Course Specifications
Valid as from the academic year 2019-2020

Educational Change and Innovation (H002047)

Course size
(nominal values; actual values may depend on programme)
Credits 6.0
Study time 180 h
Contact hrs 65.0 h

Course offerings and teaching methods in academic year 2019-2020
A (semester 1) Dutch, English
guided self-study 15.0 h
group work 10.0 h
seminar 25.0 h
lecture 15.0 h

Lecturers in academic year 2019-2020
van Braak, Johan PP06 lecturer-in-charge
Vanderlinde, Ruben PP06 co-lecturer

Offered in the following programmes in 2019-2020
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
6 A

Teaching languages
Dutch, English

Keywords
educational change, school improvement

Position of the course
This course unit provides an in-depth insight into the results of research and theory development on educational innovation as a domain within the educational sciences. Different theories, research approaches, types of innovation, dispositions towards innovations, examples of innovation projects and research into conditions that support or inhibit innovation are considered. Students are expected to take a critical approach towards existing innovation theories.

Contents
In this course, different topics in educational change are discussed.
• approaches in educational change: from an adoption perspective to a school development approach;
• types of educational change: objects of innovation, scope (micro- to macro) and strategies;
• the innovative capacity of schools: conditions for the introduction of innovation in schools and the role of different actors;
• cases of educational change in Flanders and internationally: ICT, new community schools, equal educational opportunities,....;
• examples of school improvement projects;
• evaluation of educational change on micro, meso- and macro level;
• conditions for scaling-up educational innovations
• innovations and social networks.

Initial competences

Final competences
1 To synthesize and present actual topics in innovation research and to evaluate the implementation of educational change.
2 To determine successful conditions for the implementation of educational change.
3 To connect educational change and society.
4 To apply strategies of educational change within a school development perspective.
5 To relate examples of educational change to different approaches of educational

(Approved)
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, seminar.

Learning materials and price
- Reader.
  Estimated cost: 20 EUR

References

Course content-related study coaching
- By appointment.
- Intervisions.
- Interactive support using UFORA.

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
Assignment.

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible.

Extra information on the examination methods
Paper to be submitted at the end of the course.
Written exam; with open-ended questions.
Paper/exam: oral feedback.

Calculation of the examination mark
A combination of periodic evaluation (50%) and permanent evaluation (50%).

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.
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.
The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.
When students obtain less than 10/20 for at least one of the components, the following rules apply:
• 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).
• less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20).