

## Orthopedagogics and Disability Studies (H002075)

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 6.0 Study time 180 h Contact hrs 50.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (semester 1)	Dutch	Gent	teaching method	hours
			online lecture	0.0 h
			guided self-study	2.5 h
			lecture	40.0 h
			self-reliant study activities	2.5 h
			lecture: plenary	2.5 h
			exercises	
			seminar	2.5 h
			online lecture: plenary	0.0 h
			exercises	

### Lecturers in academic year 2020-2021

De Pauw, Sarah	PP10	lecturer-in-charge
Van Hove, Geert	PP10	co-lecturer

### Offered in the following programmes in 2020-2021

programme	crdts	offering
<a href="#">Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)</a>	6	A
<a href="#">Joint Section Bachelor of Science in Educational Sciences</a>	6	A
<a href="#">Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A
<a href="#">Linking Course Master of Arts in Gender and Diversity</a>	6	A
<a href="#">Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	6	A
<a href="#">Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	6	A

### Teaching languages

Dutch

### Keywords

Clinical orthopedagogics, Disability Studies, disability-specific expertise

### Position of the course

This course is part of the pedagogical core layer and provides the foundation for the further courses on (clinical) orthopedagogics and Disability studies throughout the study program. The aim is to allow students to acquire a thorough basis in orthopedagogical theory formation and concepts, both in the field of (clinical) orthopedagogics and in the field of Disability Studies. This course also contributes to the competencies and disability-specific expertise that students need to analyze orthopedagogical situations, processes, and practices, taking into account multiple perspectives, within diverse practice contexts.

## Contents

The course will go into the following topics:

- Introduction to orthopedagogics with attention to clinical competences, contextual work, functional and dynamic assessment, and representation, functional work
- Introduction to Disability Studies – critical and interdisciplinary approach of the phenomenon ‘disability’
- Importance of experiential knowledge and insider perspectives of persons living at the margin of society, attention to improving living situations, inclusion, and participation
- Introduction of the eco-bio-psycho-social model in (clinical) orthopedagogics
- Specific target groups are studied in more detail: persons with intellectual disability, persons with physical problems, persons with auditory and visual problems, persons with behavioral and emotional disabilities, persons with an autism spectrum disorder, persons with addiction problems, persons with psychological problems... These target groups are studied with regard to history, conceptual framework, psychological aspects, and orthopedagogical guidance and care within multiple practice settings (including parenting, education and classroom support, counseling within a lifespan perspective...).

## Initial competences

## Final competences

- 1 To situate the development of orthopedagogical theory formation, Disability Studies and its basic concepts in a historical and social perspective (including the connections with, inter alia, pedagogy and the biomedical sciences).
- 2 To approach educational processes, developments, and provisions from an international perspective.
- 3 To always keep in mind the distinction and the connection between pedagogical situations and the life environment.
- 4 To relate different schools of educational thought to broader views of humanity and society.

## 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, lecture, seminar, self-reliant study activities, lecture: plenary exercises, online lecture, online lecture: plenary exercises

## Extra information on the teaching methods

- theoretical lectures;
- guest lectures from experts, didactical movies;
- experts from the field who are introducing orthopedagogical settings (education, care and support organisations, self-advocacy organizations, policy...

## Learning materials and price

Broekaert, E., Van Hove, G., Vandeveld, S., Soye, V. & Vanderplasschen, W. (2010) (red.). Handboek Bijzondere Orthopedagogiek. Uitgeverij Garant: Antwerpen-Apeldoorn.

Van Hove, G. (red.) (2019). Disability Studies. Introductieteksten. Uitgeverij Gompel & Svacina: Antwerpen.

Texts published on Ufora.

Estimated cost: 85 EUR.

## References

See reference list study book ‘Handboek Bijzondere Orthopedagogiek’

## Course content-related study coaching

- interactive support using Ufora (Forum, Bongo);
- by appointment (e-mail, 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

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

Written examination

Examination methods in case of permanent evaluation

Assignment

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

Periodic evaluation: written exam (60%) with open and closed questions.

Permanent evaluation: paper on representation of one target group and application of Disability Studies, based upon an introduction to orthopedagogical practices, scientific literature, and an excursion (40%).

The permanent evaluation is graded based upon the paper.

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

Feedback about the periodic and permanent evaluation is given on the faculty feedback day and via Ufora.

Calculation of the examination mark

The final mark is the weighted average of the two different components. A combination of periodic evaluation (60%) and permanent evaluation (40%) is used.

*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.