential professional practice portfolio
- Copy of your foreign passport or ID card.

If you have completed studies/courses outside the Lillehammer University College, you must also upload courses descriptions. The course names and codes on the course descriptions must match the course names and codes on the transcript, and not come from previous curricula. A course description contains: -academic content, - prescribed books, - amount of teaching and other relevant information.

Based on the applicant, relevant applicants will be invited for an admission interview. Candidates will then be selected on the basis of their qualifications and experience, and outcomes of the formal interview.

## Faglig innhold/læringsutbytte

### Learning outcomes

#### Knowledge:

At the end of the programme the student will have demonstrated:

- A comprehensive understanding of the theory of knowledge and a critical understanding of different ideologies, paradigms and perspectives in special education
- A comprehensive understanding of research methodology its applicability in varied contexts
- A comprehensive understanding of learning theories and teaching methods, explored through direct experience of implementation in different locations and settings
- A reflective awareness of the influence and importance of space, materials and practice in facilitating transformation and transformative learning

#### Skills:

At the end of the programme, the student will be able to:

- Identify pedagogic opportunities in children and young peoples' development and learning journey
- Undertake critical reflection and evaluation of academic arguments in respect of practical and theoretical problems
- Carry out independent and original robust research, using appropriate methods
- Take responsibility for own autonomous learning and self transformation
- Communicate research findings in an effective and accessible way, orally and in writing.
- Use practical skills as tool to develop practice in special education.

#### General competences:

At the end of the course students will be have gained the following general competences:

- To be able to write in a coherent and accessible way
- To engage in innovative and entrepreneurial activities
- To operate as an effective member of a team in an international context

- To be able to plan and deliver projects, on time and to a sufficiently high quality

## Course structure

The MA programme will be delivered on a collaborative basis in both the UK and in Norway. It will bring students together in a series of seven intensive two week study blocks over the two years of the programme. Students will be expected to complete a series of tasks, and learning activities to include academic reading, reflective peer learning and assignments in between the formal study blocks.

The courses are offered parallel. Learning will take place primarily at Lillehammer University College (Norway) and The Field Centre, Ruskin Mill Land Trust (UK). In details:

### **Course 1: The philosophy of science and the history of special education**

This course will be taught in Lillehammer (Norway). The examination will take place at Ruskin Mill, Nailsworth (UK).

### **Course 2: Research methods and situated transformative action research**

Lectures and seminars in Lillehammer (Norway) and at The Field Centre, Nailsworth (UK)

### **Course 3: Theoretical approaches to practical skills transformative learning**

This course will be taught at the Field Centre, Nailsworth (UK). The examination will take place at the Field Centre, Nailsworth (UK) in February.

### **Course 4: Special education and symptoms of disabilities**

This course will be taught at the Field Centre, Nailsworth (UK) and in Lillehammer (Norway). The examination will take place in Lillehammer (Norway)

### **Course 5: Work based learning: Enhancing professional practice**

This course will be taught at the Field Centre, Nailsworth (UK).

Due to the practical nature of the course and its intentions in respect of the development and evaluation of innovative approaches to pedagogy, the programme includes a work based learning element. Students will be expected to secure their own placement within a relevant role and/or work place, to be agreed by the programme team.

This programme additionally includes a 'golden thread' that runs through the programme. This is intended to provide students with a semi-structures vehicle for

on-going reflection and transformation during their programme of study. Although this course is not credit bearing, it forms the basis for the reflective epilogue within the Masters' thesis.

## Undervisnings- og læringsmetode

Language of instruction - English

## Eksamen

This programme adopts the following assessment and work requirements:

- Oral exams
- Written essays
- Written reports
- Reflective and evaluative reports
- Reflective journal
- Peer questioning and discussion
- Professional practice portfolios
- Peer learning sets
- On-line seminar participation

All credit bearing courses will use the marking range from A to F (F=Fail).

## Studiestart

01.01.1970

## Kontaktinformasjon

- Rune Hausstatter  
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- Jenny Steinnes  
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- Synnøve Myklestad  
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## Antall studiepoeng

120

## Heltid/ deltid

Heltid

## Studielengde

2 years

## Grad/ kompetanse

Master

## Avdeling

Faculty of Education and Social Work

## Fagområde

Pedagogikk

### Courses

Emnekode	Emnets navn	S.poeng	O/V *)	Studiepoeng pr. semester			
				S1(H)	S2(V)	S3(H)	S4(V)
	<u>The philosophy of science and the history of special education</u>	15	O	15			
	<u>Research methods and situated transformative action research</u>	30	O	7,5	7,5	15	
	<u>Theoretical approaches to practical skills transformative learning</u>	15	O	7,5	7,5		
	<u>Special education and symptoms of disabilities</u>	15	O		15		
	<u>Work based learning: Enhancing professional practice</u>	15	O			15	
	<u>Master Thesis</u>	30	O				30
Sum:				30	30	30	30

\*) O - Obligatorisk emne, V - Valgbare emne

# Emneoversikt

## The philosophy of science and the history of special education

**Kode:**

**Studiepoeng: 15**

### Undervisningsspråk

Language of instruction - English

### Emnebeskrivelse

This course provides an introduction to the philosophy of science and the history of special needs education. The purpose of the course is based within epistemology, and seeks to provide learners with a foundation of knowledge – which be explored, evaluated and tested (in practice) throughout the Masters programme.

Through this course, students will understand the tradition of human thinking and how the development of special needs education has taken place within the context of 'knowing'.

The course will provide students with the knowledge and understanding of how the theory of special needs education has been shaped within different country contexts, and how approaches have been influenced by shifts in paradigms of knowing.

### Læringsutbytte

#### Intended Learning Outcomes

By the end of the course, students will have demonstrated:

Knowledge and understanding:

- A comprehensive understanding of the history of the development of Scientific knowledge and the shifts in paradigms that have influenced human thinking
- A systematic understanding of the characteristics of special needs education and emerging differences between countries
- A conceptual understanding of the influence of the development of scientific thinking and the approach to special needs education, through paradigm shifts

Skills and abilities:

At the end of the course students will be able to:

- Demonstrate an ability to engage in epistemological discourse
- Engage in critical self-evaluation and self-reflection of inner perceptions, experiences, practices and influences (it. Why do I think about/approach special needs education in this way)

General competences:

At the end of the course students will be have gained the following general competences:

- Presentation skills
- Communication (active listening and critical questioning)

## Undervisnings- og læringsmetode

- Lectures and seminars in Lillehammer.
- One on-line group seminar ahead of oral exam.
- Learning sets in home country (4-6 participants).
- Independent study (reading and personal self reflection).

This course will be taught in Lillehammer (Norway).

The examination will take place at Ruskin Mill, Nailsworth (UK).

**Emne er obligatorisk for**



Master in Special Education

## Arbeidskrav

75% attendance

Develop a reflection text ahead of oral exam

Develop questions for peers having oral exam

Participation in one learning set

Participation in one on line seminar

## Eksamensform

100% Oral Exam

Leaners are required to deliver a 15 minute presentation to staff and peers, followed by 15 minutes of critical questioning and answering. Total 30 minutes per student.

Assessment criteria:

- Clarity and structure of presentation
- Ability to demonstrate engagement with the course content
- Critical reasoning and presentation of argument
- Understanding of processes of thought and the influence of paradigm shifts/knowledge development on special needs education
- Evidence of self-reflection and original thought

Examination procedures:

- Peer audience (course)
- 2 examiners (assessors)

## Karaktersystem

Grades A-F

## Heltid/ deltid

Heltid

## **Emneansvarlig**

Prof. Rune S. Hausstätter

## **Emneeier**

MA Spesialpedagogikk

# Research methods and situated transformative action research

**Kode:**

**Studiepoeng: 30**

## Undervisningsspråk

Language of instruction - English

## Emnebeskrivelse

This course will provide students with a knowledge and experience in research methods and their applicability within a practical context. Special emphasis will be placed upon situated transformative action research methods.

The course seeks to integrate the theoretical perspectives on special needs education and the tools and techniques necessary for research into professional performance.

Students will be challenged to develop alternative methods of research. [can take experiences and theorise them and take practical experiences and research them]

## Læringsutbytte

### Intended Learning Outcomes

By the end of the course, students will have demonstrated:

Knowledge and understanding:

- A critical understanding of Research methodologies, and their applicability in different contexts
- A comprehensive understanding of the importance of ethics in undertaking research
- A comprehensive understanding of the range of tools and techniques available for research, and their associated benefits and limitations

Skills and abilities:

At the end of the course students will be able to:

- Engage in critical reflection of methodological approaches and the appropriateness of their use and value in different contexts [reflect]
- Demonstrate the ability to apply relevant research methods in a robust, professional and meaningful way [perform]

General competences (transferable skills):

At the end of the course students will have gained the following general competences:

- Research skill and knowledge requirements for research
- The ability to write a written report for research

## Undervisnings- og læringsmetode

- Lectures and seminars in Lillehammer.
- Three on-line group seminars.
- Three learning sets in home country (4-6 participants).
- Independent study (reading and personal self-reflection).

This course will be taught in Ruskin Mill (UK) and Lillehammer (Norway).

The examination will take place at Lillehammer (Norway).

## Emne er obligatorisk for

Master in Special Education

## Arbeidskrav

75% attendance

Participation in three learning set

Participation in three on-line seminar

Hand in bibliography of self-selected reading

## **Eksamensform**

- Assessment 1 50% Written essay on the benefits and limitations of a range of research methodologies – in respect of their relevance to special needs education (5,000 words)
- Assessment 2 50% Written critical reflection of the method that they propose to use in their MA Thesis. [October] 5,000 words

## **Karaktersystem**

Grades A-F

## **Heltid/ deltid**

## **Emneansvarlig**

Dr. Aksel Hugo

## **Emneeier**

MA Spesialpedagogikk

# Theoretical approaches to practical skills transformative learning

**Kode:**

**Studiepoeng: 15**

## Undervisningsspråk

Language of instruction - English

## Emnebeskrivelse

This course will provide students with the philosophical, sociological, psychological and neurological theoretical perspectives relevant to education. It will provide a knowledge base, relevant to transformative learning, and present an alternative to established views of knowledge through the presentation of practical skills perspectives. [To know why we need an alternative view on knowledge and practice, and the role of practical skills in education].

## Læringsutbytte

### Intended Learning Outcomes

By the end of the course, students will have demonstrated:

Knowledge and understanding:

- A conceptual understanding of theoretical perspectives on the ecology of learning, and the ecology of learning through nature [for example, biodynamic agriculture]
- An ability to critically evaluate existing knowledge and the need for an alternative approach to knowledge and practice within education
- Comprehensive understanding of the value of practical experiences (hands on) in transformative learning and developmental practices

Skills and abilities:

At the end of the course students will be able to:

- Demonstrate the ability to interrogate and re-imagine theoretical perspectives
- Demonstrate the ability to translate the ecology of learning (theories) into a practical context

General competences (transferable skills):

At the end of the course students will have gained the following general competences:

- Critical evaluation and analysis of theory
- Integrate interdisciplinary theoretical perspectives
- Interrogation of evidence from varied philosophical and theoretical backgrounds
- Academic writing skills.

## Undervisnings- og læringsmetode

- Lectures and seminars
- Two on-line group seminars.
- Two learning sets in home country (4-6 participants).
- Independent study (reading and personal self-reflection).

This course will be taught at the Field Centre, Nailsworth (UK) or through On-line seminar participation

The examination will take place at the Field Centre, Nailsworth (UK) in February.

## Emne er obligatorisk for

Master in Special Education - Practical Skills transformative learning

## Arbeidskrav

75% attendance

Participation in two learning set

Participation in two on-line seminar

## **Eksamensform**

Assessment 1 100% Academic writing - written essay (5,000 words) with an oral exam (reflection).

## **Karaktersystem**

Grades A-F

## **Heltid/ deltid**

## **Emneansvarlig**

Prof. Jenny Steinnes

## **Emneeier**

MA Spesialpedagogikk



# Special education and symptoms of disabilities

**Kode:**

**Studiepoeng: 15**

## Undervisningsspråk

Language of instruction - English

## Emnebeskrivelse

This course is intended to create a bridge between theory and practice, through the translation of theory into practice through performance (performance theory). This course seeks to re-imagine potential:

- of the learning process
- of the methods
- of the learner.

It will start with an examination of existing theories and symptoms of disability (from course x), and explore how a new pedagogy can be developed, whereby an integrative interdisciplinary diagnostic approach can be used as part of a transformative learning process/experience within special needs education. Through this, diagnostic concepts can be re-thought, and embedded within a new or alternative framework.

Through this course, students will be expected to engage in practical activities, underpinned by their theoretical knowledge and critical evaluation and reflective practice, in order to shape their development of new pedagogies. [The how of education]

## Læringsutbytte

### Intended Learning Outcomes

By the end of the course, students will have demonstrated:

Knowledge and understanding:

- A conceptual understanding of the relationship between theory and practice, performed through a practical skills approach
- A systematic understanding of how to translate, deconstruct and re-imagine theory into potential practice
- A comprehensive knowledge of how to undertake an integrative interdisciplinary diagnostic approach to understand causes and symptoms and develop effective learning solutions.
- A comprehensive understanding of personal relationship between theory, practice, space, materials and others, in the learning and development processes.
- An ability to critically evaluate and understand and know how to use tools and techniques to enhance inner resistance, and how to translate this into effective learning and performance.

Skills and abilities:

At the end of the course students will be able to:

- Demonstrate the ability to interrogate and re-imagine theoretical perspectives
- Demonstrate the ability to translate the ecology of learning (theories) into a practical context

General competences (transferable skills):

At the end of the course students will have gained the following general competences:

- Critical evaluation and analysis of theory
- Integrate interdisciplinary theoretical perspectives
- Academic writing skills.

## Undervisnings- og læringsmetode

- Lectures and seminars
- Two on-line group seminars.
- Two learning sets in home country (4-6 participants).

- Independent study (reading and personal self-reflection).

This course will be taught at the Field Centre, Nailsworth (UK) or through On-line seminar participation

## **Arbeidskrav**

75% attendance

Participation in two learning set

Participation in two on-line seminar

## **Eksamensform**

Assessment Written reflection on the possibilities of alternative approaches (2,500 words), a presentation of their 'material/performance/practical piece' and a physical performance/practical piece to demonstrate their understanding

## **Karaktersystem**

## **Heltid/ deltid**

## **Emneansvarlig**

Dr Florian Kiuppis

## **Emneier**

# Work based learning: Enhancing professional practice

**Kode:**

**Studiepoeng: 15**

## Undervisningsspråk

Language of instruction - English

## Emnebeskrivelse

The aim of this module is to provide learners with the opportunity to enhance their professional practice through a reflective experiential learning. The module also seeks to enhance employability by providing learners with practical experience within a professional context.

This course draws upon the skills and knowledge gained by students through earlier modules within a practical experiential setting.

The module provides the opportunity for learners to gain academic credit that recognises professional practice.

## Læringsutbytte

### Intended Learning Objectives

The intended learning outcomes should be developed between the programme team and the learner, to reflect the work experience and the overall learning aims and intended learning outcomes of the overall programme.

Generic intended learning objectives include:

At the end of the course students will have gained the following general

competences:

- Developing the skills for practical enquiry and evaluation through researching work based practice.
- Engage in reflective practice in order to enhance professional practice and contribute to the overall development of knowledge.
- Become an autonomous learner and participate in co-creation of learning experience, through the identification, setting and achievement of learning outcomes.

## Undervisnings- og læringsmetode

Learners are responsible for arranging their own work based learning experience. The work based experience should take place within a relevant role/work environment, where learners are able to demonstrate their professional practice.

All work placements should be reported to the course lead 2 months ahead of the commencement of the module in order that the programme team can assess the suitability of the proposed placement and that information can be provided to the employer.

The programme team and learner must agree the intended learning outcomes prior to acceptance of the proposed work based experience location.

In any work environments, students are expected to adhere to the policies, procedures and regulations of the 'employer' or work place.

## Emne er obligatorisk for

Master in Special Education

## Arbeidskrav

Reflective learning log

## Eksamensform

Assessment Reflective essay (3,000 words) supported by Professional practice portfolio

## **Karaktersystem**

Grades A-F

## **Heltid/ deltid**

## **Emneansvarlig**

Dr Mandy Nelson

## **Emneeier**

MA Spesialpedagogikk

# Master Thesis

**Kode:**

**Studiepoeng: 30**

## Undervisningsspråk

Language of instruction - English

## Emnebeskrivelse

The Masters' thesis is an independent Research project based on an original research question connected to the MA in special education: practical skills and transformative learning.

The research question should be investigated in a scientific manner, and the thesis should be based on both theoretical and applied research within a practical context.

The thesis will demonstrate skills and abilities in the following areas:

- independent and autonomous research
- analytic capacity and capability
- critical reflection and evaluation
- academic writing

Completion of a Masters' degree provides the student with a foundation for further scientific research and enquiry at the higher [doctoral] level.

As part of the Masters' thesis the student is expected to include a reflective epilogue, based on their reflective log, relevant to the research question addressed within the thesis.

## Læringsutbytte

## Intended Learning Outcomes

By the end of the course, students will have demonstrated:

Knowledge and understanding:

- An in-depth knowledge in a specific area related to practical skills transformative learning

Skills and abilities:

At the end of the course students will be able to:

- Undertake original and independent research
- Present their research findings in written and oral format
- Effectively undertake meaningful and robust research and enquiry and generate meaningful findings and conclusions
- Demonstrate entrepreneurship in relation to 'agency and of change'.

General competences (transferable skills):

At the end of the course students will be have gained the following general competences:

- Project management
- Autonomous learning

## Undervisnings- og læringsmetode

- Independent study
- Supervision
- Learning sets

## Emne er obligatorisk for

Master in Special Education

## Arbeidskrav

Reflective learning log, reflecting on the experience throughout the project.



Participation in two learning sets.

## **Eksamensform**

Masters' Thesis 30,000 words [to include 1,500 word reflective epilogue] with Oral Exam

Note: part of the thesis can be submitted in the form of a practical piece. This could result in up to a maximum 50% offset of the word count.

The oral exam will take place at the Field Centre, Nailsworth (UK).

## **Karaktersystem**

Grades A-F

## **Heltid/ deltid**

Heltid

## **Emneansvarlig**

Dr Rune Hausstatter

## **Emneeier**

MA Spesialpedagogikk