

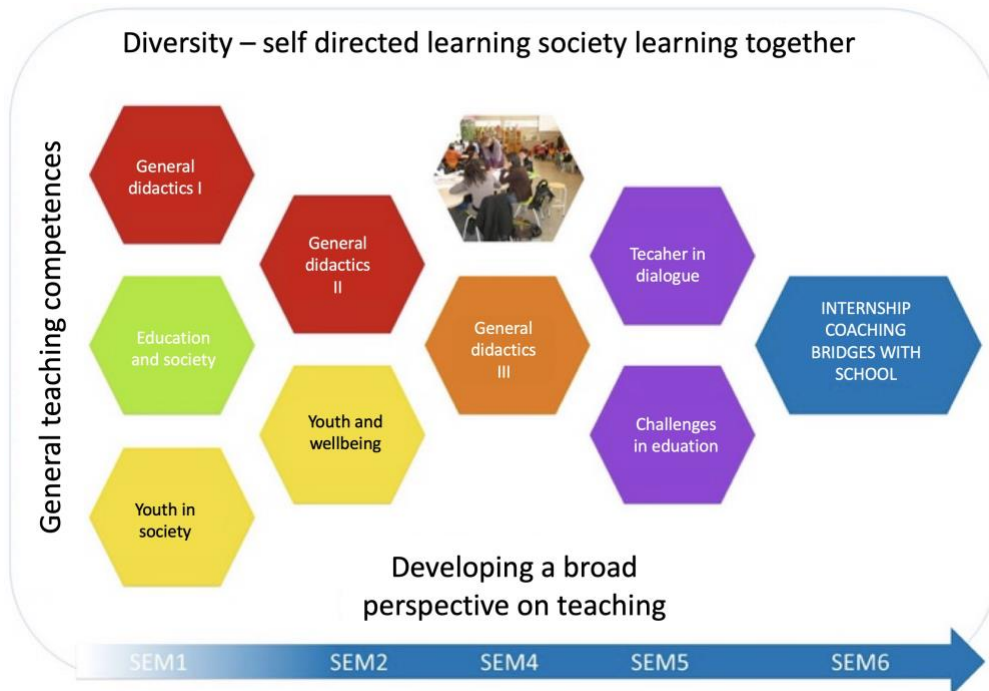
Input Ghent University

Prof. Dr. Martin Valcke

Preliminary remarks

- The questions being raised in view of the November 2019 meeting are confusing; they keep switching between professors, lecturers in universities versus teachers in compulsory education settings.
 - As such, the answers to the questions need to make a distinction between these different teaching levels.
 - Though general answers can be given, there might always be a variation when comparing individual institutions. This is due to the fundamental school autonomy that is guaranteed by the Belgian constitution: the government can only define the general directions of the actual educational system (e.g., final competences), but is not allowed to define the curriculum is developed, implemented and evaluated. This results in a relative large variation in educational curricula.
 - In addition, teacher education in Flanders (the Dutch speaking part of Belgium) is different pending the educational level: junior versus senior high schools. The former teachers get their training in Professional Higher Education Institutes. The latter get their training in university settings.
 - In some cases, research evidence is available to ground the answers to the questions. In other cases, the answers are based on descriptive info from websites or based on regular practices.
 - Ghent University belongs to the Flemish Educational system. Since 1983, Belgium is a federal state with education being a community policy subject. This results in large differences in educational systems between Flanders, the French speaking and the German speaking community. What is being described here only applies to the Flemish educational system.
 - The general or generalizing nature of some questions makes it impossible to give a correct answer. There is no such thing as a general picture of e.g., teachers' attitudes towards IT, collaborative learning ... We made an attempt to put forward as much as possible grounded information, research evidence, or acceptable assumptions.
 - The 7th question is simply weird and hardly possible to answer. It overlaps with the other questions and is at the conceptual level confusing.
1. **The reports need to determine if teachers had pedagogical, psychological, methodological, and English language education during their formal education or their professional development (young teachers up to 12 years of teaching experience and old over 12 years).**
 - Formal education (secondary school level): all students attain at least a B2 TOEFL level in their English language mastery
 - Teacher education:

- The formal list of Teacher Competences is very clear about what student teachers should attain by the end of their teacher education. The 10 functional sets of competences clearly refer to pedagogical, psychological and methodological topics. The list of competences is a formal list defined by the government (October 2007; <https://www.vlaanderen.be/publicaties/een-nieuw-profiel-voor-de-leraar-secundair-onderwijs-hoe-worden-leraren-daartoe-gevormd-informatiebrochure-bij-de-invoering-van-het-nieuwe-beroepsprofiel-en-de-basiscompetenties-voor-leraren>):
 - i. The teacher as supervisor of developmental and learning processes
 - ii. The teacher as educator
 - iii. The teacher as an expert of specific content
 - iv. The teacher as organizer
 - v. The teacher as innovator and researcher
 - vi. The teacher as partner of parents or caretakers
 - vii. The teacher as partner in a school team
 - viii. The teacher as partner of external colleagues
 - ix. The teacher as a member of the larger educational community
 - x. The teacher as a cultural participant
- The former is the base for institutional designs of their curricula that can be different. They will always incorporate pedagogical, psychological, methodological components since these are assumed in the competence framework. The pedagogical content is pursued in line with teacher competence ii. The methodological content is pursued via competence i. and iii. The psychological content is pursued in courses linked to the competence ii. All content can be focused upon when pursuing competence v. that is related to innovation in teaching and learning. In the following picture we represent the course structure along the 6-semester program of a typical PHEI. In the picture course labels have been translated. (<https://www.arteveldehogeschool.be/opleidingen/bachelor/educatieve-bachelor-secundair-onderwijs/welke-vakken-krijg-je/ondersteunende-vorming>).



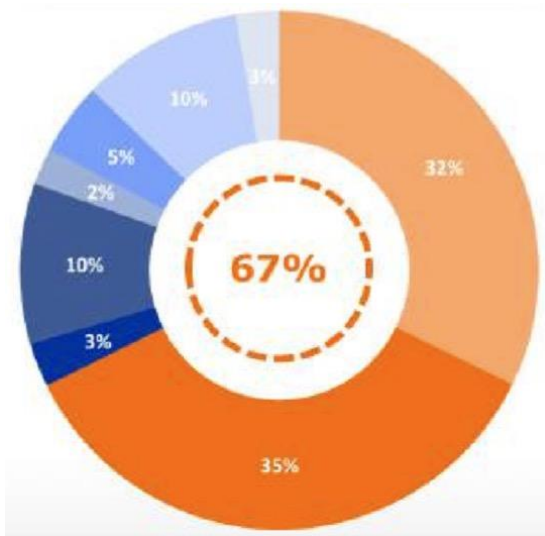
- The quality assurance agencies and accreditation organizations focus – when reviewing teacher education programs – the extent to which these competences are being pursued and attained.
- Each teacher education institution is completely free in the way they implement their teacher education, approach to pursue and attain the competences. There is no prescribed curriculum, internship model, list of courses, assessment approach, standards attainment assessment.
- Teacher education diplomas are awarded by the teacher education institutions; building on their accredited programs.

2. It is important to give the assessments of teachers' weakly engagement in realization of teaching, preparation classes, individual work with student and other activities in these reports.

Teachers' workload has been a hot item in the Flemish educational context; especially due to a high level of teachers dropping out of the school system. The Minister of Education set up a research study involving teachers from primary and secondary education (see <https://www.google.com/search?client=firefox-b-d&q=werkbelasting+leraren>). Based on a logbook methodology and involving 9596 teachers. The large-scale study revealed for the first time in the Flemish school system the actual workload. The following results could be obtained (focus on secondary school teachers):

- Average workload in secondary education is 41 hours 50'; when calculated over a full year.

- During lesson weeks, the workload is 47 hours 59' per week.
- 32% of the weekly time is used lesson preparation and correcting student work.
- 35% of the time is used for teaching
- 10% is used for professional collaboration (team meetings).
- 10% is spent for school organizational and policy support tasks
- 5% for classroom administration
- 3% for professional development
- 3% for individual student guidance
- 2% is spent for supervision tasks at school level



Minnen, J. & Verbeylen, J. & Glorieux, I. (2018). De taakbelasting en werkcontext van leraren. Onderzoek naar de tijdsbesteding van leraren uit het basis- en secundair onderwijs. Department of Sociology, Research Group TOR, Free University Brussels. Retrieved on October 15, 2019 from <https://www.google.com/search?client=firefox-b-d&q=werkbelasting+leraren>

3. We are interested if teachers at your universities have had courses in Electronic learning methodology and Methodology of teaching, as well as courses in Electronic publishing, Online technology in teaching, Open source software etc. during their formal education.

- Teachers in compulsory education classes – *up to junior high school* – receive their formal training in Professional Higher Education Institutes (PHEI). During their training they ‘might’ receive an introduction to learning management systems, educational technology applications ...
For the structure of a typical related teacher education program, see <https://www.arteveldehogeschool.be/opleidingen/bachelor/educatieve-bachelor-secundair-onderwijs/welke-vakken-krijg-je/ondersteunende-vorming>). Such a program always introduces all teachers to “Research and multimedia”. This consists of 6 practical hands-on workshops – set up in

small groups - about 'didactical tools', 'image and sound', 'social media in the classroom', 'digital learning platforms', 'the digital class', and 'research'. Their overall educational program is supported with a learning management system.

- When it comes to *senior high teachers*, the situation is different. They are trained at universities where they get a master's degree in their subject + an additional teacher education master or they follow an educational master degree that from the starts integrates the subject domain with teacher expertise. In their program they get an introduction to IT and multimedia via: (a) the general course Powerful Learning Environments and (b) the two specialized didactics in their subject domain.
- When it comes to *teachers in higher education*; e.g., universities. The situation is again different:
 - Universities hire staff on the base of their "merit" as screened during the application procedure. In the Flemish system, this merit is based on a combination of their research, teaching and service-capacities.
 - The former implies that the capacities of starting teachers is not comparable and depends on their education and experience.
 - Once they are being hired there is the formal expectation of being involved in professional development. This is part of their "personal development plan" that is being evaluated every two and four years. In this plan, individual teachers can put forward their ambitions in view of – among other fields – teaching. Teachers are explicitly expected to develop their teaching capacities. This is also evaluated on an annual base through student interviews.
 - There is a very developed professional development "menu", consisting of supply-driven, demand-driven, and project-driven professional development offers. The project-driven reflects a priority that is being put forward for all teachers. At this moment this is "ACTIVO: Active learning". This project embraces, structural, organizational and procedural innovations to guarantee that all teachers in all faculties and (undergraduate) programs are being trained (see slides).

4. It is important to determine if the most of teachers have given some lectures in English, if they have prepared any lectures on some electronic platform, if they have participated any professional conference with emphasis on application of innovative teaching technologies.

Teaching in English

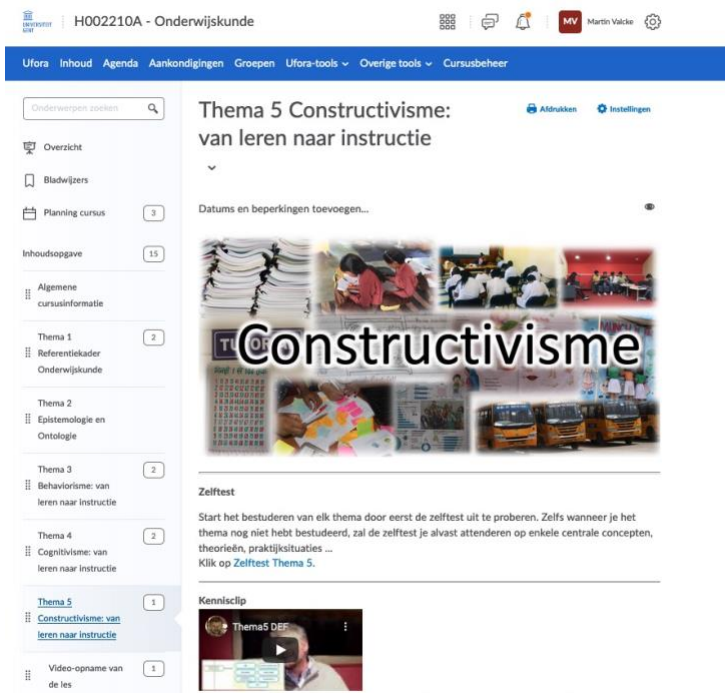
- Junior and senior high school teachers
 - By law, schools can decide to offer part of their program in a foreign language, such as English.
 - This builds on the CLIL format (Content and Language Integrated Learning).
 - CLIL is a method in which French, English or German is used as the Language of Instruction to teach a non-language subject. CLIL can be used at all stages and in all types of secondary education.

- A maximum of 20% of non-language lessons (max 5 periods/week) can be taught in CLIL;
- The school should develop an explicit policy to improve the level of Dutch for all pupils and have a coherent general vision and strategy for language development;
- Realizing the objectives of the non-language subject's learning plan is essential;
- The school must formally approve every individual pupil starting a CLIL project and pupils must commit themselves to remaining a full year in CLIL;
- Teachers need to certify their CEFR - C1 for all skills in the target language or have a Bachelor or master's degree in that language AND be competent in the CLIL method;
- Pupils who do not take up CLIL must be able to choose for a parallel group, where the non-language subject is taught in Dutch;
- The school must clearly communicate all conditions of the CLIL-project to parents, esp. regarding commitment, assessment and the existence of a parallel group;
- Statutory rights of teaching staff must be respected: not accepting a CLIL-assignment for a teacher cannot be a cause of sanctions or change of assignment;
- The school must have planned a method of quality control, monitoring pupils' progress in the non-language subject, the CLIL-language and Dutch;
- The school's formal application must be submitted to and approved by the Ministry of Education.
- More than 100 schools adopted the CLIL approach. 50% of the schools choose English as the key second language; the other mainly French or German.
- See news alert: <https://www.vrt.be/vrtnws/en/2018/08/24/more-flemish-schools-supplying-courses-in-foreign-languages/>
- University teachers
 - Teaching in English through English as a Medium of Instruction is NOT central to higher education policy in Flanders.
 - By law (decree), only 6% of Bachelor programs and 35% of Master programs can be in English. In addition, for each English language program there has to be a Dutch language alternative.
 - English is as such only used in 2,8 % of the courses: 1,85 % at bachelor and 21,5 % at master's level.
 - When university staff wants to teach in English (or whatever other language) they need to obtain an official language mastery certificate (minimum A1 TOEFL level).
 - At Ghent University – November 2019 – of the 7073 courses, 33% is being taught in English. Of the 458 programs, 23,8% is being taught in English .
 - Of the 3170 teaching staff member at Ghent University, 11% are with a foreign nationality and teach in English.

Electronic learning platform

- Junior and senior high school teachers

- About 97% of secondary schools apply an online learning platform. 80% of them use the system Smartschool (<http://www.smartschool.be/doelgroep/secundair-onderwijs/>).
- The application fosters mainly a shared agenda, exercising, student tracking system, report functions, links to external apps, homework application, integration of textbooks from publishers.
- University teachers
 - Every higher education institution has implemented a learning management system that is fully integrated with their student, staff and course database.
 - At Ghent University, teachers deliver their courses on the university wide implemented electronic learning platform. There are no exceptions; the use is mandatory. Since 2019-2020, there is a new platform, called Ufora, based on the Brightspace environment. The next figure gives a screenshot of the UGent Ufora system that integrates ppt, knowledge clips, online assessment, agenda, message, collaborative work space, ...



- There has been a university wide training program with offers for individuals and teams to switch all courses to the new environment.
- The use of Ufora is central to the professional development approach and is being supported through supply-driven, demand-driven, and project-driven professional development offers.
- The Activo project pushes the adoption of active learning strategies at undergraduate level (large groups of students). This all-embracing program (see separate ppt) has at its core the use of the Ufora system; see screenshot of the Activo-project page:

Activerend Leren

De UGent zet volop in op "activerend onderwijs" in haar onderwijsbeleid. "Actief leren" is een basiskenmerk van elk kwaliteitsvol onderwijs dat studenten in de breed scala aan competenties wenst op te leiden. Bovendien hebben actuele uitdagingen in het UGent onderwijs actief leren nog prominenter naar voor geschoven.

Op het Bestuurscollege van 20 maart 2018 werd het voorstel goedgekeurd om de centrale onderwijsinnovatiemiddelen van 2018 aan te wenden om een didactisch projectteam (het zgn. ACTIVO-team) samen te stellen dat samen met het UGent onderwijsprofessionaliseringsteam opleidingen en lesgevers zal begeleiden om geschikte activerende onderwijs- en leeractiviteiten, passende (permanente) evaluaties en efficiënte vormen van feedback in het onderwijs in te bouwen.

Op de Onderwijsdag van 18 mei 2018 is dit project voorgesteld en kregen de deelnemers al een voorsmaakje hoe ze op een kleinschalige en op meer uitgebreide manier studenten kunt activeren.

→ [Download de presentatie](#)

Meer weten

Wil je meer informatie over dit project?

Ga naar <https://onderwijstips.ugent.be/nl/tips/activerend-onderwijs-aan-de-ugent-het-activo-proje/> of neem contact op met activerendonderwijs@ugent.be.

- All teaching staff gets a training offer in view of the adoption of blended learning that is considered the corner stone of the teaching and learning approach at Ghent University (<https://www.onderwijstips.ugent.be/tips/blended-learning/>).
- At regular moments special innovation days are being planned: <https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/kwaliteitszorg/onderwijsdag2019.htm>

5. What are the professors' attitudes towards using ICT in teaching, group work, modern software capabilities, students' presentations and discussion with students?

- When it comes to the use of the learning management system; there is NO choice; Every teacher, for every course has to use the Ufora system since this is the formal teaching and learning 'channel' in the educational system. As such, the attitude of teaching staff does not really matter.
- At least each two years, the teaching and learning approach for each course is being evaluated on the base of student questionnaires. This questionnaire focuses on teaching approaches (e.g., collaborative learning, field work, embedded research, student input ...), use of innovative technologies, ...
The concrete results of the evaluations are private property of the individual staff members and are discussed at program level.
- The outcomes of student based evaluations is the starting point for a course redesign: see <https://www.youtube.com/watch?v=THdNUoeZEoE>
- The results of the student evaluations are input for a tough redesign process of which a large part focuses on teacher professional development.

In the following example we see the homepage of the “quality cell” of the faculty of Medicine and health sciences.



The screenshot shows the website for the Faculty of Medicine and Health Sciences at Ghent University. The header includes the university logo and navigation links: OPLEIDINGEN, ONDERZOEK, DIENSTEN, OVER DE FACULTEIT, CONTACT, and INFO VOOR. The main content area features a blue banner with the faculty name and a navigation menu. Below the banner, there is a breadcrumb trail: Home > Over de faculteit > Cluster onderwijskwaliteitszorg & -innovatie. The main heading is "Cluster onderwijskwaliteitszorg & -innovatie". The text describes the Faculty's Dienst Onderwijssteun (FDO) and its role in supporting education and innovation. A photograph shows a group of people standing in front of a modern building. The text continues with details about the quality assurance process, including the MOVINGG-model and the 2018 improvement plan. A list of services is provided under "Dienstverlening voor opleidingen".

Cluster onderwijskwaliteitszorg & -innovatie

De Facultaire Dienst Onderwijssteun (FDO) ondersteunt de opleidingen in de faculteit bij het uitwerken en optimaliseren van hun onderwijskwaliteitszorg- en onderwijsinnovatiebeleid.

Om tegemoet te komen aan de universiteitsbrede onderwijsvisie "Creatieve kennisontwikkeling" gaan onderwijskwaliteitszorg en onderwijsinnovatie hand in hand.

Kwaliteitszorg

De cel onderwijskwaliteitszorg en -innovatie werkt beleidsondersteunend t.a.v. de faculteitsraad op vlak van onderwijs. De cel bereidt beleids- en adviesstukken voor en geeft also het facultair onderwijsbeleid mee vorm. Daarnaast staat de cel ook in voor het monitoren van de facultaire kwaliteitszorg inzake onderwijs en ondersteunt en begeleidt opleidingen en lesgevers bij de kwaliteitsbewaking en -verbetering van hun onderwijs.

De faculteit hanteert daarvoor het MOVINGG-model (model voor onderwijskwaliteitszorg en -vernieuwing in de Geneeskunde en Gezondheidswetenschappen) dat vorm kreeg in het [MOVINGG-handboek](#). Het [onderwijskwaliteitsverbeterplan 2018](#) licht de facultaire visie rond onderwijskwaliteitszorg toe.

Dienstverlening voor opleidingen

- Advies en begeleiding bij opleidings specifieke kwaliteitszorg
- Ontwikkeling en organisatie van evaluaties met betrekking tot het onderwijs en focusgroepen
- Ontwikkeling en organisatie van de evaluaties bij stakeholders betrokken bij onderwijs
- Bevestigingen met betrekking tot het onderwijs op maat van de opleiding
- Monitoring en ondersteuning van kwaliteitszorg binnen de opleidingen via jaarlijkse overlegmomenten

- The results of the quality review in this exemplary faculty resulted in a training offer in view of:
 - Innovative assessment approaches
 - Language support for students
 - Prevention burnout and suicide in students
 - Use of learning analytics
 - Peer tutoring
 - Innovative master thesis support
 - Motivating ways of teaching
 - ...
- To give an estimate about university teachers attitudes, the following is based on our contacts with teaching staff; no hard evidence can be put forward; percentage refer to the % of staff adopting a positive attitudes and willing to implement this in their learning and study environment:
 - attitudes towards using ICT in teaching: 100%
 - group work: 60%
 - modern software capabilities: 80%
 - students' presentations: 50%
 - discussion with students: 100%

- The former is a difficult exercise since this depends on the specific learning goals of a course, it differs depending a bachelor or master level course, it differs between programs within and between faculties; it differs depending the number of students in a course (session).

6. Express your attitudes on the use of ICT in teaching -- the importance of using new technologies in teaching for the quality of the lectures as well as for developing creative, critical thinking and transferable skills in students.

- The use of ICT in teaching: I am one of the key developers off online learning in higher education in our context. As such, there is no doubt that I am a strong advocate of – grounded – usage of IT in education. It all is related to the nature of the learning objectives. As such, I am not a fan of 100% eLearning, but a big fan of blended learning. This is also the approach embraced by our university.
- The importance of using new technologies in teaching for the quality of the lectures as well as for developing creative, critical thinking and transferable skills in students: This is a strange question that cannot be answered in a straightforward way.
 - I push the use of eLearning solution especially in view of ‘quality’ since it obliges teachers to be very structured, organized and transparent in what they have to design and develop before the actual teaching process. Since we teach in a university where we have to work with large groups of students, new technologies help to enhance and support communication, distribution, collaboration, interaction ...
 - In view of critical thinking and transferable skills ... This all depends on the nature of the learning objectives that are stressed in a course and the way in which new technologies might support the related instructional strategies. There is no general answer to this question since this does NOT depend on the media being used, but on the instructional strategies being implemented that might be supported with new technologies.

7. The reports should contain your assessment of the level of cooperation between teachers and students, enthusiasm for orderly improvement and modernization of teaching.

- Cooperation student – teachers
 - Student teacher collaboration is lower at bachelor level and large at master level.
 - Cooperation can be small or large; e.g., in view of internship or master thesis activities, there is a one-to-one relationship.
 - In many cases, cooperation depends on the phase in the learning process; e.g., there is a strong interaction when feedback moments are being organized (up to 2 time in a semester).

- Enthusiasm for orderly improvement
 - I don't know what orderly improvement means.
- Modernization of teaching
 - I think I answered this question when discussing the adoption of innovative technologies. Since the latter depend on the adoption of innovative teaching and learning approaches, what was said before can be repeated here.