

Capita Selecta in Pedagogics (D002893)

Course size (nominal values; actual values may depend on programme)
 Credits 4.0 Study time 120 h Contact hrs 30.0 h

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

Lecturers in academic year 2018-2019

Valcke, Martin PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019	crdts	offering
Master of Science in Speech Language and Hearing Sciences (main subject Audiology)	4	A
Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	4	A

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 relaties 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 understabnding of:

1. Educational problems in professional contexts;
2. The process of learning.

Final competences

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

sciences.

- 2 Students 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. 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

1. Bandura, A. (1971). Analysis of modeling processes. In Bandura, A. (Ed.), *Psychological Modeling*, Chicago: Atherton, Aldine.
2. Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs-New Jersey: Prentice Hall.
3. Bandura, A. (1969). *Principles of behavior modification*. New York: Holt-Rinehart & Winston.
4. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs-New Jersey: Prentice Hall.

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.