



Supporting students with psychosocial disabilities in a modern study-context



› About the importance of learning how to learn

- › Workshop at Fedora Summer University'
 - › In Ioannina, Greece, June 2011
 - › by
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The main purpose:



- > a) To examine some key issues about the challenges we face to day
 - > working towards equal opportunities within Higher Education

- b) To present the integrative model developed and used as a special pedagogical support at the Counselling and Support Centre, Aarhus University



Challenges we face to day working towards equal opportunities within Higher Education



- › a) a strong political insistence that the diversity in higher education should reflect the diversity of the population.
- › - In the European Union context the diversity issue is primarily aimed at
 - › integration and inclusion of students with disabilities in mainstream higher education and academic life.
- › b) The demand for 'reasonable adjustment in the UN convention and 'anti-discrimination regulations
- › c) students must meet the general and specific academic requirements for quality – Bologna Process



How is it possible to meet these challenges



- › Aarhus University has been dedicated to embedding diversity through a co-ordinated educational and counselling effort
- › The intention is:
- › to secure an explicit academic orientation by means of adapting this effort to the individual student's academic difficulties as well as the student's subject and educational level in order for the student to meet the general and specific educational requirements for quality.



What is The Counseling and Support Center?



- › An offer to students at the University of Aarhus, with special needs for advice, guidance and support
 - › Including students with psychosocial disabilities
- › We also have a department at University of Southern Denmark



Vision:



- › Equal opportunities for study because students with specific difficulties should be able to realize their abilities to implement a higher education
- › but must meet the general and specific quality requirements in the study.



Purpose:



- _____
- > Through special educational counseling, guidance and support to ensure students with a specific learning difficulties
 - > the opportunity, on equal footing with other students
 - > to maintain and implement an higher education
 - > through which the individual have the possibility of
 - > becoming an included and integrated
 - > part of society.



Specific study related difficulties and learning difficulties



- Identity difficulties – ‘Life in No man’s Land’, hence students and mental illness
- concentration difficulties
- › - tendency to postpone, change of program, etc.
- › - Lack of overview, difficulties in organizing and planning
- › - difficulties with interaction with other students - isolation, loneliness
- › - lack of motivation and energy
- › - low vulnerability and stress level



A special educational and pedagogical practice



- › Compensation for the learning difficulties

- › Students as students

- not a therapeutic practice in order to make them 'healthy'.

A special pedagogical practices – aim:

- › to provide a special educational assistance
- › to meet their special needs
- › to make their learning more effective
- › To ensure the quality of their education.

The optimal result of the counseling and support is that the students gradually learn to regulate their own learning processes



Praxis and methods



- › **Visitation and assessment:** - in focus:
- › - applying for SPS-support through the Ministry of Education
- › - Documentation is necessary
- what are the specific learning difficulties and how do they effect the individual study process



The focus of the assessment is a clarification of the specific learning differences and educational needs.



- › The different learning differences can be categorised as follows:
 - › Study: *Academic*
 - › Study: *Cognitive*
 - › Study: *Working process*
 - › Study: *Motivation and energy*
 - › Socially: *Social relations*
 - › Socially: *Language and culture*
 - › Individually: *Self-relation*
 - › Individually: *Life strategies*
 - › Individually: *Body and physical relations*



The integrative model



- › The model is built upon a spectrum of seven different forms of direct conversation based approaches each holding a wide range of theories and methods:
 - › 1. Guidance
 - › 2. Counselling
 - › 3. Advisory
 - › 4. Coaching
 - › 5. Academic support
 - › 6. Case work
 - › 7. Supervision, evaluation and quality assurance



- › PRACTICE SHOW THAT
- › COUNSELING AND SUPPORT
- › IN A LEARNING PERSPECTIVE WORKS
- › WHY?



It integrates and includes students with specific learning difficulties in the educational system on the basis of equal opportunity



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A holistic approach - coordinated with teaching subjects

> Based on their specific study-related problems (not their disability)
- Facilitates the individual learning process

> Maintained in their identity as a student

They become an active player in the society



It integrates and includes students with specific learning difficulties in the educational system on the basis of equal opportunity



- › Prevention of social exclusion mechanisms.
- › The ability to develop to their fullest potential - the dream of the good life
- › The learning / acquisition of knowledge plays an important role:
hence through education and through active participation in society

It is a part of each individual's socialization and professional, personal and social development and mobility.



They learn how to learn



- › A core focus when working towards inclusion and equal opportunities
 - › within Higher Education!



Thank you for your attention

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