Course Specifications
Valid as from the academic year 2018-2019

Course

Instructional Sciences (H002074)

Valid as from the academic year 2018-2019

Course Specifications

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

Credits 6.0
Study time 180 h
Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1) Dutch practicum 2.5 h
lecture: plenary 2.5 h
seminar 25.0 h
exercises 15.0 h
group work

Lecturers in academic year 2018-2019

Valcke, Martin
PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019
crds offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies) 6 A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences) 6 A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies) 6 A
Joint Section Bachelor of Science in Educational Sciences 6 A
Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies) 6 A
Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences) 6 A
Preparatory Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies) 6 A
Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences) 6 A

Teaching languages
Dutch

Keywords
Learning, instruction, epistemology, behaviourism, cognitivism, constructivism, metacognition, instructional design, curriculum development, evaluation.

Position of the course
This course contributes to the following competence areas in the Bachelor Educational Sciences:
• B.1.1. Have insight in pedagogical, educational and orthopedagogical theoretical concepts.
• B.1.4. Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.
• B.1.5. Have insight into pedagogical, educational and orthopedagogical processes and situations.
• B.2.1. Identify scientific literature, judge its scholarly added value and use it.
• B.2.2. Being able to scientifically indicate educational and pedagogical theories, practice and policy.
• B.3.6. Approach a pedagogical, educational or orthopedagogical problem from multiple perspectives (multi perspectivism).
• B.4.5. Being able to collaborate in team in straightforward contexts.
• B.5.4. Have insight in cultural differences and integrate respect for diversity in

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pedagogical, educational and orthopedagogical contexts.

Contents
This course focuses on issues related to learning and instruction in formal and informal instructional settings, such as:
• fundamental epistemological approaches towards the concept of ‘knowledge’;
• the variety of learning paradigms: behaviourism, cognitivism, (social) constructivism;
• the approaches towards instruction that can be derived from different learning paradigms;
• metacognition & problem solving;
• instructional design models/approaches;
• curriculum development;
• evaluation & assessment.

Initial competences

Final competences
1 Describing learning and teaching processes from the perspective of alternative theoretical frameworks.
2 Using the general educational framework to map learning and teaching problems, themes activities.
3 Using scientific sources (e.g., research articles) to position an education problem, approach or process.
4 Presenting a theoretical and/or empirical foundation when presenting an argumentation in relation to an educational question or problem.
5 Applying alternative approaches towards learning and instruction when working in a collaborative learning setting.
6 Describing and explaining the impact of the context in educational theories.
7 Positioning and interpreting curriculum processes and curriculum products from a society perspective.
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
Group work, practicum, seminar, lecture: plenary exercises

Extra information on the teaching methods
* During weekly work sessions, students work in an interactive way on the solution of cases. These cases are elaborated individually and/or in small groups. The cases help to understand the relevance of and/or to apply the theoretical and empirical knowledge base. The weekly sessions are supported by an electronic learning environment. in this environment students get study advice, FAQ, examples of final tests, news, planning information, tools/software, etc.
* A key part of the learning environment is based on compulsory groupwork, supported with wikis or blogs. This groupwork is a compulsory and formal part of the course. Participation in the group work is evaluated and is part of the final score. Students work on the base of scripts or role assignments.
* Tutoring can be added as an extra didactical component.
* Students will also be involved in experiential experiments. The planning of these experiments is discussed during the course. Participation is compulsory.

Learning materials and price
Geraamde totaalprijs: 50 EUR

References

(Approved)
Houghton Mifflin Company-Palo Alto.
• Reigeluth, C., (1999), Instructional design theories and models New Jersey: Lawrence Erlbaum Associate Publishers.

Course content-related study coaching
• interactive support using Minerva and an online course environment;
• by 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 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
- Participation, assignment

Possibilities of retake in case of permanent evaluation
- examination during the second examination period is not possible

Extra information on the examination methods
- The permanent evaluation is based on the student contributions (quantitative and qualitative) in the group work (process) and the results from the group work (product).
- Written exam; with multiple choice questions that build on cases and statements.
- Example exam items are available in the electronic learning environment. On average, the exam consists of 30 to 40 items. Items cover each individual theme that has been discussed in the lessons.
- Feedback on the non-periodical evaluation: online

Calculation of the examination mark
- A combination of periodic evaluation (12/20) and permanent evaluation (8/20).
- 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.

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