

Uppsala University

Institution of Education

Doctoral Studies

Spring term 2020

Inclusive Education – history, concepts, theories and empirical research, 7,5 hp

The course is an optional course in education. Eligible for the course are students in social science, education and related subjects accepted for doctoral education. Students of education at the doctoral level at Uppsala University have priority to the course. If places are available, students at the Master level may be admitted to the course.

Goals

The overriding goal of the course is that the students develop in-depth knowledge about inclusive education. After accomplishing the course students are expected to:

- Display comprehensive knowledge of the history of inclusive education as understood from different perspectives
- Display in-depth understanding of different concepts of inclusive education in relation to different concepts of democracy
- Display in-depth comprehension of political, sociological and educational theories of inclusive education
- Display broad knowledge concerning empirical research inclusive education
- Reflect on ethical issues in relation to inclusive education

Content

The course consists of four themes that taken together provide possibilities for the students to reach the goals of the course.

1. The history of inclusive education understood from different perspectives.
2. The concept of inclusive education
3. Theories of inclusive education
4. Empirical research and ethical issues

Process

The course consists of lectures and seminars that require active participation. The course covers central issues in inclusive education at an increasingly complex level.

Examination

The course examination consists of a) active participation in lectures and seminars, b) a paper covering at least 2-3 of the course's themes, and c) active participation in the examination seminar involving the defense of a paper and a summation and opposition of a paper from another course participant.

Course evaluation

The course is evaluated at the end of the course by a discussion and a questionnaire.

Course language

The course language is English.

Literature

Theme 1: History

Ainscow, M, Slee, R & Best, M. (2019) Editorial: the Salamanca Statement: 25 years on. *International Journal of Inclusive Education*, 23 (7-8), 671-676

UNESCO. (1994). *Final Report: World Conference on Special Needs Education: Access and Quality*. Paris: UNESCO. (48 pages)

United Nations. (2006). *United Nations Convention on the Rights of Persons with Disabilities*. New York, NY: United Nations. (37 pages)

Theme 2: Inclusion – the concept

Magnusson, G. (2019). An amalgam of ideals - Images of inclusion in the Salamanca statement. *International Journal of Inclusive Education*, 23 (7–8), 677–690.

Magnusson, G., Göransson, K. & Lindqvist, G. (2019). Contextualising Inclusive Education in Education Policy: The Case of Sweden. *Nordic Journal of Studies in Educational Policy*, 5 (2) 559-574.

Nilholm, C. & Göransson, K. (2017). What is meant by inclusion? – an analysis of high impact research in North America and Europe. *European Journal of Special Needs Education*, 32(3), 437-451.

Theme 3. Theories

Barton, L. (1997). Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education*, 1, 231–242.

Clark, Dyson & Milward (1998). Inclusive education – a time to move on? *Theorising Special Education*. 156-173

Dyson, A, and Millward, A. (2000). *Schools and special needs. Issues of innovation and inclusion*. London: Sage.

Nilholm, C. (2006). Special education, inclusion and democracy. *European Journal of Special Needs Education*. 21(4), 431-445.

Schiro, M. S. (2013 2nd ed). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, CA: SAGE publications Inc. (chapter 1 and 6) (59 pages)

Skrtic, T. (1995). *Disability and democracy: reconstruction (special) education for postmodernity*. New York: Teachers College Press. (chapter 1, 2, 9, 10) (140 pages).

Thomas, G. and Loxley, A. (2001/2007) *Deconstructing special education and constructing inclusion*. (1:st edition). Buckingham: Open University Press. (chapter 1-3, 6, 7) (110 pages)

Theme 4. Empirical research

De Boer, Anke., Pilj, SJ. & Minnaert, A. (2011) Regular primary schoolteachers' attitudes towards inclusive education: A Review of the Literature. *International Journal of Inclusive Education*, 15(3), 331-353.

Göransson, K., Nilholm, C. and Karlsson, K. (2011) Inclusive education in Sweden? A critical analysis. *International Journal of Inclusive Education*, 15(5), 541-555. (with Kerstin Göransson and Kristina Karlsson; Nilholm and Göransson first authors)

Göransson, K. and Nilholm, C. (2014). Conceptual Diversities and Empirical Shortcomings - A Critical Analysis of Research on Inclusive Education. *European Journal of Special Needs Education*, 29:3, 265-280.

Lindqvist, G. and Nilholm, C. 2013. Making schools inclusive? Educational leaders view on how to work with children in need of special support. *International Journal of Inclusive Education*, 17(1), 95-110..

- Lindqvist, G. and Nilholm, C. 2014. Promoting inclusion? – “inclusive” and effective head teachers’ descriptions of their work. *European Journal of Special Needs Education*, 29(1), 74-110. DOI:10.1080/08856257.2013.849845 (with Lindqvist, Lindqvist first author).
- Loreman, T. 2014. Measuring Inclusive Education Outcomes in Alberta, Canada. *International Journal of Inclusive Education*, 18 (5) 459–483.
- Mitchell, D. 2008. What Really Works in Special Needs and Inclusive Education: Using Evidence-based Teaching Strategies?. London: Routledge. (100 pages)
- Nilholm, C. and Alm, B. 2010. An inclusive classroom? On inclusiveness, teacher strategies and children’s experiences. *European Journal of Special Needs Education*, 25(3), 239-252.
- Oliver, Paul. (2010) The student’s guide to research ethics. (2nd edition). Maidenhead: Open University Press. Hur många sidor? Vilka? (50 sidor?)
- Persson, E. (2013) Raising achievement through inclusion. *International Journal of Inclusive Education*, 17(11), 1205-1220.

Choice of literature used in the paper: 150 pages