

Disability Studies (H001899)

Course size (nominal values; actual values may depend on programme)
Credits 7.0 Study time 210 h Contact hrs 70.0 h

Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	project	10.0 h
		lecture	20.0 h
		seminar: coached	10.0 h
		exercises	
		group work	15.0 h
		guided self-study	15.0 h
E (semester 1)	English	PDE tutorial	25.0 h
		excursion	20.0 h
		lecture	10.0 h
		guided self-study	15.0 h

Lecturers in academic year 2018-2019

Van Hove, Geert PP10 lecturer-in-charge

Offered in the following programmes in 2018-2019

Programme	crdts	offering
Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)	7	A

Teaching languages

Dutch, English

Keywords

Disability studies, disabled persons, disability research.

Position of the course

This course is part of the Masters Program of Educational Sciences and Gender and Diversity.

With this course we try to link to following strategic goals: multiperspectivism - how to handle diversity ? - critical paradigm and research - how to link scientific research with trying to get societal impact?

Contents

The theoretical part of the course will discuss following topics:

- the historical perspective;
- the perspective of architecture and accessibility;
- the postcolonial perspective;
- the Deaf Culture;
- the perspective of social policy;
- the human rights perspective;
- the perspective of social representation;
- the perspective of accessibility of social systems;
- the intercultural perspective.

Beside pure theoretical aspects students will also get the opportunity to study the applications of Disability Studies into the field of Pedagogical Practice.

The exercise part of the course is concentrated around Deaf Studies, Quality of Life, Inclusive education, the relationship between arts and science, being trained to become a 'coach', consult function for persons with 'double diagnosis', participation in societal structures,... Students will work in small groups.

Initial competences

Diversity and inclusion in the field of educational practice
Orthopedagogics of special groups

Final competences

- 1 To participate actively in important orthopedagogical social discussions that arise around concepts like integrated treatment, inclusion, and empowerment.
- 2 To situate various scientific approaches and to evaluate them critically and to integrate them in function of their potential utility for the resolution of orthopedagogical problems.
- 3 To develop one's own expertise and, in the context of team work, the ability to confront it with, and integrate it into, the perspectives and competencies of 'others' (both 'clients' and 'colleagues').
- 4 To situate basic concepts from the theory formation concerning disability studies and to reflect critically on the consequences thereof for the support of people with limitations.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, excursion, group work, lecture, PDE tutorial, project, seminar: coached exercises

Extra information on the teaching methods

Teaching language is Dutch (course offering A).
Incoming exchange students have to take course offering E which has English as teaching language (see www.erasmusfppw.ugent.be for further information).

Learning materials and price

Reader.
Estimated cost: 50 EUR.

References

- Albrecht, G., Seelman, K. (Eds.) (2001). Handbook of Disability Studies. Thousand Oaks: Sage.
- Corker, M., French S. (Eds.) (1999). Disability Discourse. Buckingham: Open University Press.
- Devlieger, P., Rush, F. (Eds.) (2003). Rethinking Disability. The Emergence of New Definitions, Concepts and Communities. Antwerpen: Garant.
- Goodley, D., Lawthom, R. (Eds.) (2004). Researching Life Stories. Method, Theory and Analyses in a Biographical Age. London: Routledge/Falmer.
- Goodley, D., Van Hove, G. (2005). Another Disability Studies Reader? People with Learning Difficulties and a Disabling World. Antwerpen: Garant.
- Goodley, D. (2011). Disability Studies. An Interdisciplinary Introduction. Sage: Los Angeles.
- Johnson, K., Traustadottir, R. (Eds.) (2005). Deinstitutionalization and People with Intellectual Disabilities. In and Out of Institutions. London: Jessica Kingsley Publishers.
- Lawrence-Lightfoot, S. & Hoffmann Davis, J. (1997). The Art and Science of Portraiture. San Francisco: Jossey-Bass Publishers.
- Skrtic, T. (Eds.) (1995). Disability and Democracy. Reconstructing (Special) Education for Postmodernity. New York: Teachers College Press.
- Traustadottir, R., Johnson, K. (Eds.) (2000). Women with Intellectual Disabilities. Finding a Place in the World. London: Jessica Kingsley Publishers.

Course content-related study coaching

Interactive support using Minerva.
Individual feedback is given concerning individual work and students receive feedback in group about teamwork.

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Portfolio, assignment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

THEORY:

students are evaluated by an external jury on their poster presentation.

EXERCISES:

evaluation on portfolio.

Feedback on the non-periodical evaluation: students get feedback for each task.

For the non-periodical evaluation there is the possibility for an alternative exam in the second examination period. Description: after the feedback through a specific assignment.

Calculation of the examination mark

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.