Course Specifications
Valid as from the academic year 2019-2020

Teaching Methodology: Health Sciences I (H001714)

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Study time</th>
<th>Contact hrs</th>
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<tbody>
<tr>
<td>6.0</td>
<td>180 h</td>
<td>60.0 h</td>
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</tbody>
</table>

Course offerings and teaching methods in academic year 2019-2020

A (semester 1) Dutch

- guided self-study: 1.25 h
- lecture: 15.0 h
- group work: 5.0 h
- self-reliant study: 7.5 h
- activities: 5.0 h
- microteaching: 6.25 h
- seminar: 25.0 h

Offered in the following programmes in 2019-2020

<table>
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<tr>
<th>crdts</th>
<th>offering</th>
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<tbody>
<tr>
<td>6</td>
<td>A</td>
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</tbody>
</table>

Academic Teacher Education in Health Science

Lecturers in academic year 2019-2020

Haerens, Leen GE30 lecturer-in-charge

Teaching languages

Dutch

Keywords

educational formats, e-learning, assessment, feedback, reflection, microteaching, class management, media

Position of the course

This course contributes to the realisation of the basic professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on www.lerarenopleiding.ugent.be

Contents

The contents fit in with the subject related education in the bachelor’s and master’s programmes.

In the theoretical part the following topics are considered:
- subject related and subject specific final objectives for secondary education;
- learning plans from different school networks;
- development of learning materials;
- teaching methods typical for natural sciences and higher health sciences education;
- subject related learning materials and media;
- assessment and evaluation methods;
- class management.

In the practical part the following topics are considered:
- defining lesson objectives and lesson plans;
- microteaching: basic skills for realizing learning environments (instruction, asking questions, using various methods, working in learning groups, classroom management);
- giving feedback to individuals or groups;
- reflecting on the microteaching;
- developing different evaluation forms.

Written discussion of a philosophical article on an educational theme.

Initial competences

Final competences

(Approved)
Access to this course unit via a credit contract is determined after successful competences assessment.

This course unit cannot be taken via an exam contract.

Teaching methods
Guided self-study, group work, lecture, microteaching, seminar, self-reliant study activities.

Extra information on the teaching methods
For the theoretical part interactive lectures and seminars are provided. For the practical part following teaching methods are used: * seminars; * task-focused teaching methods; the deadlines for the assignments will be announced timely on the electronic learning platform; * micro-teaching.
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 to be consulted on the electronic learning platform.

Learning materials and price
- Examples of good practices for secondary and higher education concerning health care.
- Syllabus and powerpoint presentations are available via Minerva.

References
M. Ploegman; D. de Bie. Aan de slag! Bohn stafleu van Loghum, 254 p
M. Verharen. Als alles op de schop gaat. Bohn Stafleu van Loghum, 203 p
Nurse Education Today (uitgeverij Elsevier)
Nurse Education in Practice (uitgeverij Elsevier)
M. Bos, Coaching en diversiteit, een pragmatische kijk op modellen die werken.
BohnStafleu van Loghum 2013, 144 p.
Onderwijs en gezondheidszorg (https://onderwijsengezondheidszorg.nl/)

References/ standard works on language and style

Sites:
www.onderwijskiezer.be
www.taaluniversum.be
www.VRTtaal.net
www.vlaanderen.be/taaltelefoon
www.woordenlijst.org
http://taal.startpagina.nl

Course content-related study coaching
- Guidance and feedback by lecturer and practical assistants.
- Interactive support using Minerva.
- Study coaching via a digital portfolio.

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, oral examination.

Examination methods in case of periodic evaluation during the second examination period
Written examination with open questions, oral examination.

Examination methods in case of permanent evaluation
Portfolio, participation, assignment, simulation.

(Approved)
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

- Periodic evaluation: Oral examination with written preparation.
- Permanent evaluation based on the basis of assignments, lesson plan, microteaching (including preparation and reflection reports), cooperation and attitudes during interactive lectures and exercises. Presence during all contact moments is mandatory. An alternative assignment will be given for each absence, related to the content of the lessons.
- Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.
- Student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based on the alternative assignments in their portfolio.

Calculation of the examination mark

- 60% on the permanent evaluation
- 40% on the oral examination

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation (7/20 at the most).

Students must be enrolled in the teacher training program by October 15 at the latest. Because presence during the exercises is mandatory, a student must be present from the first lesson. Students in a LIO trajectory are present during the first lesson or make an appointment.