GHENT
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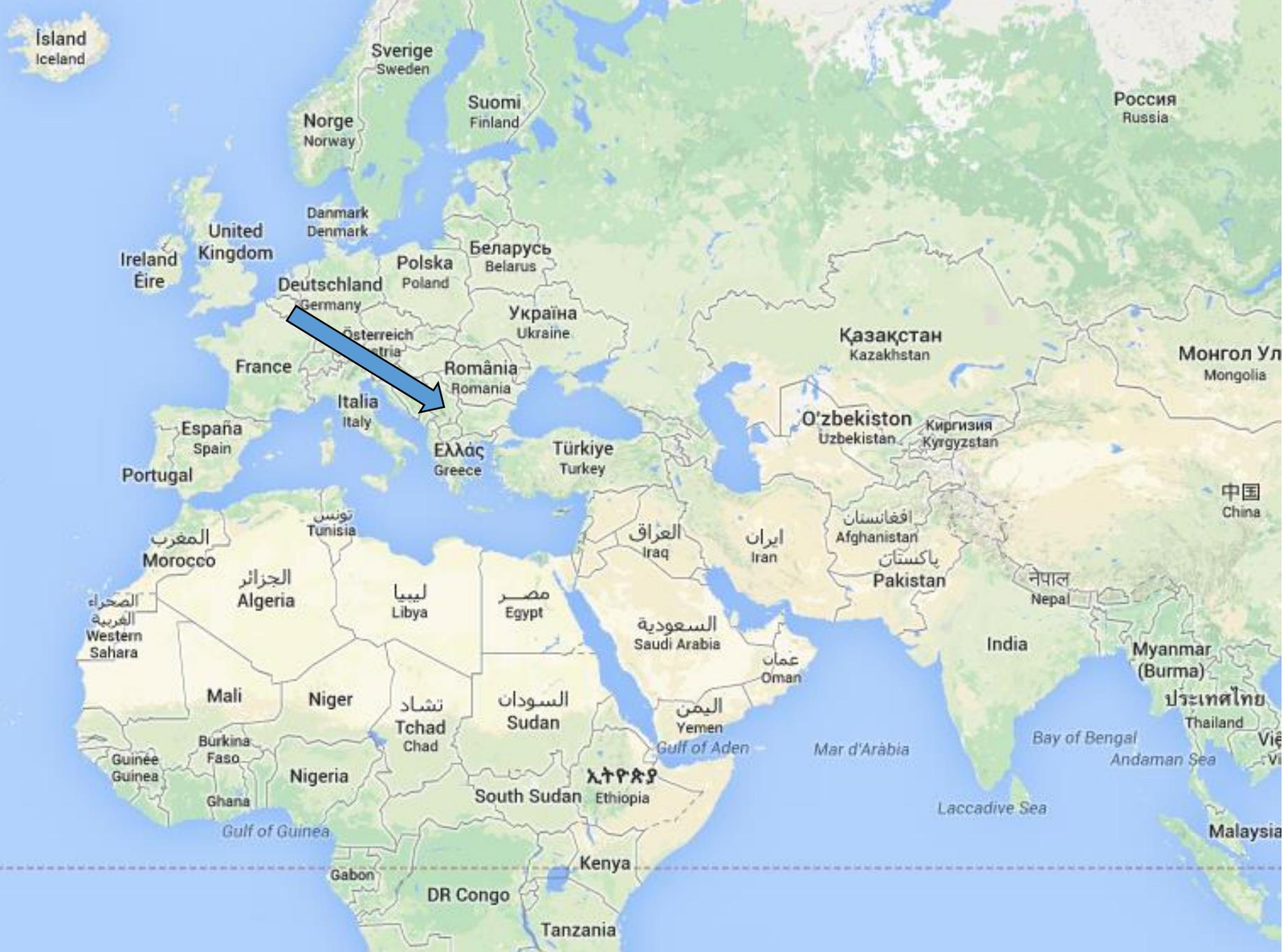# GHENT UNIVERSITY DEPARTMENT OF EDUCATIONAL STUDIES

CONTEXT AND RESEARCH PERSPECTIVES

STRUCTURE

— Context of the university
— Faculty of Psychology and educational sciences
— Department of Educational Studies
    — Research perspectives
    — Collaborative activities
— Discussion about our involvement in TECOMP

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CONTEXT:

BELGIUM - FLANDERS

GHENT IN BELGIUM

Search

200 YEARS
GHENT UNIVERSITY

EDUCATION   **RESEARCH**   **UNIVERSITY LIFE**   **WORKING AT UGENT**   **ABOUT US**

INFORMATION FOR ⌄

Information for

→ Exchange student

→ Degree student

→ Staff and PhD students

→ Industry

Popular

→ Admission requirements

→ Doctoral research

→ Exchange programmes

GHENT UNIVERSITY

WWW.UGENT.BE

STUDENT NUMBER DEVELOPMENT

Figures October 2016 / Number of students per academic year (unique student

44,000 students

20,447 students

1995

2016
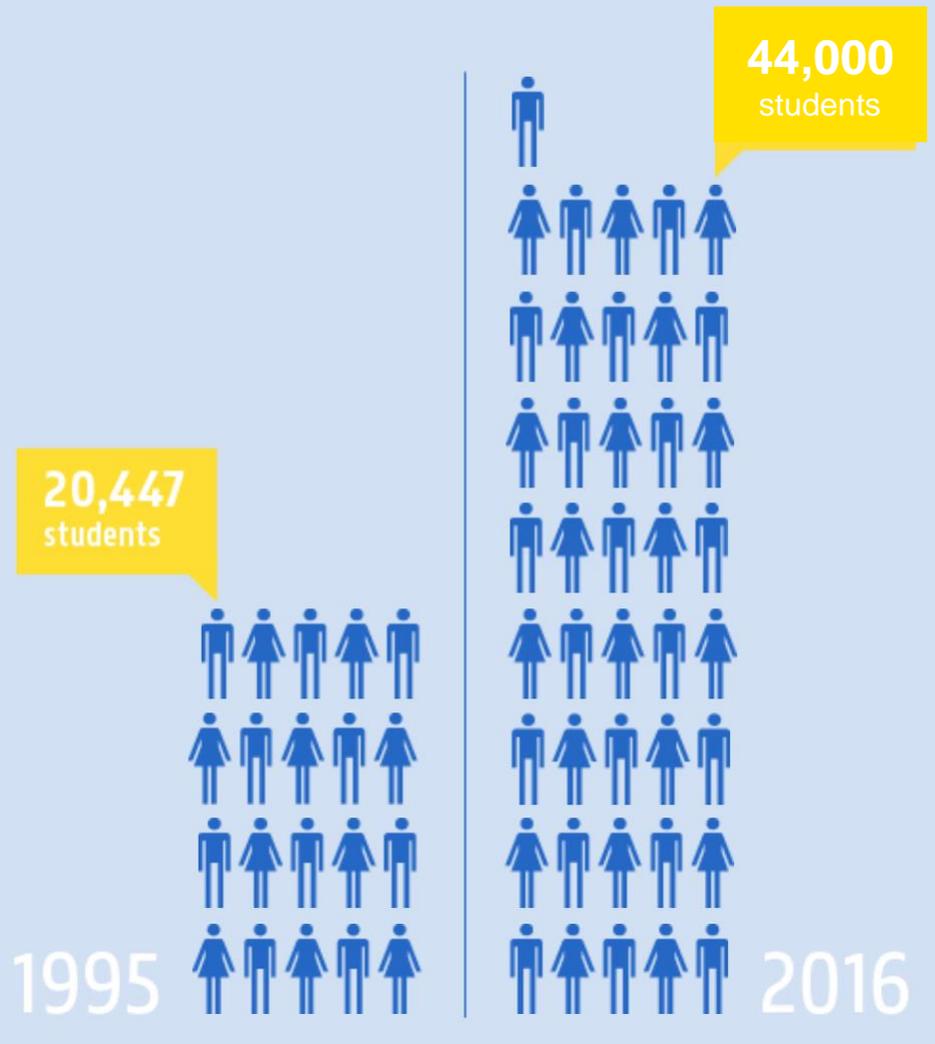
CONTEXT

— Ghent University: State funded

— Official language: Dutch (Belgium 3 languages)

— 44.000 students

— Research University

— Full university: 11 faculties

— Campus in South Korea

→ Faculty of Arts and Philosophy

→ Faculty of Law

→ Faculty of Sciences

→ Faculty of Medicine and Health Sciences

→ Faculty of Engineering and Architecture

→ Faculty of Economics and Business Administration

→ Faculty of Veterinary Medicine

→ Faculty of Psychology and Educational Sciences

→ Faculty of Bioscience Engineering

→ Faculty of Pharmaceutical Sciences

→ Faculty of Political and Social Sciences
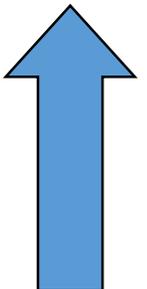
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CONTEXT

World rankings

Ghent University	position
Academic Ranking of World Universities (Shanghai Ranking) 2016	62
National Taiwan University Ranking 2015	72
Leiden Ranking 2016	94
U.S. News Best Global Universities Ranking 2016	98
Times Higher Education (THE) World Universities Ranking 2016	118
QS World University Ranking 2016	131
World's most innovative universities 2016	74 (22 in Europe)

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FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

- 4 programmes
    - Psychology (Bachelor & Masters)
    - Social Work (Masters)
    - Educational Sciences (Bachelor & Masters)
    - Academic Teacher Education (Educational master programme)

- Educational Sciences
    - 3 strands
        - Pedagogy and Instructional sciences
        - Special Education
        - Social Work

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FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

DEPARTMENT OF EDUCATIONAL STUDIES

Department of Educational Studies

You are here: **Home** > **Staff** > Staff

- Department
- Contact
- **Staff**
  - □ Tenured staff
  - □ Guest professors
  - □ Post-doc researchers
  - □ Ph.D. researchers
  - □ Teaching assistants
  - □ Administration
  - □ Former Staff
- Research
- Teaching
- Thesis and internship

... for exchange students

... for degree students

... for PhD candidates

... for staff

Staff

The Department of Educational Studies currently exists of **115** team members in total (**75** women and **40** men). The team is lead by Head of Department prof. dr. Martin Valcke and **9** other professors in a tenure position.

Tenured staff	Guest professors	Post doc researchers
Ph.D. researchers	Teaching assistants	Administration
Former staff		

UNIVERSITEIT GENT

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DEPARTMENT OF EDUCATIONAL STUDIES

— Largest educational department (+/- 125 staff members)
  - 10 professors
  - 12 teaching and research assistants, 12 practice assistants
  - Others: research staff, PhD, post doc, visiting professors, …

— Involved in 3 teaching programmes of the faculty
  - Pedagogy and Instructional Sciences
  - Social Work
  - Educational Master (Teacher Education from Oct 1, 2019)

— Involved in teaching programmes outside

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You are here: Home > Research > Research

Research

General overview

The research program of this research team reflects the domain-specific frame of reference of the program Educational Studies as developed in view of the recent Dutch educational quality assessment exercise (QANU, 2006, Visitatierapport Onderwijskunde. Utrecht, p.1): "Educational Studies is a scientific discipline that studies the conditions for learning, and the design and evaluation of processes that foster learning. Three levels are being distinguished: micro-, meso- and macro-level. At the micro-level, the focus is on the learner. This introduces research about the design, implementation and evaluation of teaching and learning processes, of curricula en of learning environments such as schools, companies and self-organising environments. At the meso-level, the focus is on leadership and the organisation and management of schools, educational institutes and network organisations. At the macro-level, the focus is on the national and international setting of education; thus aiming at educational policies, relationship education-society (careers, labour market) or the relationship between learning and working.".

The research team Educational Studies and the Foundations of Education stresses that learning also takes place in informal or non-formal settings, such as museums, computer games, social media, movies, literature, …   Due to the recent integration of staff of the Department of Pedagogy (Vakgroep Pedagogiek), the research focus of the research topic "Culture, Media and Education" was expanded to incorporate the focus on the Philosophy of Education. The latter is not an exceptional expansion since the field of the Educational Studies is often linked to the domain of the Foundations of Education.

Seven main research topics

Currently, 7 research topics structure the research programme of the research team:

Teacher Education: This research line focuses on the professional development of future, novice and experienced teachers in primary, secondary, and higher education. Being a teacher is considered as a lifelong learning process, interacting with the professional contexts in which the (future) teacher functions. This research line focuses both at microlevel, mesolevel and macrolevel issues. At the microlevel, research is set up in relation to the adoption of innovative teaching strategies such as collaborative learning, ICT in education and in relation to determining characteristics of student teachers. At the mesolevel, research centres on systemic models for teacher education, such as new models for internship, theory-practice relationships, etc. At the macrolevel, research centres on teacher attrition/retention, evaluation of the teacher education system, etc. A priority topic is the pedagogy of teacher education with focus on the learning processes of future, novice, and experienced teachers and the factors that affect these learning processes (including individual teacher characteristics as beliefs and motivation, the curriculum and learning arrangements, congruent teaching, guidance and the professionalism of the teacher educator) or are the result of these learning processes (e.g. self-efficacy, professional orientation, and commitment).
Key staff: A. Aelterman, G. Devos, B. De Wever, and A. Mottart.

Learning and Instruction in the Subject Domains: This research topic clusters the research set up in a growing number of content domains. Initially research focused solely on reading comprehension (mother tongue). This has evolved by incorporating research about other aspect of language education (early literacy, writing, listening, communication skills), and new domains, such as mathematics education, history education, teaching and learning in L2 settings, and science education (STEM). At the same time, the educational level at which the research is set up has broadened from a focus on primary education to preschool education, secondary education, and higher education.
Key staff: A. Mottart, M. Valcke, H. Van Keer, T. Schellens.

Technology and Education: This topic brings together research at micro- and mesolevel about the integration of information and

DEPARTMENT OF EDUCATIONAL STUDIES: RESEARCH

ISI Web of Knowledge[SM]

Web of Science®

Current Contents Connect®

Journal Citation Reports®

— Strong Research focus
  - Teacher Education
  - Innovation in Higher Education
  - Learning and Instruction in the Subject Domains
  - Technology and Education
  - Learning and Instructional Strategies
  - Educational Policy and School Leadership
  - Culture, Education, and Rhetoric.
  - Quality assurance: Assessment and Education

- Output orientation:
  - PhD & ISI journal output

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Blending as
in higher e

Fostering knowledge
through asyn

Tammy

Department of Education, G

Received 1

Collaborative learning in asynchronous discussion groups: What about the impact on cognitive processing?

Tammy Schellens *, Martin Valcke

Department of Education, Ghent University, H. Dunantlaan 2, B9000 Gent, Belgium

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Linking educational leadership styles to the HR architecture for new teachers in primary education

A1 journalArticle

Eva Vekeman UGent, Geert Devos UGent and Martin Valcke UGent
(2016) *SPRINGERPLUS.*

Mark

The relationship between principals' configuration of a bundle of HR practices for new teachers and teachers' person-organisation fit

A1 journalArticle

Eva Vekeman UGent, Geert Devos UGent and Martin Valcke UGent
(2016) *International Journal of Human Resource Management.*

Mark

🔓 **The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment**

A1 journalArticle

Diya Dou UGent, Geert Devos UGent and Martin Valcke UGent
(2016) *EDUCATIONAL MANAGEMENT ADMINISTRATION & LEADERSHIP.* p.1-19

Mark

Do teachers leave the profession or move to another school when they don't fit?

A1 journalArticle

Eva Vekeman UGent, Geert Devos UGent, Martin Valcke UGent and Yves Rosseel UGent
(2016) *EDUCATIONAL REVIEW.*

Mark

The role of KNOWLEDGE IN STUDENT OPINIONS ON GENETICALLY MODIFIED ORGANISMS: AN INTERVENTION STUDY

A1 journalArticle

Jasmien Maes UGent, Godelieve Gheysen UGent and Martin Valcke UGent
(2016) *PONTE.*

Mark

🔓 **Differentiated instruction in primary schools: implementation and challenges in Indonesia**

A1 journalArticle

Muhamad Nanang Suprayogi UGent and Martin Valcke UGent
(2016) *PONTE.* 72(6). p.2-18

Unmark

🔓 **Remote histology learning from static versus dynamic microscopic images**

A1 journalArticle

Sylvia Mione UGent, Martin Valcke UGent and Maria Cornelissen UGent
(2016) *ANATOMICAL SCIENCES EDUCATION.* 9(3). p.222-230

Unmark

🔓 **The effects of autonomy gap in personnel policy, principal leadership and teachers' self-efficacy on their organizational commitment**

A1 journalArticle

Diya Dou UGent, GEERT DEVOS and Martin Valcke UGent
(2016) *ASIA PACIFIC EDUCATION REVIEW.* 17(2). p.339-353

Unmark

EXAMPLES PHD RESEARCH (M. VALCKE)

- N.T. Thai : eLearning in Vietnam Higher Eduation
- C. Jaramillo: Professional development in higher education
- Laura Muniz: Mathematics teacher education
- D. Franco: Clinical simuation to train teachers dealing with in-classroom agression
- G. N. Basaza: eLearning in Uganda ~ teacher education
- S. Chikasha: eLearning in Zimbabwe ~engineering
- L. Aper: Clinical simulations to train consultation competences of MD
- K. Chiluiza: eLearning in Teacher education in Ecuador
- M. Desmet: Peer tutoring in Higher education
- B. De Wever: Collaborative learning in medical education
- E. Burny: Time conceptions in primary school
- E. Kourdioukova: Radiology teaching in medical school
- M. Lucero: ICT and science education
- S. Timmers: Collaborative learning in pharmacy education
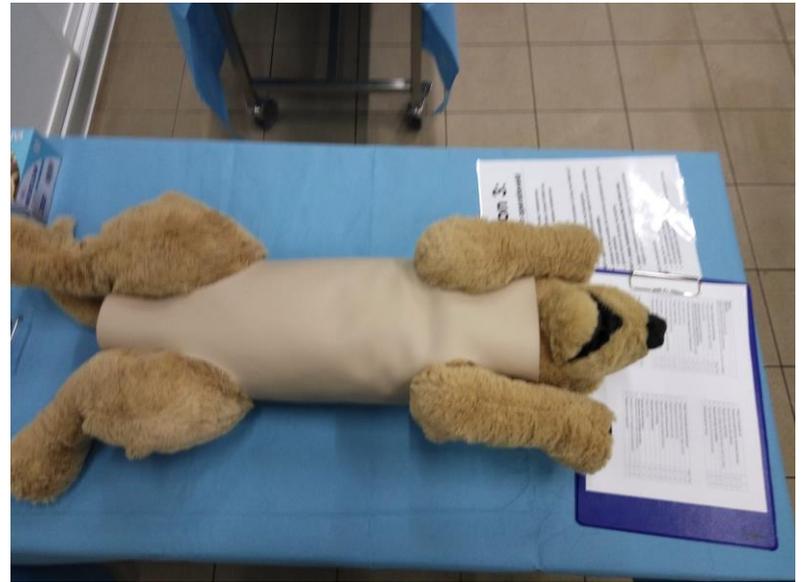
EXPERTISE IN VIEW OF TECOMP

- International expertise in capacity development

  - University level
    - Leadership
    - Developing new management structures
    - Developing new research units
    - PhD research unit
    - Capacity Building Centres
      (see Erasmus+ CABCIN project with India)

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EXPERTISE IN VIEW OF TECOMP

- International expertise in capacity development

  - Faculty level
    - Curriculum development; e.g., master development
    - Designing and implementing a new instructional model (e.g., research-based learning, problem-based learning, blended learning, flipped classrooms, …)
    - Complex skills development

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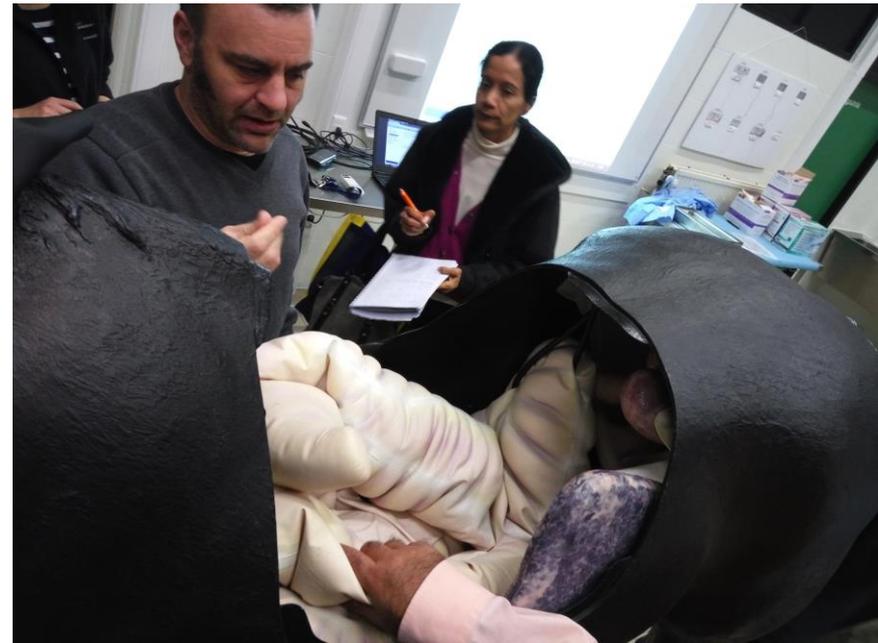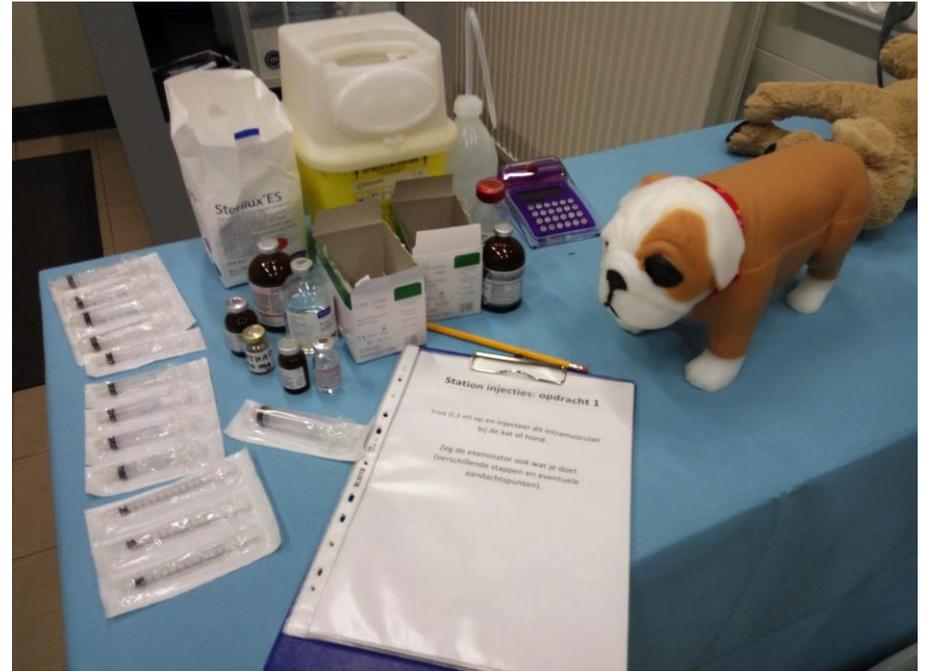
How to develop
complex
competences?

EXPERTISE IN VIEW OF TECOMP

- International expertise in capacity development

- **Key model** in capacity development: Not a consultancy approach but

RESEARCH-BASED

LOCAL STAFF DEVELOPS LOCAL RESEARCH EVIDENCE

ABOUT "WHAT WORKS"

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- Flipped classroom in Can Tho Vietnam
- Leadership development in 5 Pakistan universities
- Research based learning in 7 engineering programs in Ecuador
- Professional development in 3 Ecuadorian universities
- Gamification engineering courses in Ecuador
- Peer tutoring in 34 Polish Universities
- Collaborative learning in a Chinese university
- …..

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Research linked to capacity building
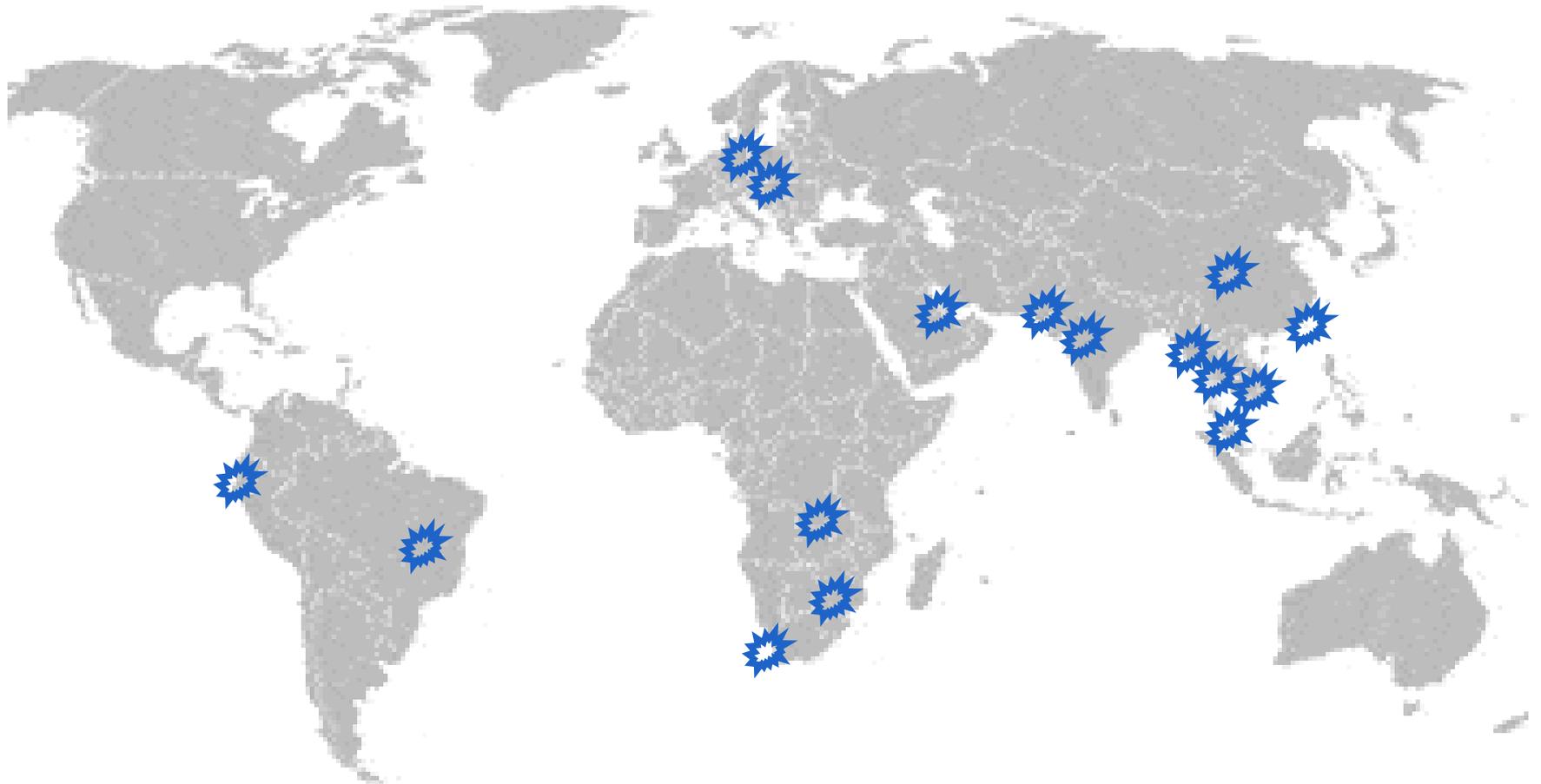
TECOMP

- Our experiences with Professional Development of university staff

- Systems
  - Individual supply driven system based on examples from our own staff
  - Individual demand driven system
  - Team based demand driven system

Based on local needs analysis

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– See training video staff

[TECOMP](#)

- Our experiences with Professional Development of university staff

- Content
  - Isolated topics
  - Model-based (e.g. Research Based Learning)

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vliruos
SHARING MINDS, CHANGING LIVES

CHƯƠNG TRÌNH VLIR-IUC ĐẠI HỌC HUẾ
VLIR-IUC PROGRAMME HUE UNIVERSITY

HỘI THẢO TẬP HUẤN

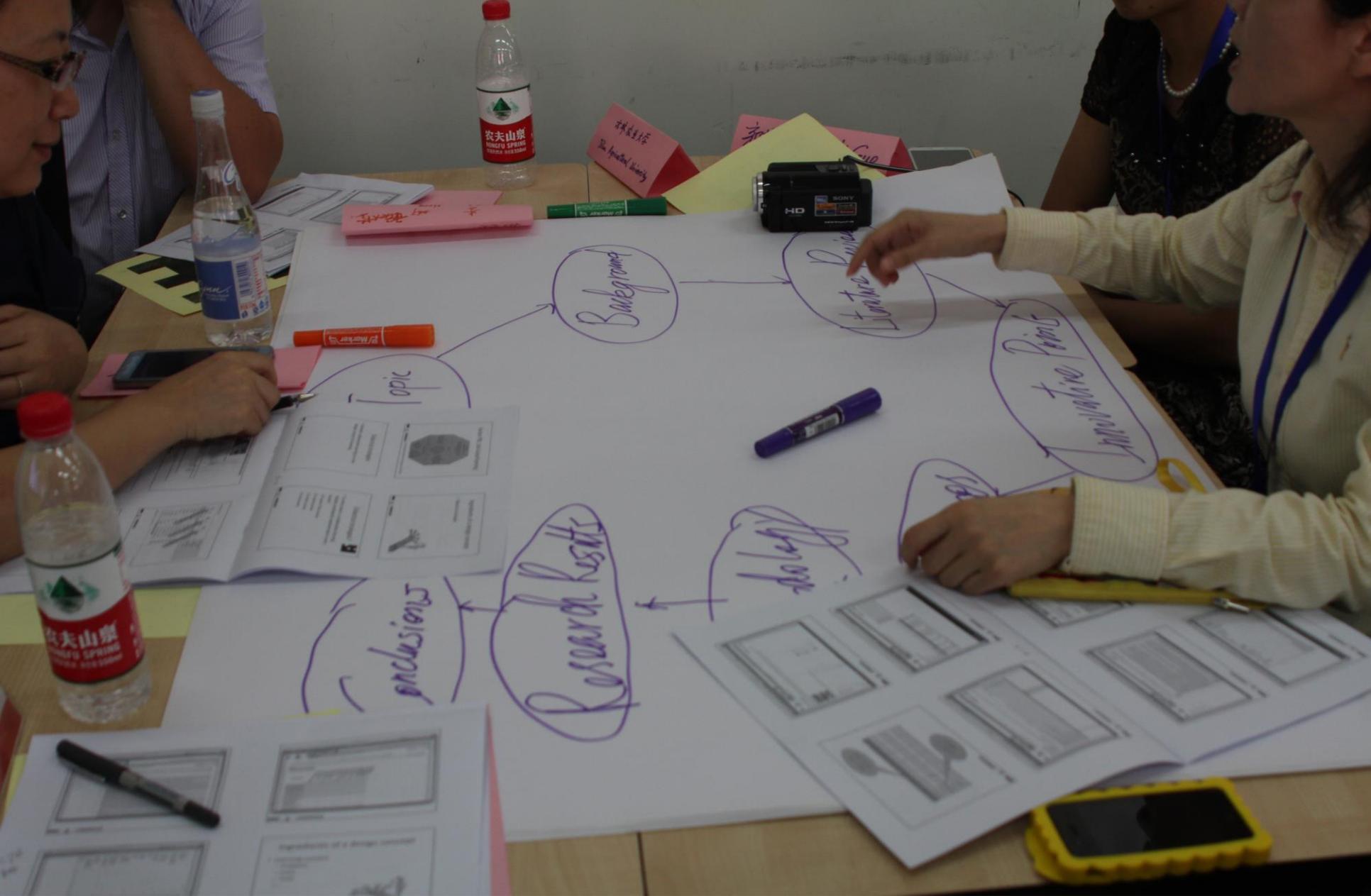**HỆ THỐNG CHUYỂN ĐỔI TÍN CHỈ CHÂU ÂU**

VÀ

ĐẢM BẢO CHẤT LƯỢNG GIÁO DỤC ĐẠI HỌC
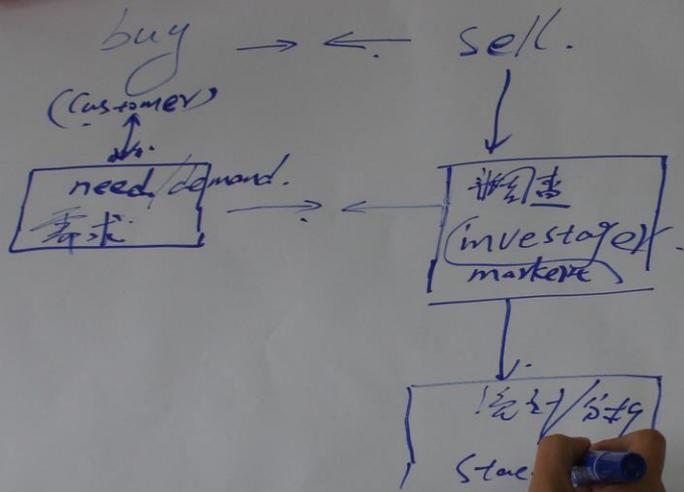
TRAINING WORKSHOPS

FROM LEARNING OUTCOMES TO ECTS
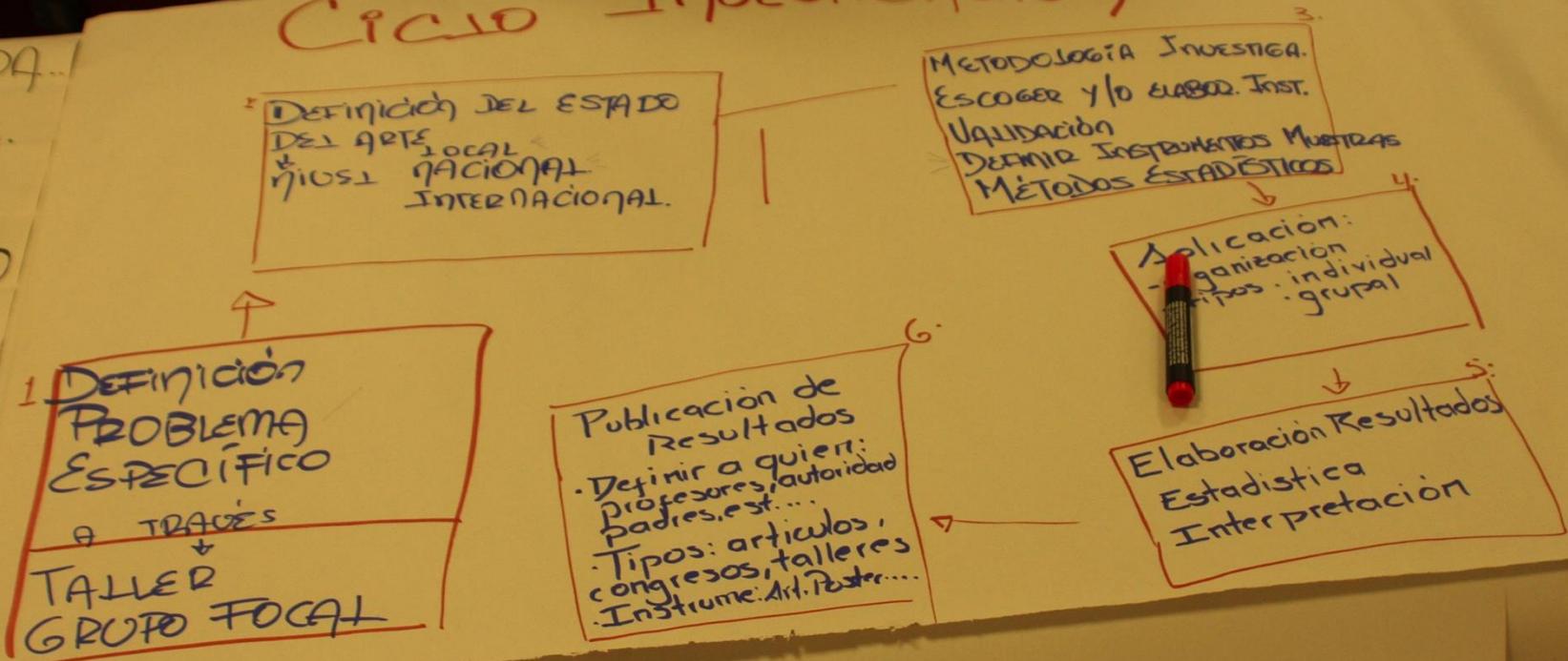
AND

TOWARDS A QUALITY HANDBOOK FOR EDUCATION

CICLO INVESTIGACIÓN

Definición del estado del arte local + niv. nacional internacional.

3. **Metodología Investiga.** Escoger y/o elabor. Inst. Validación. Definir Instrumentos Muestras Métodos Estadísticos

4. **Aplicación:** - organización - tipos · individual · grupal

1. **Definición Problema Específico** a través → **Taller Grupo Focal**

6. **Publicación de Resultados** · Definir a quien: profesores, autoridad padres, est... · Tipos: artículos, congresos, talleres · Instrume. Art. Poster...

5. **Elaboración Resultados** Estadística Interpretación

HUE   Ma/Ba
Programme   Cour
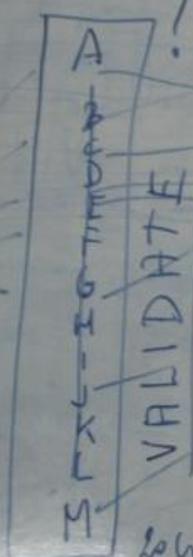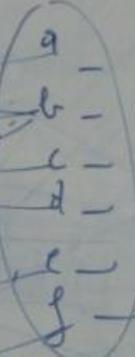
1   ???? ....   a —
          A   b —
2   B C D E F G H I J K L M VALIDATE   c —
                                   d —
·3   e —
                                   f —
4

          Lo Credit   1 Lo credits
   Moten Than   (16) =>
5   Lo credits   8D =
          Interesting
6

MAST

① Knowledge: St
- Anatomy, Physio
Getting Specific knowledge
     Treatment

② Application
- Delivery
- (Procedure)

③ Communication
- Taking history
- Educating the patient

④ Making decision
Diagnosing Treat

⑤ Progression -
⊕ Being able to work
related to OB. - C

⑥ Research
- Updating emerge
- Doing resear

BFA. PAINTING   (256 cr
v. Understanding
1) Present knowledge: Prominent achievements
the history of VN art and world art and c
trends of contemporary art.
  Applying
- Master in one or more media: photography,
  installation, Lacquer painting, silk painting, oil painting

2)   create - thinking - Judgments
Carry out   Applying - Ideas
field research to collect data develop ideas, (and to
(identify) and solution

3) Designing exhibitions of explain ideas and concept

4) Creative painting and art works
- Applying social understand and person responsibility
   to society to artistic practising
Be Tolerant
5) Accept differences in art pratise

6) Establish and running art studio

HỘI THẢO TẬP HUẤN
TRAINI
FROM LEARN
QUALIT
3

- Research based offer from department; mostly in international context
- Evidence-based offer from University: see separate slides (Annelies Vanderbeke)
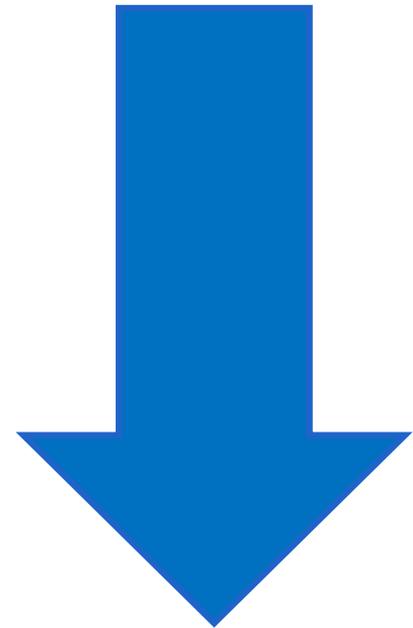
- Expectations
  - Focus on sustainable solution
  - Model-based
  - Needs-analysis based
  - Research supported
  - …
  - Learning from you

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CONTEXT AND RESEARCH PERSPECTIVES