

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

Credits 3.0 Study time 90 h Contact hrs 30.0 h

Course offerings and teaching methods in academic year 2018-2019

Offering	Language	Teaching Method	Hours
A (semester 1)	Dutch	on-line discussion group	2.5 h
		self-reliant study activities	3.75 h
		group work	5.0 h
		lecture	10.0 h
		seminar	6.25 h
		guided self-study	2.5 h

Lecturers in academic year 2018-2019

Aesaert, Koen	PP06	lecturer-in-charge
Schellens, Tammy	PP06	co-lecturer

Offered in the following programmes in 2018-2019

Programme	credits	offering
Bachelor of Science in Psychology (main subject Personnel Management and Industrial Psychology)	3	A
Linking Course Master of Science in Psychology (main subject Personnel Management and Industrial Psychology)	3	A
Linking Course Master of Science in Psychology (main subject Teacher Education and Training)	3	A
Preparatory Course Master of Science in Psychology (main subject Personnel Management and Industrial Psychology)	3	A
Preparatory Course Master of Science in Psychology (main subject Teacher Education and Training)	3	A

Teaching languages

Dutch

Keywords

Digital learning environments, online learning and instruction, technology-enhanced learning and instruction, educational technology: trends and research

Position of the course

This course contributes to the following competence areas:

- B.1.2. Have insight into psychological science, its related and supporting disciplines and explain their added value (interdisciplinary).
- B.2.2. Identify international psychological research, judge its added scientific value and use it.
- B.2.3. Critically apply methods and research/design techniques of psychological sciences
- B.2.5. Creatively discover relationships between psychological concepts and discover novel points of view.
- B.2.6. Interpret, report and assess the results of existing/one's own initial psychological research or design.
- B.3.2. Come to conclusions on the basis of scholarly knowledge for abstract and

concrete psychological questions.

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- B.3.4. Accessing a psychological question from multiple perspectives (multiperspectivism).
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- B.4.1. Communicate in writing on the results of learning, thinking and decision-making regarding psychological practice or research, both to specialists and non-specialists.
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- B.4.2. Communicate orally on the results of learning, thinking and decision-making regarding psychological practice or research, both to specialists and non-specialists.
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- B.4.3. Collaborate on scholarly assignments.
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- B.5.1. Appreciate relevant internal and societal developments in the history of psychology.
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- B.5.3. Understanding of societal debates and trends relevant to psychology.
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- B.5.6. Appreciate (the evolution of) the roles of professional psychologists in society.

Contents

This course introduce students into the field of digital learning environments and provide students with an overview of the important issues with regard to technology-enhanced learning and instruction:

- theoretical foundations for educational technology, this in close connection with the actual application of learning theories in the context of educational technology;
- an overview of technology applications in education, such as film, video, distance education, CMC, Internet-based learning, virtual realities, language labs, and emerging technologies;
- instructional strategies on how to organize instruction, such as cooperation, cognitive apprenticeship, and case-based learning aids in technology-supported environments;
- research methodologies: introduction of key concepts, research procedures, and clear directions for their effective use in education technology research;
- a review of research on how people learn with and about technologies
- a review of research on teachers'/trainers' position and practice in technology-enhanced settings
- the discussion of social ethical issues of technology use in education (what risks and promises have technologies brought to education? How can technologies be used wisely, efficiently, and effectively?)
- concrete technology-based instructional strategies found in formal and informal learning contexts with attention for instructional strategies that have become the base of specific instructional systems, such as problem based learning, case based education, project-based learning, virtual companies, etc.
- (cooperative) technology-based instructional strategies and how to coach and evaluate them (e.g. peer- and co-assessment)

Initial competences

Final competences

- 1 To evaluate the most important techniques of instructional design and to involve them into the objectives envisaged in the given educational and training context.
- 2 To discuss the potentials and problems of technological developments in education and training.
- 3 Understanding of the nature and process of technology integration into education and training contexts.
- 4 To describe and illustrate instructional strategies in technology-supported environments
- 5 Incorporating the main learning theories associated with educational technologies and understanding the research procedures with regard to education technology research.
- 6 To describe and analyze the current state of the art in educational technology
- 7 Describe methods to conduct technology-enhanced research.

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, group work, lecture, on-line discussion group, seminar, self-reliant study activities

Learning materials and price

Reader

Estimated cost: 40 EUR

References

1) Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning (2013)
Editors: Helen Beetham, Rhona Sharpe

2) E-Learning Systems, Environments and Approaches Theory and Implementation (2015)
Editors: Pedro Isaías, J. Michael Spector, Dirk Ifenthaler, Demetrios G. Sampson

3) The Future of Ubiquitous Learning. Learning Designs for Emerging Pedagogies (2016)
Editors: Begoña Gros, Kinshuk, Marcelo Maina

Course content-related study coaching

Interactive support using Minerva;
Intervision and feedback meetings

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

Participation, 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

Details on periodic evaluation: written exam with open questions

Details on permanent evaluation:

Method: Participation in teamwork and a report with analysis and critical reflection
Frequency: at least 1 time interim guidance and evaluation after completion

Feedback: after completion (on official feedback day) and once in between

Calculation of the examination mark

A combination of periodic evaluation (60 %) and permanent evaluation (40 %).

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).