Teaching Methodology: Health Sciences (H002364)

Course Specifications
Valid as from the academic year 2019-2020

Course size
(nominal values; actual values may depend on programme)
Credits 6.0
Study time 180 h
Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2019-2020
A (semester 1) Dutch microteaching 12.5 h
seminar 12.5 h
self-reliant study activities 12.5 h
lecture 21.25 h

Lecturers in academic year 2019-2020
Bogaert, Annemie GE30 staff member
Dewaele, Willem GE51 staff member
Kinds, Lieven GE51 staff member
Leroy, Ancy GE51 staff member
Uvijn, Kristof GE51 staff member
Van de Velde, Kleo GE51 staff member
Van Eeckhout, Hilde GE51 staff member
Verstrynge, Florine GE51 staff member
Haerens, Leen GE30 lecturer-in-charge
Aelterman, Nathalie PP07 co-lecturer

Offered in the following programmes in 2019-2020

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<th>credts</th>
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Master of Science in Teaching in Health Sciences (abridged programme) (main subject Social Health Sciences)

Teaching languages
Dutch

Keywords
Lesson plans, curriculum documents, learning goals, didactical approaches, microteaching, class management, media, assessment, feedback and reflection.

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
The generic part consists of lectures in which the following topics are addressed in relation to the specific teaching fields and methodology related to health sciences:
- curriculum plans
- competencies in higher education
- lesson plans
- goal setting
- teaching methodology
- didactical approaches
- media
- assessment
- feedback
- reflection
Each lecture is followed by practical exercises during which students apply the theory in

(Approved)
relation to their own area of expertise. Theory is translated into concrete lesson plans and realization through microteaching, each student teaches for three times, whereby the lesson is gradually optimized based on theoretical insights. Students also observe each others lessons and provide each other with feedback. Students also independently work on a written assignment for which they develop three consecutive lessons, a student assignment and an assessment. In this written assignment, students show that they are able to translate the theory to practice.

Initial competences
It is advised to follow the reference internship in health sciences simultaneously with this course.

Final competences
1. Applying domain specific expertise and skills.
2. Interpreting curriculum plans with the aim of developing lesson- and periodic plans.
3. Choosing and defining relevant learning goals.
4. Selecting and structuring relevant learning contents and experiences to translate these into learning tasks and activities.
5. Creating a positive, safe and powerful learning environment that aligns with the initial conditions of the group and is responsive towards the heterogeneity within the group.
6. Providing short and clear instructions while flexibly relying on media.
7. Demonstrating activating teaching methods.
8. Developing formative and summative assessment with the aim of differentiation.
9. Communicating in team about the chosen pedagogical and didactical approach.
10. Creating an efficient lesson plan with the aim of guiding and orienting pupils.
11. Correctly performing administrative tasks.
12. Critically reflecting on one's professional functioning.
13. Cooperating and communicating within a team.
14. 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 flexibility. Throughout the microteaching proper language skills are expected.

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, seminar, self-reliant study activities.

Extra information on the teaching methods
The theoretical part is addressed in interactive lectures. These are supported by guided exercises and microteaching sessions. The student-teachers (teachers in training) in a LIO-trajectory have to realize the above mentioned goals and competencies through an alternative portfolio trajectory.

Learning materials and price
Learning material is made available through UFORA.

References
M. Ploegman; D. de Bie. Aan de slag! Inspirerende opdrachten voor beroepsopleidingen. 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/)

Course content-related study coaching
Guidance is provided by a team of university teachers and the responsible professor (Prof. L. Haerens). Lesson plans and preparations are safed in an online digital portfolio. For more information about this course contact Lieven Kinds (Lieven.Kinds@ugent.be)

Evaluation methods
(Approved)
end-of-term evaluation and continuous assessment

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

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

Examination methods in case of permanent evaluation
  Participation, assignment, 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
  Non periodic assessment of the tasks that are related to the microteaching:
    - lesson plans
    - lesson realisation
    - observations/peer assessment.
    - attitudes
  Periodic assessment
  A written assignment in which students prepare three consecutive lesson plans, a pupil task and assessment. This written task is presented in an oral presentation to the university teachers and other students.

Calculation of the examination mark
  Non periodic assessment (40%)
  Periodic assessment (60%)
    - Written assignment (40%)
    - Oral presentation (20%) which consists of 5% peer assessment and 15% assessment by the university teacher.

Students who eschew one of the periodic or non-periodic assessments are given a non-deliberative final quotation (7/20 at the most).