

Research and Developments in Higher Education (H001867)

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

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|---------|-----|------------|------|-------------|--------|
| Credits | 3.0 | Study time | 90 h | Contact hrs | 30.0 h |
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Course offerings and teaching methods in academic year 2018-2019

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|----------------|-------|---------------|--------|
| A (semester 1) | Dutch | microteaching | 10.0 h |
| | | seminar | 20.0 h |

Lecturers in academic year 2018-2019

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|----------------|------|--------------------|
| De Wever, Bram | PP06 | lecturer-in-charge |
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Offered in the following programmes in 2018-2019

| | crdts | offering |
|--|-------|----------|
| Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences) | 3 | A |

Teaching languages

Dutch

Keywords

Higher education, life long learning, BaMa, curriculum, quality assurance, relevance, internationalisation, online learning.

Position of the course

This course is situated with the area of educational levels and focuses on higher education; theoretical, pedagogical, structural, and policy elements are discussed.

Contents

In this course, the following higher education content is dealt with: Open educational resources, Dublin descriptors, quality assurance, evaluation, internationalisation, credit exchange, staff competences, academic versus professional orientation, equity and access.

Initial competences

Final competences

- 1 Conducting independently and in team a (literature) research on a relevant topic within the field of higher education (structure and organisation of higher education, supporting students/instructors, internationalisation, quality assurance, distance learning, lifelong learning, ...), reporting this adequately in a paper, and communicating about this in an oral presentation.
- 2 Critically analysing papers and presentations on relevant topics within the field of higher education (structure and organisation of higher education, supporting students/instructors, internationalisation, quality assurance, distance learning, lifelong learning, ...) from a theoretical and empirical framework, and provide written and oral feedback.
- 3 Reflecting critically on one's own actions, with respect to writing and presenting information, as well as with respect to processing information
- 4 Identifying critical quality indicators of higher education curricula and applying instruments to determine the quality of higher education curricula.
- 5 (Re-)designing a scenario for higher education curriculum development.
- 6 Raising critical issues as to equity in higher education (gender, SES, race, access).
- 7 Applying Dublin-descriptors to screen the consistency of a curriculum.
- 8 Tracking open educational resources and integrating them into a curriculum.
- 9 Mapping adequate online learning solutions for higher education.
- 10 Applying legal and international frameworks to understand current developments in higher education.

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

Microteaching, seminar

Extra information on the teaching methods

In the seminars, students are introduced into the theoretical, practical, and empirical base of higher education. On the base of cases, curricula are discussed, designed, screened, mirrored in relation to Dublin descriptors,... Topics discussed: didactical design, staffing, equity, online learning environments, learning materials, open source materials, ...

Learning materials and price

The papers are the learning materials for this course. They are made available via Minerva.

All other materials are also distributed for free electronically.

References

The references in the reader are updated annually.

In addition, active use is made of the following online open access journals:

- http://muse.jhu.edu/journals/review_of_higher_education/
- http://muse.jhu.edu/journals/journal_of_higher_education/
- http://muse.jhu.edu/journals/journal_of_general_education/
- <http://jolt.merlot.org/>

Course content-related study coaching

Via Minerva and by appointment.

Evaluation methods

continuous assessment

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

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

Examination methods in case of permanent evaluation

Portfolio, assignment, skills test

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

The skills test is based on an appraisal of practical activities. Students tackle a number of cases, related to the broad content domain (see above) of higher education. They have to apply background information, instruments, evaluation schemes, and protocols, and if necessary develop such solutions.

• Method:

Students are expected to prepare and hold a presentation, and to answer questions / enter into discussion with other students (format of a conference presentation).

A paper needs to be developed as a basis for the presentation. An individual portfolio (comprising the paper, and including an individual critical reflection) has to be submitted.

- Frequency: Minimal 1 interim evaluation of the task (practical activity) + evaluation of the finished portfolio
- Description of second exam opportunity: a compensating activity between the first and the second exam period
- Feedback: individual or in small groups (by appointment)

Calculation of the examination mark

50% on the skills test (practical activities (paper)),

25 % on the presentations (combination of group and individual score);

25% on the portfolio (individual critical reflection on the content of the presentation and on the assignment).

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).