Course Specifications
Valid as from the academic year 2019-2020

Teaching Methodology: Health Sciences II (H002292)

Course
Valid as from the academic year 2019-2020

Course offerings and teaching methods in academic year 2019-2020
A (semester 2) Dutch lecture 22.5 h
Group work 25.0 h
Microteaching 10.0 h

Lecturers in academic year 2019-2020
Haerens, Leen GE30 lecturer-in-charge

Offered in the following programmes in 2019-2020

<table>
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<tr>
<th>Programmes</th>
<th>crdts</th>
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<tbody>
<tr>
<td>Master of Science in Teaching in Health Sciences (main subject Medical Sciences)</td>
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<tr>
<td>Master of Science in Teaching in Health Sciences (main subject Pharmaceutical Sciences)</td>
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<tr>
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Teaching languages
Dutch

Keywords
special needs, diversity, educational setting, practica, é-learning, scientific literature, microteaching, coaching

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.ugent.be/educatievemaster/en.

Contents
Lectures in which the following topics are addressed:
- diversity
- special needs education
- coaching
- preparing a study visit
- coaching internships
Group tasks in which the topics of developing of learning materials, adopting work methods, differentiation, and media are further developed.
Students develop an education product (e.g. wiki, e-learning module,...). They do so
based on scientific literature, existing course materials, contacts with experts, ...They critically analyse available materials and sources and correctly reference to the sources they used.

Microteaching: students develop an practicum or skillslab related to their own expertise. They also observe a practicum or skills lab that is taught by another student. They provide peer-feedback and relect on personal areas of improvement.

Initial competences
Students are required to show sufficient domain related expertise to be allowed to access this course. Specific requirements are listed, more information is provided on www.ugent.be/educatievemaster/en.

Final competences
This course has the same goals as the teaching methodology in health sciences I course, yet at a deeper level.
• Applying domain specific expertise and skills in a safe contet..
• Interpreting curriculum plans with the aim of developing lesson- and periodic plans.
• Choosing and defining relevant learning goals.
• Selecting and structuring relevant learning contents and experiences to translate these into learning tasks and activities.
• Creating a positive, safe and powerful learning environment that aligns with the initial1 conditions of the group and is responsive towards the heterogenity within the group.
• Providing short and clear instructions while flexibly relying on media.
• Demonstrating activating teaching methods.
• Communicating in team about the chosen pedagogical and didactical approach.
• Creating an efficient lesson plan with the aim of guiding and orienting pupils.
• Correctly performing administrative tasks.
• Critically reflecting on one's professional functioning.
• Cooperating and communicating within a team.
• Students display proper teaching attitudes such as leadership and decision making, relationship skills, a critical attitude, curiosity, organization skills, collaborative skills, sense of responsibility and flexiblity

Additional goals are:
• Promoting pupil emancipation.
• Applying contemporary societal developments in a pedagogical context.
• Understanding pupils' physical and mental health and well-being.
• Understanding strategies that can be effectively used to communicate with foreign-language speaking pupils.
• Developing an innovative educational product.
• Respecting group roles and tasks.

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, microteaching, self-reliant study activities

Extra information on the teaching methods
The theory is offered through interactive lectures. The group tasks is guided by a unviersity teachers who provides the students with intermediate feedback and an intermediate assessment of the proces and the product. This cycle is repeated a second time. The contribution of each student to the group task is registered in a log book.

Microteaching takes place in an educational setting.

Learning materials and price
Learning materials are available through UFORA.

References
Nurse Education Today (uitgeverij Elsevier)
Nurse Education in Practice (uitgeverij Elsevier)
F. Corstjens en J. Gommers, Leerzorgcentrum: ontwikkeling, implementatie en evaluatie van een opleidingsconcept voor verpleegkundigen, Garant 2013, 144 p.

(Approved)
Course content-related study coaching

University teachers are providing coaching and guidance.
Information is made available on UFORA.
There is a digital online portfolio in which students receive personalized feedback.

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

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 assessment consisting of an oral examination for the information provided in the lectures.
- Non-periodic assessment based on the group tasks: process, product and presentation.
- Non-periodic assessment of the microteaching: lesson plans, lesson realization, reflection, observations, (peer-)assessment. Students’ attitudes are also taken into account.

Calculation of the examination mark

- Periodic assessment (25%) oral examination.
- Non-periodic assessment of the group task (50%).
  - 15% presentation
  - 10% process including peer-assessment
  - 25% product
- Non-periodic assessment of the microteaching (25%)
  - 5% lesson plans
  - 5% development of course materials
  - 10% microteaching/lesson realization
  - 5% reflection and feedback
- Students who eschew one of the periodic or non-periodic assessments are given a non-deliberative final quotation (7/20 at the most).

Facilities for Working Students

To be determined with the responsible university professor.