Guidelines for graders, SNE3120/4120

Semester: Fall, 2023

General guidelines:

The sections of the papers should be evaluated on the following:

- **Introduction**
    - o To which degree is the introduction precise?
    - o Does the candidate address the relevance of the area to be discussed?
    - o Does the candidate make relevant limitations?
- **Explanation of terminology/theory**
    - o Is the selection of theory relevant?
    - o Does the candidate understandably explain concepts?
    - o Is there anything that could have been elaborated?
    - o Does the candidate apply references that are relevant to what is being discussed?
- **Discussion**
    - o Does the candidate indicate possibilities, challenges, strengths, and/or weaknesses of the chosen perspective and/or measures?
    - o Does the candidate open up for alternative thinking about what is being discussed?
    - o Does the thinking appear precise and coherent?
    - o Does the candidate appear independent?
- **Conclusion**
    - o Does the candidate's comcløusipn have coherence with the rest of the answer?
- **Overall assessment**
    - o In the overall assessment of texts, attempts at discussion should be rewarded. The candidates are encouraged to engage in independent, creative, and free thinking. It is expected that students apply relevant literature from the course as well as suppålementary literature of their choosing.
- **Reading list**
    - o Literature for the course can be found here: https://bibsys-k.alma.exlibrisgroup.com/leganto/readinglist/lists/17236044860002204?institute=47BIBSYS_UBO&auth=SAML
- **Formal requirements**
    - o Maximum 10 pages (excluding cover page, table of contents, reference list and possible appendices)
    - o Line spacing: 1.5
    - o Font size: 12
    - o Font type: Times New Roman
    - o References: Use APA7

Guidelines related to the assignments provided for the exam:

1. **Phenomenology and inclusion**

    a. *Present a phenomenological approach on inclusion.*

    b. *Discuss possibilities and limitations with a phenomenological approach to inclusion.*

    The students are expected to show a basic understanding of phenomenology. The curriculum has two main references relating to a phenomenological perspective:

    -   Smith, D. W. (2018). Phenomenology. In E.N. Zalta (Ed.), The Stanford Encyclopedia of Philosophy (Summer 2018 Edition). Stanford University. Retrieved from https://plato.stanford.edu/archives/sum2018/entries/phenomenology/
    -   Ødegård, M. (2019). Being-Disrupted and Being-Disruptive: Coping Students in Uncertain Times. SAGE Open, 9(1). https://doi.org/10.1177/2158244018822378Links to an external site.

    The students are expected to provide a deeper understanding of inclusion. It is also important that possibilities and limitations are clearly discussed.

2. **Cultural psychology and inclusion**

    a. *Present a cultural psychological approach to inclusion.*
    b. *Discuss possibilities and limitations with a cultural psychological approach to inclusion.*

    The students should provide a basic understanding of a cultural psychological approach to inclusion. Discussions of possibilities and limitations should be clearly discussed.

3. **Individualized Education Plan (IEP) and sense of belonging**

    a. *Present what sense of belonging and Individualized Education Plans (IEP) entail.*
    b. *Discuss how IEP could be applied when working to promote sense of belonging*

    The students should provide a clear understanding of IEP. The discussion of sense of belonging should be clear, and the main reference to this aspect is Henri Pesonen's articles (found in the curriculum).