Course Specifications
Valid as from the academic year 2020-2021

Teaching Methodology: Art Science and Archaeology (H001719)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

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 2020-2021
A (semester 1)  Dutch  Gent

- lecture  20.0 h
- seminar  35.0 h
- microteaching  5.0 h
- self-reliant study activities  0.0 h
- online lecture  0.0 h
- online seminar  0.0 h

Lecturers in academic year 2020-2021
Leman, Marc  LW17  lecturer-in-charge

Offered in the following programmes in  2020-2021

- 6 A

Academic Teacher Education in Art History, Musicology and Theatre Studies and Archaeology

Teaching languages
- Dutch

Keywords
- aesthetic /artistic education, teaching and educational practice

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

Contents
The contents fit in with the subject related education in the bachelor’s and master’s programmes. In the theoretical part following topics are considered:
- elements of strategy and practice in teaching aesthetic/artistic courses in secondary schools and other educational settings (teaching, evaluation, remediation, development of course material, functional elements, ...);
- reflection on principle, curriculum goals and key competencies of aesthetic/artistic education.

In the practical part following topics are considered:
- reflection skills;
- subject related lesson plans, objectives and learning plans;
- communication skills in relation to pupils/students (active listening, giving feedback, etc.);
- skills concerning assessment and feedback;
- communication skills in relation to external instances concerning the contact with problem pupils;
- skills regarding the correct and adequate use of language.

Initial competences

Final competences
A deepened insight in and application of following basic competences are pursued, as determined by decree:
- Being able to determine the starting position of individual and the group of learners

(Approved)
• Selecting and defining learning objectives
• Selecting the learning content and learning experiences
• Structuring learning content and learning experiences and translation into learning activities
• Determining didactical strategies and grouping approaches
• Selecting and adapting instructional media on an individual base or in a team approach
• Developing a powerful learning environment that considers classroom heterogeneity
• Evaluation of both process and product in view of remedial and differentiated approaches
• Adopting a transfer approach when developing learning and development processes
• Coping with diversity in groups of learners
• Creating a positive classroom and school climate
• Developing learner attitudes to prepare them for individual development and participation in society.
• Fostering the emancipation of learners
• Dealing with actual developments in society within a pedagogical context
• Mastery of and further development of the domain specific knowledge and skills
• Situating and integrating the personal instructional offer within the context of the larger instructional offer and this in view of the orientation and support of the learner
• Applying and implementing innovative elements
• Becoming acknowledged of the results of educational research, that is relevant for the personal instructional context
• Questioning and redirecting one’s own personal professional approach
• Communicating with parents/care takers about their children at school
• Collaboration and negotiation within a school team
• Discussing the pedagogical and didactical role and approach of a team
• Participation in the societal debate about educational themes
• Identifying and approaching in a critical way societal themes and developments about: the social-political domain; the social-economical domain; the philosophical-ideological domain; the cultural-esthetical domain the cultural-scientific domain

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, online lecture, online seminar

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; * 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. There are a number of contact-moments, intervission 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
Available via Minerva.
Maximum cost: nihil.

References

Course content-related study coaching
• Study coaching is provided by practical assistants.
• Interactive support using Minerva.
• By appointment.

Evaluation methods
end-of-term evaluation and continuous assessment

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

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

Oral examination

Examination methods in case of permanent evaluation

Participation, 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

Details on permanent evaluation:

• Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.
• Frequency: presence during the exercises is mandatory. Only two absences that are justified, are accepted.
• 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.
• Feedback: by appointment

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

Calculation of the examination mark

Ramifications of the unfounded absence or non-participation in (part of) the permanent evaluation: students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation.

Students must be enrolled in the teacher training program by October 15 at the latest. Seeing presence in the exercises is mandatory, a student must be present in the first lesson. This is also the case for the Students in a LIO trajectory.