

## Principles of Pedagogy (D012262)

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

Credits 3.0      Study time 90 h      Contact hrs 30.0 h

Course offerings in academic year 2018-2019

A (semester 2)      Dutch

Lecturers in academic year 2018-2019

Vanobbergen, Bruno      PP04      lecturer-in-charge  
De Wilde, Lieselot      PP04      co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Bachelor of Science in Speech Language and Hearing Sciences (main subject Audiology)</a>	3	A
<a href="#">Bachelor of Science in Speech Language and Hearing Sciences (main subject Logopaedics)</a>	3	A
<a href="#">Joint Section Bachelor of Science in Speech Language and Hearing Sciences</a>	3	A

Teaching languages

Dutch

Keywords

Education, educational contexts, key concepts in educational theory, educational theory, adult-child relationships

Position of the course

This course contributes to the following competence areas:

- to act ethically in an educational setting;
- to reason and to argue about educational theory, practice and policy;
- to deal with a multitude of theoretical models or research approaches relevant to educational sciences.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in 'content'.

Contents

This course gives an introduction to the different issues that are at stake within education theory. These issues do not only touch actual discussions within education, they also can be considered as the core concepts of educational thinking and educational practice. Examples of these issues are children's rights, poverty, migration, radicalization and citizenship.

A second goal of this course is giving an introduction to the foundations of education. These foundations (e.g. faith, power, authority,...) are often represented within daily life and popular media. We will pay attention to their different meanings within different educational paradigms.

Initial competences

Level to start higher education.

Final competences

1 General purposes:

Integration and reformulation of knowledge and insights at the interface of various domains considering the general cognitive learning outcomes:

- related to medical and exact learning outcomes
- related to learning: development and disorders

- 2 Specific purposes:
  - 1 Insight into foundational concepts of education and their correlations.
- 3 Specific purposes:
  - 1 Insight into actual educational discussions
- 4 Specific purposes:
  - 1 Insight into the relevance of human rights and children's rights as founding concepts for educational theory and practice

#### 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

#### Learning materials and price

Handbook (in Dutch)

#### References

Smeyers, P., S. Ramaekers, R. van Goor, & B. Vanobbergen. (Red.). Inleiding tot de pedagogiek. Deel 1. Pedagogische thema's en basisbegrippen. Amsterdam: Boom.

#### Course content-related study coaching

- 1 Support via Minerva

#### Evaluation methods

end-of-term evaluation

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

Written examination with open questions

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

Written examination with open questions

#### Examination methods in case of permanent evaluation

#### Possibilities of retake in case of permanent evaluation

not applicable

#### Extra information on the examination methods

Short essay questions

#### Calculation of the examination mark

Results on the written exam