

Orthopedagogics and Development Co-operation (H001913)

Course size (nominal values; actual values may depend on programme)

Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	English	project	15.0 h
		lecture	30.0 h

Lecturers in academic year 2018-2019

Van Hove, Geert	PP10	lecturer-in-charge
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Offered in the following programmes in 2018-2019

	crdts	offering
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)	5	A
Exchange Programme in Educational Sciences	5	A

Teaching languages

Dutch, English

Keywords

Orthopedagogics, development co-operation, mainstreaming orthopedagogical themes, human rights perspective, cultural sensitivity, preparation practice placements 2nd Master.

Position of the course

This course is an optional course within the Masters Programme of Educational Sciences.

This course has a focus on intercultural diversity and globalisation. Sustainability and sustainable development are important pillars of the course. Students will be confronted with a complex interaction of micro, meso and macro level within local and global challenges.

Contents

In this course following topics will be presented:

- the growing comprehension concerning the relationship between orthopedagogical topics and sustainable development;
- orthopedagogical themes seen on a global scale; example: disability;
- intersectionality: disability, gender, poverty, cultures,... ;
- a human rights framework for orthopedagogical topics in the South;
- community based work
- co-operative research with developing countries;
- orthopedagogical questions and development co-operation; different perspectives: ngo's, policy, different academical disciplines.

Initial competences

This course builds on 'Orthopedagogics of special groups'.

Final competences

- 1 To conduct a study of a specific problem independently in a methodologically justified manner.
- 2 To apply adequately empirical-analytic, interpretational and action-oriented research methods.
- 3 To contribute to the social debates.
- 4 To justify own actions and decision making on an ethical basis.
- 5 To assess the importance of intersectionality.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, project

Extra information on the teaching methods

- students are offered different lectures. Within these lectures we will focus on mainstreaming of orthopedagogical themes within development co-operation starting from different perspectives (different academical fields – policy – ngo practices);
- students do project work in groups. Themes will be offered from the practice field. This project work leads to a presentation as an integration of the group work, lectures and independent work;
- students read independently articles and texts given on Minerva (see: learning materials).

Learning materials and price

10 Articles concerning the relationship between globalisation, post-colonial studies, development co-operation and orthopedagogical themes will be handed over via Minerva.

References

- Bailey, N., Groce, N. (2010) Working Paper 12: Water and Sanitation Issues for Persons with Disabilities in Low and Middle Income Countries: A literature review and discussion of implications for Global Health and International Development efforts
- Groce, N., Bakhshi, P. (2011) Illiteracy among adults with disabilities in the developing world: a review of the literature and a call for action. International Journal of Inclusive Education.
- Groce, N. (2009). Disability and Global Health. Health Matters (77): 17-19
- Groce, N. (2009). Disability, Poverty, Human Rights and the Need for Accurate Data to Promote Action. ALTER - European Journal of Disability Research 3(3): 185-187.
- Groce, N., Bakhshi, P. (2009), Working Paper 9: Illiteracy among Adults with Disabilities in the Developing World: An Unexplored Area of Concern.
- Groce, N., Kett, M., Lang, R., Trani, J., Bailey, N. (2009), Working Paper 8: The Potential Impact of the Global Economic Downturn on Persons with Disabilities.
- Groce, N., Trani, J. (2009). Millennium Development Goals and Persons with Disability. The Lancet. 374(9704): 1800-1801.
- World Health Organisation (2011), World Report on Disability

Course content-related study coaching

- interactive support via Minerva;
- specific interactive support concerning the Project work.

Evaluation methods

end-of-term evaluation

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Students prepare a presentation in groups, the project theme has to be approved. The presentation is organized in Pecha Kucha format. The presentation is followed by a discussion where the lecturer gets assistance from two external jury members coming from the practice field.

Calculation of the examination mark

100% Of the examination mark is linked to the presentation.