

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

Credits	3.0	Study time	90 h	Contact hrs	30.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	seminar	20.0 h
		fieldwork	5.0 h
		group work	5.0 h

Lecturers in academic year 2018-2019

Valcke, Martin	PP06	lecturer-in-charge
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Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Speech Language and Hearing Sciences (main subject Audiology)	3	A
Bachelor of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	3	A

Teaching languages

Dutch

Keywords

Learning, instruction, instructional science, epistemology, behaviorism, cognitivism, social constructivism

Position of the course

This course is part of the foundation courses that guarantee that students develop the necessary academic and professional orientation in their discipline. Since graduates (1) are involved in the design of learning processes of children and adults, and (2) graduates are expected to work with learning difficulties (dyscalculia, dyslexia), it is critical that develop the necessary knowledge base about learning and instruction. This can be linked to the following critical themes:

Insight in the theoretical base of teaching and learning processes

Being able to point at the key influencing factors on learning and instruction at micro-, meso-, and macro-level.

Being able to recognize learning and instructional principles in practical settings (audiology and/or logopedics).

Being able to apply key characteristics of behaviorism, cognitivism and constructivism in analysing learning and instructional processes.

Contents

1. frame of reference for the analysis of instructional processes
2. The epistemological base of learning
3. Behaviorism
4. Cognitivism
5. Constructivism

Initial competences

Secondary education

Final competences

- 1 Integration and reformulation of knowledge and insights at the interface of various domains considering the general cognitive learning outcomes:
 - related to didactic and psychological-pedagogical learning outcomes
 - related to social and ethical-juridical learning outcomes
 - related to learning: development and disorders
- 2 Taking co-responsibility for the determination of collective results regarding the social

learning outcomes

- 3 Knowledge and understanding of the medical (e.g., anatomical, physiological), social, (special) educational, psychological, ethical, legal and social-communicative sciences as they are related to the logopedic and audiology (including vestibulology) sciences.
- 4 In this course, we tackle more in particular the educational base. This results in students that are capable of interpreting a logopedic/audiological problem in terms of a complex frame of reference and can link the approaches being observed to a variety of theoretical directions in the field of learning and instruction.

Conditions for credit contract

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

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, fieldwork, seminar

Extra information on the teaching methods

In the working lectures, students are introduced into the theoretical base of the course. This theoretical base is the foundation of their field work. During this field work they develop individually and in group a report (werkstuk) that is the base for the permanent evaluation. This task will be developed differently for logopedics and audiology students.

Learning materials and price

1. Valcke, M. (2018). Van leren tot instructie: Onderwijskunde als een ontwerpwetenschap. Leuven:ACCO. Geraamde totaalprijs: 50 EUR
2. Online learning materials (powerpoint, videoclips, examples, ...)

References

Book: Valcke, M. (2018). Van leren tot instructie: Onderwijskunde als een ontwerpwetenschap. Leuven:ACCO

Course content-related study coaching

1. Via Minerva, the electronic learning environment
2. A feedback session is organized prior to the submission deadline.
3. On appointment

Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination with multiple choice questions

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

Written examination with multiple choice questions

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

The permanent evaluation is based on the quantity and quality of the individual student contributions to the practical task. In the practical task, students get in touch with a speech-language pathologist/audiologist. They observe minimally three sessions. The transcripts of these sessions are interpreted on the base of the three theoretical frameworks discussed in the course. Students can work together in small groups to elaborate the task. Nevertheless, each student delivers an individual product; and the individual product is the base for the evaluation.

The written exam is based on multiple choice questions that build on cases and statements. Example exam items are available in the electronic learning environment. On average, the exam consists of 30 to 40 items. Items build on each individual theme that has been treated in the lessons.

Feedback on the non-periodical evaluation:

Through tutoring and an interim evaluation discussion with the collaborative groups. Students that do not take part in either the permanent or the periodical evaluation cannot succeed for this course.

The student has to succeed in both parts of the evaluation.

Calculation of the examination mark

Written exam: 50%

Permanent evaluation: 50%

Facilities for Working Students

Working students can ask to carry out the practical task on an individual base.