

Studieplan 2017/2018

Master in Special Education: Practical Skills Transformative Learning (2018)

Studiepoeng: 120

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 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 Inland Norway University of Applied Science 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.

Målgruppe

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.

Study in Nailsworth and Lillehammer

The study programme is organised around the students own practical and aesthetic skills. It is a part time programme with a duration of three (3) years and 120 ECTS credits (240 UK Credits). The programme will be delivered in Nailsworth (England) and in Lillehammer (Norway), through 4 two-week and 2 one-week residential blocks.

Theoretical studies and philosophical debates will be combined with practical use of experimental learning in a number of workshops.

Admission

(For EU/EEA/Swiss applicants only)

Admission to the Masters programme requires the following: The applicant must:

- Be competent in a practical aesthetical skill and have current experience of practice
- Have an undergraduate Bachelor's degree.
- Have a minimum of 3372 hours (2 years) relevant work experience with children and/or adults within an educational context.

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

- A reflective essay on your practical aesthetic skill, describing your experience and its relevance to the programme (maximum 1200 words – this can include examples e.g. photographs).
- A copy of your Bachelor's degree diploma/certificate (Degree must meet the requirements of the Norwegian Agency for Quality Assurance in Education).
- A description(maximum 500 words) and proof of relevant work experience, e.g. a statement from an employer.
- A statement of why you want to be admitted onto the programme (maximum 500 words)

If you are not a Norwegian citizen: Copy of your passport.

Based on the application, those applicants who meet the admission criteria 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. Candidates are responsible of their own application and interview costs. A good command of English is required for all students attending the masterprogramme. English language qualifications can be tested in the interview.

How to apply

The required documents must be uploaded on the online application form. The preferred format for uploading documents is PDF

Register your application

Please follow the instructions carefully after you click on [the online application form](#).

Please note that the documentation is only accepted through the online application form. On the upper left there is a box with a drop down menu; Choose English

- For users without Norwegian Identification Number: Press the button International applicant.
- Click on "Register new 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 received by e-mail to log in through: [Login international applicant](#).
- For users with Norwegian Identification Number: Logon using Your 11-digit ID and choose your 4-digit pinkode.

Arbeids- og undervisningsformer

Language of instruction - English

Vurderingsformer

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).

Kull

2017/2020

Courses

Emnekode	Emnets navn	S.poeng	O/V *)	Studiepoeng pr. semester					
				S1(H)	S2(V)	S3(H)	S4(V)	S5(H)	S6(V)
SPED3001/1	<u>The philosophy of science and the history of special education</u>	15	O	7,5	7,5				
SPED3003/1	<u>Theoretical approaches to practical skills transformative learning</u>	15	O	7,5	7,5				
SPED3002/1	<u>Research methods and situated transformative action research</u>	30	O	7,5	7,5	7,5	7,5		
SPED3004/1	<u>Special education and symptoms of disabilities</u>	15	O			7,5	7,5		
SPED3005/1	<u>Work based learning: Enhancing professional practice</u>	15	O			7,5	7,5		
SPED3006/1	<u>Master Thesis</u>	30	O					15	15
Sum:				22,5	22,5	22,5	22,5	15	15

*) O - Obligatorisk emne, V - Valgbare emne

Emneoversikt

SPED3001/1 The philosophy of science and the history of special education

Emnekode: SPED3001/1

Studiepoeng: 15

Semester

Autumn

Språk

Krav til forkunnskaper

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 have gained the following general competences:

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

Innhold

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.

Arbeids- og undervisningsformer

- 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).

Obligatoriske krav som må være godkjent før eksamen kan avlegges

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

Eksamen

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)

Ansvarlig fakultet

SPED3003/ 1 Theoretical approaches to practical skills transformative learning

Emnekode: SPED3003/1

Studiepoeng: 15

Semester

Språk

Krav til forkunnskaper

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.

Innhold

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].

Arbeids- og undervisningsformer

- 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.

Obligatoriske krav som må være godkjent før eksamen kan avlegges

75% attendance

Participation in two learning set

Participation in two on-line seminar

Eksamen

Assessment 1 100% Academic writing - written essay (5,000 words).

Ansvarlig fakultet

SPED3002/ 1 Research methods and situated transformative action research

Emnekode: SPED3002/ 1

Studiepoeng: 30

Semester

Språk

Krav til forkunnskaper

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

Innhold

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]

Arbeids- og undervisningsformer

- 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).

Obligatoriske krav som må være godkjent før eksamen kan avlegges

75% attendance

Participation in three learning set

Participation in three on-line seminar

Hand in bibliography of self-selected reading

Eksamen

- 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

Ansvarlig fakultet

SPED3004/ 1 Special education and symptoms of disabilities

Emnekode: SPED3004/1

Studiepoeng: 15

Semester

Språk

Krav til forkunnskaper

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.

Innhold

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]

Arbeids- og undervisningsformer

- 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

Obligatoriske krav som må være godkjent før eksamen kan avlegges

75% attendance

Participation in two learning set

Participation in two on-line seminar

Eksamen

Exam is given in two parts. Each part counts 50% of the final assesment in this module.

Part 1: An oral, physical and/ or a practical presentation/ performance.

Part 2: Written reflection on the possibilities of alternative approaches (2500 words)

Ansvarlig fakultet

SPED3005/1 Work based learning: Enhancing professional practice

Emnekode: SPED3005/1

Studiepoeng: 15

Semester

Autumn

Språk

Krav til forkunnskaper

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.

Innhold

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.

Arbeids- og undervisningsformer

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.

Obligatoriske krav som må være godkjent før eksamen kan avlegges

Reflective learning log

Eksamen

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

Ansvarlig fakultet

SPED3006/ 1 Master Thesis

Emnekode: SPED3006/ 1

Studiepoeng: 30

Semester

Spring

Språk

Krav til forkunnskaper

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

Innhold

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.

Arbeids- og undervisningsformer

- Independent study
- Supervision
- Learning sets

Obligatoriske krav som må være godkjent før eksamen kan

avlegges

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

Participation in two learning sets.

Eksamen

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).

Ansvarlig fakultet