

Department of Special Needs Education – Faculty of Educational Sciences – University of Oslo
Autumn semester 2011 – Individual Assignment
SNE4120: Inclusive Education
Master of Philosophy in Special Needs Education (M. Phil. SNE)

Discuss in view of relevant literature, main aspects of a meaningful and individually adapted curriculum in relation to the international principle of inclusive education.

Consider possibilities and challenges in applying these aspects in planning and practising inclusion in your local educational context.

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>

Deadline for delivery: 06. 12. 2011

Please deliver *two* paper copies as outlined in the instructions you will receive concerning delivery of term papers.

I look forward to your presentations.

Good luck!

Berit

SNE4120 Obligatory reading:

All texts marked with an asterisk are available in a joint compendium (SNE4120, SNE3120 & SNE4130) which will be for sale from "Kopiutsalget" in Akademika bookshop, Blindern campus.

* Befring, Edvard. (2001). The Enrichment Perspective: A Special Educational Approach to an Inclusive School. In B. H. Johnsen & M. D. Skjørten, (eds.). *Education – Special Needs Education: An Introduction*(pp. 49 – 64). Oslo, Unipub. 15p.

* Befring, Edvard. (2005). The Child Welfare Service in Norway – Perspectives and Challenges. In B. H. Johnsen (ed.). *Socio-Emotional Growth and Development of Learning Strategies* (pp. 131 – 168) Oslo, Unipub - Oslo Academic Press. 37 p.

* Dalen, Monica. (1982). *Focus on co-teaching as a special educational provision*. Granåsen, National Post-Graduate College of Special Education. 21p.

Eklindh, Kenneth & Brule-Balescut, Jill Van den. (2006). The Right to Education for Persons with Disabilities: Reflecting on UNESCO's Role from Salamanca to the Convention on the Rights of Persons with Disabilities. In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (pp. 19 - 38). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 19 p. (This chapter will be made available to students via FRONTER)

* Johnsen, Berit H. (2001). Curricula for the Plurality of Individual Learning Needs: Some Thoughts concerning Practical Innovation towards an Inclusive Class and School. In B. H. Johnsen & M. D. Skjørten, (eds.). *Education – Special Needs Education: An Introduction* (pp. 255 – 303). Oslo, Unipub. 15 p.

Kirk, Samuel A. et. al. (2011). *Educating Exceptional Children*. Thirteenth edition. USA, Houghton Mifflin Company. Chapter 3. Early Intervention Supports and Services (pp 71 – 106). 35 p.

* Kokkala, Heikki. (2006). Five Years after Dakar. In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (1-18). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 17 p.

* Lindsay, G (2003). *Inclusive education: a critical perspective*. British Journal of Special Education, 30, 3-12. 10 p.

* Savolainen, Hannu. (2006). Education for All: Where are the Children with Disabilities? In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (172 - 184). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 12 p.

Wells, G and Claxton, G. (2002). Learning for Life in the 21st Century: Socio-cultural Perspectives on the Future of Education. Blackwell Publishing. Chapter 2 – 14. 176 p.

Additional individually selected reading

Autumn semester 2012 – Individual Assignment

SNE4120: Inclusive Education/Towards Inclusive Education

Master of Philosophy in Special Needs Education (M. Phil. SNE) – International exchange students at master's level

Discuss with regard to relevant literature, how to plan a meaningful and individually adapted curriculum related to class curriculum as a means to realise the international principle of inclusive education.

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>

Deadline for delivery: 10 December at 11:00

Please deliver *two* paper copies as outlined in the instructions you will receive concerning delivery of term papers.

Good luck!

Berit

Syllabus/achievement requirements (SNE4120 - Autumn 2012)

SNE4120 Obligatory reading

* Befring, Edvard. (2001). The Enrichment Perspective: A Special Educational Approach to an Inclusive School. In B. H. Johnsen & M. D. Skjørten, (eds.). *Education – Special Needs Education: An Introduction*(pp. 49 – 64). Oslo, Unipub. 15p.

* Befring, Edvard. (2005). The Child Welfare Service in Norway – Perspectives and Challenges. In B. H. Johnsen (ed.). *Socio-Emotional Growth and Development of Learning Strategies* (pp. 131 – 168) Oslo, Unipub - Oslo Academic Press. 37 p.

Friend, Cook et al: Co-teaching: An Illustration of the Complexity of Collaboration in Special Needs Education. *Journal of Educational and Psychological Consultation*, 20:9-27, 2012 [Web link](#)

Eklindh, Kenneth & Brule-Balescut, Jill Van den. (2006). The Right to Education for Persons with Disabilities: Reflecting on UNESCO's Role from Salamanca to the Convention on the Rights of Persons with Disabilities. In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (pp. 19 - 38). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 19 p. (This chapter will be made available to students via FRONTER)

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Kirk, Samuel A. et. al. (2011). *Educating Exceptional Children*. Thirteenth edition. USA, Houghton Mifflin Company. Chapter 3. Early Intervention Supports and Services (pp 71 – 106). 35 p.

* Kokkala, Heikki. (2006). Five Years after Dakar. In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (1-18). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 17 p.

* Lindsay, G (2003). *Inclusive education: a critical perspective*. *British Journal of Special Education*, 30, 3-12. 10 p.

* Savolainen, Hannu. (2006). Education for All: Where are the Children with Disabilities? In H. Savolainen, M. Matero & H. Kokkala (eds.). *When All Means All: Experiences in Three African Countries with EFA and Children with Disabilities* (172 - 184). Helsinki: Ministry of Foreign Affairs of Finland. Development Policy Information Unit. 12 p.

Wells, G and Claxton, G. (2002). *Learning for Life in the 21st Century: Socio-cultural Perspectives on the Future of Education*. Blackwell Publishing. Chapter 2 – 14. 176 p.

DVD material

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