

Care, Coaching and Guidance in Education (H002048)

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

Credits 7.0 Study time 210 h Contact hrs 70.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	seminar	27.5 h
		lecture	10.0 h
		guided self-study	2.5 h
		fieldwork	30.0 h

Lecturers in academic year 2018-2019

Van Keer, Hilde PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019

	crdts	offering
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	7	A

Teaching languages

Dutch

Keywords

guidance of learning processes and practical training, coaching, tutoring, mentoring, intervision, supervision, educational contexts, diversity, interculturality in education, care in schools, equality in education

Position of the course

This course is in-depth and specialised by nature and as a form of community service learning, it is a course where through reflection theory is linked to practice, in which social engagement is central throughout the semester.

Contents

- Exploration of different types of guidance in educational contexts (e.g., coaching, tutoring, mentoring, intervision, supervision, guidance of learning and study, ...): theoretical background and definitions, review of scientific research literature, target groups, implementation and subskills of coaching and guidance activities;
- Exploration of specific applications of coaching activities at different educational levels (e.g., coaching of homework and study, problem-based education, online tutoring, mentoring of novice teachers, professional learning communities, ...);
- Exploration of different subskills related to the task and role of coaches, such as asking questions, giving feedback, stimulating reflection, ...
- Inequality and diversity in education; care in education

Initial competences

This course builds on:
Instructional strategies
Intercultural pedagogy
Diversity and inclusion

Final competences

- 1 To describe different types of guidance (e.g., coaching, tutoring, mentoring, intervision, supervision, guidance of learning and study, ...) and to illustrate them with specific applications in educational learning contexts.
- 2 To clarify the implementation and the course of coaching and guidance processes in educational learning contexts.
- 3 To explain the importance of subskills involved in coaching and guidance processes, like asking questions, giving feedback, stimulating reflection,

- 4 To describe and analyse coaching and guidance activities at different levels of education (primary, secondary, and higher education) from a theoretical point of view.
- 5 To realise different types of guidance activities (both for groups and individual learners) in educational learning contexts and to be able to reflect on these from a theoretical point of view.
- 6 To apply subskills involved in coaching and guidance processes, like asking questions, giving feedback, stimulating reflection,
- 7 To analyse and compare the starting point, approaches, and effects of initiatives regarding special needs provision and equality in education based on theoretical and empirical frames of references on the one hand and experiences and perceptions of the actors involved on the other hand.
- 8 To interpret ethical and deontological aspects connected to initiatives regarding special needs provision and equality in 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

Guided self-study, lecture, fieldwork, seminar

Learning materials and price

Reader with Dutch and English learning material.
Learning material available via Minerva
Cost: 20 EUR

References

- Goodlad, S. (1998). Mentoring and tutoring by students. Sterling: Stylus Publishing Inc.
- Jonson, K. F. (2002). Being an effective mentor. How to help beginning teachers succeed. Thousand Oaks: Corwin Press, Inc.
- Kochan, F. K., & Pascarelli, J. T. (Eds). (2003). Global perspectives on mentoring. Transforming contexts, communities, and cultures. Greenwich: Information Age Publishing.
- Macdonald, J. (2006). Blended learning and online tutoring. A good practice guide. Burlington: Gower Publishing Company.
- Wood, D., & Wood, H. (1996). Vygotsky, Tutoring and Learning. Oxford Review of Education, 22, 5-16.
- Fletcher, S.J, & Mullen, C.A. (Eds) (2012). Mentoring and Coaching in Education. Los Angeles: SAGE
- Nicaise, I. & Desmet, E. (2008). Gelijke kansen op school: het kan. Zestiensporen voor praktijk en beleid. Mechelen: Plantijn
- Kinderrechtenforum 5 (2008). Uitval en uitsluiting in het onderwijs. Kinderrechtencoalitie.
- Sierens, S., Van Houtte, M., Loobuyck, P., Delrue, K., Pelleriaux, K. (2006). Onderwijs onderweg in de immigratiesamenleving. Gent: Academia Press.
- Vlaamse OnderwijsRaad. (2008). Oog voor meer gelijke onderwijskansen. Een handleiding voor beginnende begeleiders Brussel: Vlaamse Onderwijsraad.

Course content-related study coaching

- Interactive support using Minerva;
- Personal: by (electronic) appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Portfolio, job performance assessment

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

Details on periodic evaluation: Written examination with open questions

Details on permanent evaluation:

- Method: Evaluation of fieldwork + Evaluation of portfolio
- Frequency: Minimal 1 interim evaluation of fieldwork + Evaluation of finished portfolio
- Feedback: Feedback on exercises is given by means of individual discussion, intervision and supervision discussions. Individual feedback on portfolio is provided.

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).

Facilities for Working Students

An alternative assignment is possible as to the permanent evaluation. in view of this, you can get into contact through e-mail.