

Remedial Education: Practices, Research and Policy (H001861)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

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 2020-2021

A (semester 2)	Dutch	Gent	teaching method	hours
			lecture	27.5 h
			group work	6.25 h
			guided self-study	6.25 h
			seminar	5.0 h

Lecturers in academic year 2020-2021

De Pauw, Sarah	PP10	lecturer-in-charge
Naert, Jan	PP10	co-lecturer

Offered in the following programmes in 2020-2021

Programme	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	5	A
Joint Section Bachelor of Science in Educational Sciences	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A

Teaching languages

Dutch

Keywords

Organization of care, treatment, and support, deinstitutionalization, quality of care, scientific research.

Position of the course

This course is part of the practice-layer in the educational program and aims to guide the student in the existing structures and recent evolutions and challenges in the organization of care in Flanders, related to practice, research and policy. The course contributes to the competencies that are necessary to get started in orthopedagogical practice.

Contents

This course will go into the following topics:

- Historical and societal situation and study of the organization of major orthopedagogical fields:
 - 1 care, guidance, and support for persons with disabilities;
 - 2 prevention and support for youth in vulnerable situations such as specialized youth care;
 - 3 education for pupils with specific educational needs;
 - 4 prevention, assessment, care and treatment of persons with mental health problems (clinical special needs education);
 - 5 the organization of Flemish integrated youth care.
- Typical and important societal evolutions in and across these domains: such as deinstitutionalization, community-based care, case management, quality of care, integrated treatment, outreaching, quality of life, ... These trends are assessed and monitored based on available scientific evidence, as well as from a policy perspective

- and legislative framework.
- Assessment of the wishes, needs, and perspectives of service users and introduction in orthopedagogical practice based on the study of a specific treatment or support service/agency for children or adults with special needs.

Initial competences

This course builds further upon:
Orthopedagogics and Disability Studies

Final competences

- 1 To analyse the basic mechanisms of orthopedagogical working fields (residential, ambulant, and inclusive approaches) and to relate them to the historical, social, political, and legal contexts.
- 2 To be able to discuss and reflect about pedagogical theory, practice and policy.
- 3 To be able to contextualize pedagogical theory, practice and policy.
- 4 To situate educational interventions and provisions in a policy context.
- 5 To situate educational actions and provisions in a social, historical, cultural, and legal context.
- 6 To look up and select theoretical and empirical knowledge (source material) in function of pedagogical acting.
- 7 To reflect on problematical educational and life situations and to analyze them with the aid of diagnostic and clinical methods and techniques important for orthopedagogical action.
- 8 To distinguish between service- and user-oriented support and be able to empathize with the perspective of service users and their family.

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

Access to this course unit via an exam contract is unrestricted

Teaching methods

Guided self-study, group work, lecture, seminar

Extra information on the teaching methods

Combination of lectures and seminars. By means of guided self-study students explore the principles of orthopedagogical research. Based on fieldwork, they are introduced in specific orthopedagogical practices, which are further elaborated through group work.

Learning materials and price

- Vanderplasschen, W., Vandeveld, S., Van Damme, L., Claes, C., & De Pauw, S. (2017). Orthopedagogische werkvelden in beweging. Recente evoluties en veranderingen in Vlaanderen Antwerpen: Garant.
 - Selection of articles and chapters posted on Ufora.
- Estimated cost: 35 EUR.

References

- Verhulst, D. (2014). Kadisj voor een kut. Amsterdam: Atlas Contact.
- Cappelle, W. (2015). Ontferm u: een verhaal. Tiel: Lannoo.
- Froyen, B. (2017). Lena. Antwerpen: Manteau.

Course content-related study coaching

- interactive support using Ufora (Forum, Bongo)
- by appointment (via email, MS Teams)

Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination with open questions, written examination with multiple choice questions

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

Written examination with open questions, written examination with multiple choice questions

Examination methods in case of permanent evaluation

Assignment, peer assessment, 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

The permanent evaluation is graded based on group presentation and a report of the

(Approved)

group work.

Written exam with open and closed questions.

A second exam opportunity is possible for the permanent evaluation, in a modified form.

Feedback: feedback about the group work via email + feedback about the written exam on the faculty feedback day.

Calculation of the examination mark

The final mark is the weighted average of the two different components: the end-of-term assessment (written exam, i.e. 60% of the final mark) and the continuous assessment (40% of the final mark). When the student scores less than 9/20 for at least one of the two components, he/she can no longer pass the entire course unit. If the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).

Partial results for which the student scores at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.

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.

Facilities for Working Students

After mutual deliberation between lecturer and student.