

Powerful Learning Environments (H001917)

Course size (nominal values; actual values may depend on programme)
Credits 6.0 Study time 180 h Contact hrs 40.0 h

Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	lecture: plenary	5.0 h
		exercises	
		guided self-study	10.0 h
		seminar	10.0 h
		lecture	5.0 h
		self-reliant study	10.0 h
		activities	

Lecturers in academic year 2018-2019

De Wever, Bram	PP06	lecturer-in-charge
Schellens, Tammy	PP06	co-lecturer
Valcke, Martin	PP06	co-lecturer
Van Avermaet, Piet	LW06	co-lecturer
Van Hove, Geert	PP10	co-lecturer

Offered in the following programmes in 2018-2019

Programme	crdts	offering
Bachelor of Science in Criminological Sciences	6	A
Bachelor of Science in Business Administration	6	A
Bachelor of Science in Economics	6	A
Bachelor of Science in Business Economics	6	A
Bridging Programme Master of Science in Fire Safety Engineering	6	A
Master of Science in Business Economics (main subject Accountancy)	6	A
Master of Arts in Oriental Languages and Cultures (main subject China)	6	A
Master of Science in Business Administration (main subject Commercial Management)	6	A
Master of Science in Electrical Engineering (main subject Communication and Information Technology)	6	A
Master of Science in Electromechanical Engineering (main subject Control Engineering and Automation)	6	A
Master of Science in Business Economics (main subject Corporate Finance)	6	A
Master of Science in Business Engineering (main subject Data Analytics)	6	A
Master of Science in Electromechanical Engineering (main subject Electrical Power Engineering)	6	A
Master of Science in Electrical Engineering (main subject Electronic Circuits and Systems)	6	A
Master of Science in Business Engineering (main subject Finance)	6	A
Master of Science in Business Administration (main subject Finance and Risk Management)	6	A
Master of Science in Business Administration (main subject HRM and Organizational Management)	6	A
Master of Arts in Oriental Languages and Cultures (main subject India)	6	A
Master of Arts in Oriental Languages and Cultures (main subject Japan)	6	A
Master of Science in Business Administration (main subject Management and IT)	6	A

Master of Science in Electromechanical Engineering (main subject Maritime Engineering)	6	A
Master of Science in Business Economics (main subject Marketing)	6	A
Master of Science in Electromechanical Engineering (main subject Mechanical Construction)	6	A
Master of Science in Electromechanical Engineering (main subject Mechanical Energy Engineering)	6	A
Master of Arts in Oriental Languages and Cultures (main subject Middle East Studies)	6	A
Master of Science in Business Engineering (main subject Operations Management)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Physical Activity, Fitness and Health)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Physical Education Teacher Education)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Sports Policy and Sports Management)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Sports Training and Coaching)	6	A
Master of Science in Business Administration (main subject Taxation)	6	A
Master of Science in Psychology (main subject Teacher Education and Training)	6	A
Master of Science in Rehabilitation Sciences and Physiotherapy (main subject Teacher Training in Rehabilitation Sciences and Physiotherapy)	6	A
Master of Science in Criminological Sciences	6	A
Master of Science in Biochemistry and Biotechnology	6	A
Master of Science in Biochemistry and Biotechnology	6	A
Master of Science in Biology	6	A
Master of Science in Biology	6	A
Master of Science in Chemistry	6	A
Master of Science in Physics and Astronomy	6	A
Master of Science in Geography	6	A
Master of Science in Geology	6	A
Master of Science in Geomatics and Surveying	6	A
Master of Science in Computer Science	6	A
Master of Science in Mathematics	6	A
Master of Science in Biomedical Sciences	6	A
Master of Science in Nursing and Midwifery	6	A
Master of Science in Civil Engineering	6	A
Master of Science in Chemical Engineering	6	A
Master of Science in Civil Engineering	6	A
Master of Science in Computer Science Engineering	6	A
Master of Science in Computer Science Engineering	6	A
Master of Science in Fire Safety Engineering	6	A
Master of Science in Sustainable Materials Engineering	6	A
Master of Science in Engineering Physics	6	A
Master of Science in Chemical Engineering	6	A
Master of Science in Engineering Physics	6	A
Master of Science in Economics	6	A
Academic Teacher Education in Biology	6	A
Academic Teacher Education in Bioscience Engineering	6	A
Academic Teacher Education in Criminological Sciences	6	A
Academic Teacher Education in Economics and Business Administration	6	A
Academic Teacher Education in Physics	6	A
Academic Teacher Education in Geography	6	A
Academic Teacher Education in Health Science	6	A

Academic Teacher Education in Computer Science	6	A
Academic Teacher Education in Art History, Musicology and Theatre Studies and Archaeology	6	A
Academic Teacher Education in Physical Education and Movement Sciences	6	A
Academic Teacher Education in Educational Sciences	6	A
Academic Teacher Education in Political and Social Sciences	6	A
Academic Teacher Education in Psychology	6	A
Academic Teacher Education in Laws	6	A
Academic Teacher Education in Chemistry	6	A
Academic Teacher Education in History	6	A
Academic Teacher Education in Languages and Cultures	6	A
Academic Teacher Education in Linguistics and Literature	6	A
Academic Teacher Education in Philosophy and Moral Sciences	6	A
Academic Teacher Education in Mathematics	6	A

Teaching languages

Dutch, English

Keywords

Didactical strategies, approaches towards learning and instruction, educational frame of reference, assessment and evaluation, individual differences and challenges for learning

Position of the course

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives. The degree of mastery is specified in the competence matrix which can be consulted on www.ugent.be/educatievemaster

Contents

The course is based on the following 6 modules:

Module 1 "Towards a frame of reference for powerful learning environments"

Module 2 "Learning and teaching" - from theory to practice:

- Behaviorism
- Cognitivism
- Constructivism

Module 3 "Curriculum: final attainment goals, school curricula and learning objectives"

Module 4 "Diversity"

Module 5 "Educational technology"

Module 6 "Assessment and evaluation"

Initial competences

Final competences

- 1 Situating the different actors involved in education on the different levels
- 2 Distinguishing and critically discussing perspectives on education
- 3 Analyzing situations of learning and instruction on the base of an educational frame of reference
- 4 Being able to turn approaches from learning theory and recent educational research into specific approaches towards instruction
- 5 Judging the nature and quality of instructional interventions on the base of psychological approaches towards learning and their translation into approaches towards instruction
- 6 Acknowledging the impact of individual differences and motivation processes in learning and instructional contexts
- 7 Indicating the importance of collaborating in teams in view of inclusive education, equality in education, and care in education
- 8 Relating equality in education and inclusive education to an emancipatory view
- 9 Recognizing, distinguishing and describing the different competences referring to managing diversity on different levels
- 10 Recognizing learning problems and relating them to models of support
- 11 Discussing critically the strengths, weaknesses, opportunities and threats of technological developments and the use of technology in education
- 12 Relating different assessment approaches and techniques to different goals and

- functions of evaluation
- 13 Translating theoretical insight into techniques to stimulate a positive class, working, and interpersonal climate
- 14 Connecting learning goals with learning curricula and programmes

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

Access to this course unit via an exam contract is unrestricted

Teaching methods

Guided self-study, lecture, seminar, self-reliant study activities, lecture: plenary exercises

Extra information on the teaching methods

All modules are tackled during working lectures. In view of the exercises, students are split into three groups. During these group sessions, seminars and microteaching are being applied. The group sessions are a direct preparation for the individual tasks. The individual work students have to do is prepare for the exercises. 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, intervision and coaching.

A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with a 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) can not be admitted to the portfolio-trajectory. Such student must follow the normal learning-trajectory.

Learning materials and price

Valcke, M. (2016). Krachtige leeromgevingen. Gent: Academia Press. (cost approx. 35 euro)

References

- Hattie, J. (2012). Visible learning for teachers. Maximizing impact on learning. London, New York: Routledge
- Mortier, K. , De Schauwer, E. , Van de Putte, I & Van Hove, G. (2010). Inclusief onderwijs in de praktijk. Garant: Antwerpen, Apeldoorn
- Nicaise, I. & Desmet, E. (2008). Gelijke kansen op school: het kan. Zestien sporen voor praktijk en beleid. Mechelen: Plantijn
- Ryan, M. (2011). Ryan, M. (ed.) Teach. New York: McGraw-Hill Companies
- Valcke, M. (2011). Onderwijskunde als ontwerpwetenschap. Een inleiding voor ontwikkelaars van instructie en toekomstige leerkrachten. Gent: Academia Press <http://www.steunpuntdiversiteitenleren.be>

Course content-related study coaching

- by appointment: A teaching assistant is available for help with the exercises, the preparatory assignments and for feedback
- interactive assistance through Minerva
- contact the Secretary Department of Educational Studies: Inge Peirsman, tel. 09/ 264 62 51, e-mail: Inge.Peirsman@UGent.be
- teaching assistant: Sylvie Vandaele (sylvie.vandaele@UGent.be)

Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination with multiple choice questions

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

Written examination with multiple choice questions

Examination methods in case of permanent evaluation

Portfolio, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Permanent evaluation: evaluation of practise-based tasks. For these tasks, a format and concrete description is made available via the electronic learning environment. The tasks are collected into a portfolio. An intermediate feedback session is organized on

the base of student input.

Periodic examination: Written exam (multiple choice) based on cases and statements. Items build on each individual theme that has been treated in the lessons.

Students have to participate in both the periodic and permanent evaluation to be able to obtain a valid final score.

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

Calculation of the examination mark

A combination of periodic evaluation (50%) and permanent evaluation (50%)

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).

The student-teachers (teachers in training) in a LIO-trajectory must succeed in both parts.