Capita Selecta in Pedagogics (D002893)

Valid as from the academic year 2017-2018

Course Specifications

Lecturers in academic year 2018-2019
Valcke, Martin

Course offerings and teaching methods in academic year 2018-2019
A (semester 2)  Dutch

- Self-reliant study activities: 5.0 h
- Fieldwork: 10.0 h
- Group work: 5.0 h
- Seminar: coached exercises: 10.0 h

Offered in the following programmes in 2018-2019

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<th>Programme</th>
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<td>Master of Science in Speech Language and Hearing Sciences (main subject Audiology)</td>
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<tr>
<td>Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)</td>
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Teaching languages
Dutch

Keywords
Learning theories, instructional interventions, learning difficulties, intervention, theoretical grounding

Position of the course

The objectives of this course are to help students to apply knowledge and skills in the professional context of speech language pathologists/audiologists who have to deal with learning difficulties. Starting point is the factual situation of these professionals that they have to deal - on a daily base - with children with learning difficulties. This requires them to adapt a specific learning en instruction approach.

The course pursues the following objectives:
1. To be able to describe a learning and instruction situation in terms of an educational frame of reference.
2. To master a specific learning and instructional theory: the social learning theory (social cognitive theory, Bandura).
3. To be able to "translate" the SLT into a concrete intervention strategy that helps to deal with learning difficulties (bij preference difficulties relatives to mathematics or language learning at school).

Contents

1. An educational frame of reference
2. The theoretical base of the social learning theory
3. Concrete learning difficulties in relation to mathematics and/or language

Initial competences

- Having a basic knowledge and understandning of:
  1. Educational problems in professional contexts;
  2. The process of learning.

Final competences

1 Knowledge and understanding of the medical (e.g., anatomical, physiological), social, (special) educational, psychological, ethical, legal and social-communicatiev sciences as they are related to the logopedic and audiology (including vestibulology)

(Approved)
1. Students are capable of interpreting a logopedic/adiological problem in terms of a complex frame of reference and can linked the approaches being observed to a variety of theoretical directions in the field of learning and instruction. More in particular, students are expected to be able to carry out the following activities:
   1. Applying the social learning theory when developing an intervention.
   2. Being critical as to the nature and impact of the intervention being developed to deal with learning difficulties.
   3. Being able to discuss the theoretical base with professionals in the field.

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, self-reliant study activities, seminar: coached exercises

Extra information on the teaching methods
The teaching approaches will be operationalized differently depending on the specialisation of the students: logopedics or audiology.

Students receive a theoretical introduction to the social learning theory (SLT Bandura) and the educational frame of reference. In a working session, the application of the SLT is exemplified in view of developing an intervention. Students have to tackle a task in collaboration with a concrete speech language pathologist/audiologist that deals with children with learning difficulties (language/mathematics). Students are allowed to work together when the nature of the activities they develop are sufficiently in line with one another. Guided practice helps students to tackle the individual task. This task aims at developing a comprehensive intervention (at least three sessions) to help learners with attaining a number of math or language objectives that are related to their learning difficulties. The theoretical grounding of the intervention is the SLT. All materials for both professional and learner have to be developed. A basic didactical strategy is based on using hand puppets. In addition, students have to search for a research article (ISI) about an educational application of the SLT. The entire task elaboration will have to be presented during a mini-conference to all the member students.

Learning materials and price
A copy of the reader is made freely available by the Department of Educational Studies.

References

Course content-related study coaching
1. Via Minerva
2. During appointments, feedback- and intervision sessions

The participation during the intervision sessions focuses on feedback about the practical work and the processing of the research article. Participation is therefore required.

Evaluation methods
continuous assessment

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

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

Examination methods in case of permanent evaluation
Participation, assignment, report

Possibilities of retake in case of permanent evaluation
not applicable
Extra information on the examination methods

The evaluation score is based on the following work and activities:
1. The students take active part in the theoretical sessions.
2. An individual work is presented that contains the interventions and all the materials (work sheet, puppets, set up, scenario, stories, ...).
3. A report is presented of an evaluation discussion with a professional speech language pathologist/audiologist (max. 2 A4).
4. A research article is presented and discussed.
5. The final report and practical elaboration are presented to fellow students during a mini-conference.

Calculation of the examination mark

The final score is based on the presentation (25%) and the elaboration of the task in the student files (75%).

Facilities for Working Students

Working students can ask to get an individualized plan for feedback and guidance. Nevertheless, they also have to participate in the compulsory mini-conference sessions.