

Teaching Methodology: Political and Social Sciences II (H001726)

Course size (nominal values; actual values may depend on programme)
 Credits 6.0 Study time 180 h Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2018-2019

| Offering | Language | Teaching Method | Hours |
|----------------|----------|-------------------------------|---------|
| A (semester 2) | Dutch | self-reliant study activities | 7.5 h |
| | | guided self-study | 13.75 h |
| | | project | 10.0 h |
| | | excursion | 8.75 h |
| | | lecture | 20.0 h |

Lecturers in academic year 2018-2019

Valcke, Tony PS03 lecturer-in-charge

Offered in the following programmes in 2018-2019

| Programme | crdts | offering |
|---|-------|----------|
| Academic Teacher Education in Political and Social Sciences | 6 | A |

Teaching languages

Dutch

Keywords

didactics, sociology, social sciences, political sciences, communication sciences, behavioural and cultural sciences, social education, project general subjects, citizenship education, remembrance education

Position of the course

This course contributes to the following course competencies within the professional teacher training course :

- the teacher as supervisor of learning and development processes;
- the teacher as educator;
- the teacher as content expert;
- the teacher as organiser;
- the teacher as innovator-researcher;
- the teacher as member of the educational community;
- the teacher as culture participant

Contents

In this course the following topics are considered:

- didactics of sources and learning materials;
- basic concepts and principles from the relevant study fields applied to secondary and higher education;
- basic concepts and knowledge from the relevant teaching methodology;
- teaching methods, presentation and reflection techniques;
- introduction to the teaching methodology research;
- subject related and subject specific final targets secondary education;
- curricula of the different networks;
- electronic learning environments and didactical software;
- teachers curriculum;
- citizenship and identity;
- cultural diversity and the intercultural context;
- philosophy;
- culture education

Initial competences

Final competences

- 1 Being able to determine the starting position of individual and the group of learners.
- 2 Selecting and defining learning objectives.
- 3 Selecting the learning content and learning experiences.
- 4 Structuring learning content and learning experiences and translation into learning activities.
- 5 Determining didactical strategies and grouping approaches.
- 6 Developing a powerful learning environment that considers classroom heterogeneity.
- 7 Coping with diversity in groups of learners.
- 8 Creating a positive classroom and school climate.
- 9 Developing learner attitudes to prepare them for individual development and participation in society.
- 10 Fostering the emancipation of learners.
- 11 Dealing with actual developments in society within a pedagogical context.
- 12 Analyzing, implementing and evaluating innovative educational elements.
- 13 Becoming acknowledged of the results of educational research, relevant for the personal instructional context.
- 14 Questioning and redirecting one's own personal professional approach.
- 15 Have a sense for cooperation and responsibility within the broader framework of the educational community.
- 16 Participation in the societal debate about educational themes.

Conditions for credit contract

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

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, excursion, group work, lecture, microteaching, project, self-reliant study activities, seminar: coached exercises

Extra information on the teaching methods

For the theoretical part interactive lectures are provided. For the practical part the following teaching method is used: develop and apply task and paper on research competencies.

The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervention and coaching. A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

Learning materials and price

- Course book (for free and available on Minerva);
 - Presentation and lesson notes available during lesson and through Minerva.
- Cost: 50 EUR

References

Handbooks, books with exercises and instructions are available in the documentation centre or available for loan through the library.

Course content-related study coaching

- Study coaching is provided by the assistant professor and the practical assistants;
- Interactive support during lessons and exercises;
- Support through Minerva;
- Intermediate feedback on the tasks;
- Individual feedback is possible by appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Oral exam about theory as well as about an exercise.

Details on permanent evaluation:

- Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.
- Frequence: presence during the exercises is mandatory. Only two absences that are justified, are accepted.
- Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.
- Feedback: by appointment

The student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based their assignments in their portfolio.

Calculation of the examination mark

Final score: 40% on non-permanent evaluation and 60% on permanent evaluation.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).