

## Introduction to Teaching Methodology: Social Sciences (H002176)

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

Credits 6.0      Study time 180 h      Contact hrs 60.0 h

Course offerings in academic year 2018-2019

A (year)      Dutch

Lecturers in academic year 2018-2019

|                 |      |                    |
|-----------------|------|--------------------|
| Bekaert, Joke   | PS03 | staff member       |
| Haerens, Ellen  | PS03 | staff member       |
| Snoeck, Gaëtane | RE23 | staff member       |
| Valcke, Tony    | PS03 | lecturer-in-charge |
| Decorte, Tom    | RE23 | co-lecturer        |

Offered in the following programmes in 2018-2019

|  | crdts | offering |
|--|-------|----------|
| <a href="#">Bachelor of Science in Criminological Sciences</a> | 6     | A        |
| <a href="#">Bachelor of Science in Communication Science</a>   | 6     | A        |
| <a href="#">Bachelor of Science in Political Science</a>       | 6     | A        |
| <a href="#">Bachelor of Science in Sociology</a>               | 6     | A        |

Teaching languages

Dutch

Keywords

social and cross-curricular themes, competences, attitudes

Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on [www.lerarenopleiding.ugent.be](http://www.lerarenopleiding.ugent.be)

This course contributes to the following competence areas in the master Psychology: Teacher Education and Training:

- M.1.2. Master and apply perspectives on context, development, education, life-course.
- M.2.3. Translation of scientific research to related (educational) psychological situations.
- M.3.1. Systematic use of the empirical cycle as scientific mindset at the various stages of the (educational) psychological process.
- M.3.3. Use of self-knowledge as a basis for self-reflection and self-care.
- M.5.4. Participate in the debate on how educational changes contribute to inclusion, respect for diversity and social justice and thus participate in civic engagement.
- M.6.4. Able to apply (educational) psychological skills in the empowered dealing with individuals and systems.

Contents

### Theory

In this course we start from "multiperspectivism", a central concept in the educational mission of UGent. It covers both the questioning of your own perspective as the exploration of other points of view. This view will be translated in various social and cross-curricular themes (e.g. citizenship, politics, lifestyle, youth cultures, media, etc) . We will discuss the role of the behavioural and social sciences for education. We will situate our examples in curricular attention for current social themes, interdisciplinary attainment targets, attitudes, interdisciplinary perspectives and

research skills.

We will also focus on representation of different themes and topics in the media in general and fiction in particular. Our examples are linked with the current public debate and research in progress.

### **Practice**

We will present cases based on the theoretical perspectives (see above). Students (teacher-as-researcher) develop a case and reflect on the different cases we presented (as part of our research and educational projects).

### Initial competences

The general academic competences expected from a bachelor and a master.

### Final competences

- 1 discuss contents regarding youth cultures and youth trends and the implications for education
- 2 insight in the development of cross curricular themes, related to the cross curricular final competences (concerning educating a sense of public responsibility, educating democracy, socio-relational development, health education, research competencies, ...)
- 3 identify actual social themes and questions
- 4 work out contents with regard to formation of attitudes
- 5 to engage with questions from the educational field in a methodologically sound way
- 6 to reflect on ones own functioning
- 7 examine results of educational research related tot the behavioral and social sciences
- 8 realise projects in relation to the research competences in secondary education.
- 9 giving attention to the development of attitudes as established in the basic competences. Especially, attention goes to the following attitudes: decision making capacity, social orientedness, critical attitude, inquisitiveness etc.

### 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

Lecture, microteaching, practicum, seminar: coached exercises

### Extra information on the teaching methods

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 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) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory.

### Learning materials and price

All teaching and learning materials will be made available on Minerva. No course material available in English for exchange students

### References

- Becker, H. S. (2007). *Telling about society*. Chicago: University of Chicago Press.
- Biesta, G. (2012). *Goed onderwijs en de cultuur van het meten*. Ethiek, politiek en democratie. Amsterdam: Boom.
- Osler, A. & Starkey, H. (2006). Education for democratic citizenship: A review of research, policy and practice 1995-2005. *Research Papers in Education*, 21(4), 433-466.
- Meeus, W. et al. (2014). "Positie en imago van de studierichting Humane Wetenschappen in het Vlaams secundair onderwijs" Ivo 35.135, 57-70.
- Vlaams Ministerie van Onderwijs en Vorming (2009) *Vakoverschrijdende eindtermen in het secundair onderwijs*. Brussel: Vlaamse overheid. Departement Onderwijs en Vorming

### Course content-related study coaching

\* Support via Minerva and after appointment \*Feedback after appointment

### Evaluation methods

end-of-term evaluation and continuous assessment

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

Oral examination

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

Oral examination

Examination methods in case of permanent evaluation

Assignment, skills test, peer 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

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

Details on periodic evaluation: written exam with open ended questions

Details on permanent evaluation:

- Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.
- Frequency: presence in the classes is mandatory.
- Consequences of unmotivated absence: to obtain a valid score for this course, students need to participate at the written examination as well as to participate in the group work and its presentation

Feedback: by appointment

Calculation of the examination mark

A combination of periodic (50%) and non-periodic evaluation (50%)

Students who do not participate in all required elements of the periodic and permanent evaluation will receive a non-deliberative quotation (7/20 at the most).