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


Theme 2: Inclusion – the concept


Theme 3. Theories


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


Theme 4. Empirical research


Choice of literature used in the paper: 150 pages