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 Specifications
Valid as from the academic year 2020-2021

Teaching Methodology: Psychology and Educational Sciences (H001728)

Course size
Credits  6.0  Study time  180 h  Contact hrs  60.0 h

Course offerings and teaching methods in academic year 2020-2021
A (semester 2)  Dutch  Gent

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Study time</th>
<th>Contact hrs</th>
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<tbody>
<tr>
<td>lecture</td>
<td>20.0 h</td>
<td></td>
</tr>
<tr>
<td>seminar</td>
<td>17.5 h</td>
<td></td>
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<tr>
<td>seminar: practical PC room classes</td>
<td>2.5 h</td>
<td></td>
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<tr>
<td>integration seminar</td>
<td>10.0 h</td>
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<tr>
<td>microteaching</td>
<td>10.0 h</td>
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</tbody>
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Lecturers in academic year 2020-2021
Gheysens, Esther  PP06  lecturer-in-charge
Schellens, Tammy  PP06  co-lecturer
Vanderlinde, Ruben PP06  co-lecturer

Offered in the following programmes in 2020-2021
| Master of Science in Psychology (main subject Teacher Education and Training) | 6 | A |
| Academic Teacher Education in Educational Sciences | 6 | A |
| Academic Teacher Education in Psychology | 6 | A |

Dutch

models and methods for support in professional development, cross curricular and actual social themes in an educational perspective, social skills, intercultural education, teaching strategies

Position of the course
This course contributes to the realisation of following basis professional teacher competencies:
• Structuring learning content and learning experiences and translation into learning activities
• Selecting and adapting instructional media on an individual base or in a team approach
• Evaluation of both process and product in view of remedial and differentiated approaches
• Coping with diversity in groups of learners
• Dealing with actual developments in society within a pedagogical context
• 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
• Communication with parents about education
• Developing strategies to communicate with parents with a foreign language
• 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

Contents

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

- teaching contents related to school as a dynamic organisation and the attitudes and skills of the teacher;
- models of supporting the students and professionals learning, especially during their practice;
- the development of syllabi and educational tools;
- diversity and intercultural aspects in formation and educational situations;
- cross-curricular and current social questions and the selection of educational content;
- implementation of social and cross-curricular themes;
- diversity and intercultural education;
- activating and task oriented instructions in secondary and/or higher education.
- instructional strategies on how to organize instruction in technology-supported environments;
- 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;
- methods of action research;

Initial competences

Final competences

1. being able to conduct action research
2. being able to explore the educational needs of deprived groups in society
3. being able to situate the cross curricular final objectives in a powerful learning environment
4. adequately approaching heterogeneity of pupils in view of realising equal educational opportunities
5. contacting, communicating and collaborating with external instances concerned with education
6. being able to work in a team with regard to the choice of educational tools
7. being able to describe and illustrate instructional strategies in technology-supported environments
8. examining results of educational research and implementing innovative elements
9. being able to compare different models and methods for support in practice in secondary and higher education
10. contacting, communicating and collaborating with all parents and the schoolteam

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, integration seminar, microteaching, seminar, seminar: practical PC room classes

Extra information on the teaching methods

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, intervision 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

Syllabus, reader and slides available via Ufora. Cost: 50 EUR

References

(Approved)
Course content-related study coaching

- Study coaching is provided by assistants.
- Interactive support using Ufora.
- By appointment.

Evaluation methods

continuous assessment

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

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

Examination methods in case of permanent evaluation

- Portfolio, participation, assignment, peer assessment

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 evaluation:

- Method: For the exercises part there is permanent evaluation on the basis of assignments, cooperation and attitudes.
- Frequence: 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.

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

- 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.

(Approved)