

# Course Specifications

Valid as from the academic year 2018-2019

## Instructional Sciences: Practices, Research and Policy (H001860)

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

Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	guided self-study	5.0 h
		project	30.0 h
		lecture	2.5 h
		seminar	7.5 h

Lecturers in academic year 2018-2019

Valcke, Martin	PP06	lecturer-in-charge
De Backer, Liesje	PP06	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	5	A
<a href="#">Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)</a>	5	A
<a href="#">Joint Section Bachelor of Science in Educational Sciences</a>	5	A
<a href="#">Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	5	A

Teaching languages

Dutch

Keywords

Educational practice, educational professions, educational fields, educational services, educational structures and systems, professional behavior

Position of the course

This course contributes to the following competence areas in the Bachelor Educational Sciences:

- B.1.2. Being able to apply initial pedagogical, educational and orthopedagogical knowledge in order to analyse pedagogical, educational and orthopedagogical situations and processes.
- B.1.4. Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.
- B.2.1. Identify scientific literature, judge its scholarly added value and use it.
- B.2.3. Being able to situate and identify contemporary social situations, problem definitions and developments from a scientific framework
- B.3.1. Demonstrate a critical, deontological and ethical attitude towards research and practice.
- B.3.2. Critically reflect on one's own thinking and actions and adjust these as a result.
- B.4.3. Communicate in writing on scientific research.
- B.4.5. Being able to collaborate in team in straightforward contexts.
- B.5.1. Participate in the social and cultural debate and have insight in the way in which pedagogical, educational or orthopedagogical practices affect social and cultural events.
- B.5.4. Have insight in cultural differences and integrate respect for diversity in pedagogical, educational and orthopedagogical contexts.
- B.6.1. Being able to function in a variety of multidisciplinary specialized professional settings.

## Contents

In this course, students are invited to study the following content clusters:

- a focus on existing educational structures and systems;
- a focus in practice related research.

As to the focus on existing structures and systems, the following is central. Attention goes to the existing and historically evolved schooling and training structures in Flanders. Based on the constitutional base (e.g., freedom of education), national (laws and decrees) and international (e.g., Lissabon Declaration), the current Flemish landscape is described and explored. Attention is based to the historical foundation to be able to understand the current complexity of a number of existing solutions.

Attention is paid to pre-school education, primary, and secondary school, higher education and adult education. In addition, organisations and structures are discussed, such as VDAB, SYNTRA, ... .

The content is approached via state-of-the art developments and information distributed via the media. Media messages (TBV, newspapers, magazines) are analysed and structured according to the educational frame of reference, discussed in the 1st semester course "Instructional Sciences" frame of reference.

As to the focus on practice based research, the - theoretical and empirical - content depends on the topics chosen for this particular semester. The practice based research projects can be conducted in a variety of authentic educational settings. Examples are the evaluation and redesign of an educational tour in a museum, a quantitative study on the self-regulated learning behaviour of secondary school students, a qualitative study on how to train student teachers for communication with parents through clinical simulations, etc. The particular contents related to the practice based research projects are processed by students in small collaborative groups and direct students' reporting on the conducted research projects.

### Initial competences

Instructional Sciences

### Final competences

- 1 Recognising the specificity of educational structures and systems at school level (preschool, primary, secondary, higher education, adult education, professional training) and being able to position the latter from a learning psychological framework or a education/sociological perspective.
- 2 Positioning educational structures and interventions within a policy context.
- 3 Acting following deontological rules and regulations.
- 4 Following prescribed research protocols.
- 5 Reflecting on and analysing a practical educational activity/event/setting.
- 6 Reflecting on and analysing a practical educational activity/event/setting.
- 7 Using an available theoretical and empirical knowledge base to ground the analysis of available research data.
- 8 Developing an international and intercultural orientation towards educational themes.

### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Guided self-study, lecture, project, seminar

### Extra information on the teaching methods

Lectures are set up to deliver the knowledge base about the educational systems and structures.

In the seminars, concrete practice related research activities are discussed in an interactive way with the students.

In the project, students will tackle - in a guided way - a practice related research activity. They carry out the research activities (following a protocol), integrate their findings, and report about their findings. They receive feedback.

The guided self-study is focused on the processing of the information about the educational structures and systems.

### Learning materials and price

In view of the section about educational structures and systems, a Dutch language book will be used "Onderwijsbeleid in Vlaanderen" (editor ACCO, edition 2018; price +/- 35 Euro).

In view of the practice-related research projects, specific readers, addressing the theoretical bases of the projects, are made available via Minerva. Additionally, all documents and instruments required to conduct and report on the practice-based research projects are distributed via Minerva (e.g. letters, research instruments,

protocols, data files, reporting formats, ...).

The learning materials are made available for free via Minerva.

#### References

Additional references are made available via Minerva, depending the specific practice-research setting or topic being chosen.

#### Course content-related study coaching

- support via Minerva;
- group-based feedback sessions.

#### Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination

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

Written examination

#### Examination methods in case of permanent evaluation

Assignment, report

#### 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

1. An assignment (policy component) based on an very actual theme in current educational policy making (e.g., entry exams in higher education). Student are introduced to a theoretical base and next develop a study in the field and develop - in group - a written report.

2. An assignment (practical and research component) based on research reports: each group of students has to report on their practice-research activity on the base of a prescribed format.

In view of the evaluation, students are provided with specific checklists for each assignment.

#### Calculation of the examination mark

1. Written examen with open ended question (component policy): 25%;

2. Assignment (component policy) consisting of a written report related to the policy theme being discussed and studied in the field: 25 %

3. Assignment (component practical and research) consisting of one or more research reports: 50 %.