INPUT ONLINE WORKSOP

February 4, 2021

Ghent University

https://ugent-be.zoom.us/j/95493325007?pwd=dC82dGN3a1pVL3lVQzl6WUVsMDJIZz09

Meeting ID: 954 9332 5007

Passcode: 0eZ7vriT

Content of this package

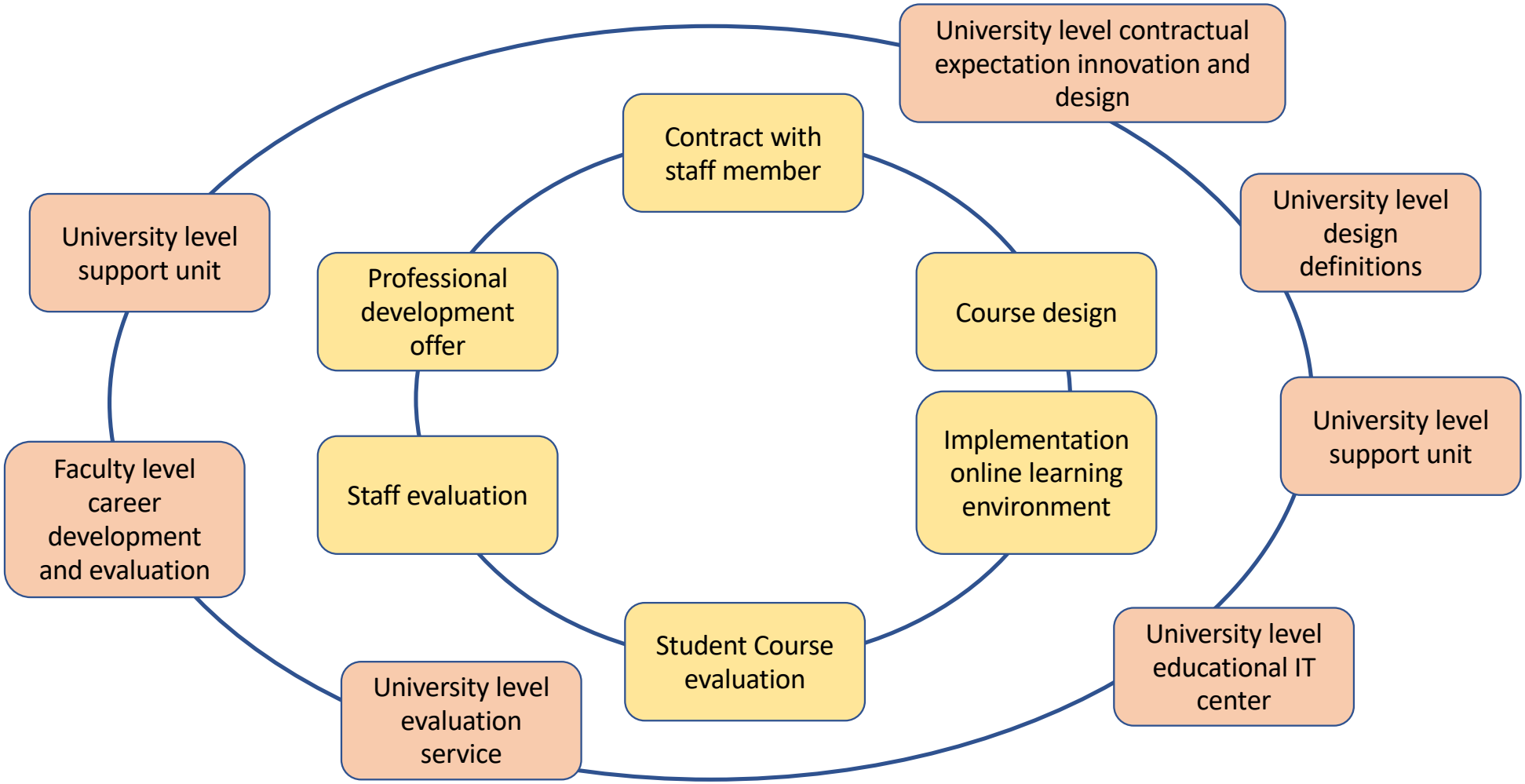
1. Professional Development at Ghent University: conditions in the environment
2. Professional Development at Ghent University: models and approach
3. Professional Development as a service to structural partners in the academic network:
   The case of the "Master of Didactics" in collaboration with the Polish Ministry of Education
4. Demonstration of the professional development "Master of Didactics" by dr. B. Adams and dr. L. Thomas
5. Demonstration of the professional development "Capacity Building Centers for Higher Education", in collaboration with 6 Indian Universities

Section 1. Conditions in the university environment that push Professional Development

1. QA cycle positioning professional development within a broader framework
2. Formal definitions and approaches towards "Teaching and learning" (Education and Examination Code 2020-2021)
3. Formal definitions and approaches towards "Evaluation" Education and Examination Code 2020-2021)
4. Two examples of a formal course description, that incorporates explicitly the formal definitions and approaches towards "Teaching and learning" approaches towards "Evaluation"
    a. Capita Selecta in Pedagogics (D002893)
    b. Instructional Sciences: Practices, Research and Policy (H001860)
5. Example of a course evaluation and report back to teacher with a focus on approaches towards "Teaching and learning" approaches towards "Evaluation"

TeComp
Co-funded by the Erasmus+ Programme of the European Union

UNIVERSITEIT GENT



PART IX
GLOSSARY OF TEACHING AND EVALUATION METHODS

SECTION I
GLOSSARY OF TEACHING METHODS

CLINIC (KLINIEK)
Interactive learning situation in which students – under the supervision of a clinician – acquire knowledge and competencies by discussing and examining actual patients (cases) from clinical practice and by determining and/or conducting the appropriate treatment(s) for these patients, next to analysing their progress. In clinics, the patients are actually present; this is not the case in clinical seminars. The supervisor encourages students to think actively, cooperate and become involved. S/he allows students to speak, anticipates students' prior knowledge in a differentiated and individual manner, and provides support when students still lack particular knowledge or competencies. In view of the intensity of these coaching efforts, only a limited number of students are allowed to sit in on clinics.

DEMONSTRATION (DEMONSTRATIE)
Collective learning situation in which the lecturer demonstrates particular techniques to a group of students. The students' activity chiefly consists of listening, taking notes and possibly imitating the techniques demonstrated. The interaction, which is chiefly from the lecturer to the students, is aimed at supporting the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge, and follow-up and coaching towards individual students is limited.

FIELDWORK (VELDWERK)
The whole of coaching sessions and independent learning situations in which students leave the university premises and put specific knowledge and skills into practice at a selected outside location. Whereas the focus of attention of study visits or company visits chiefly lies with the acquisition of knowledge, the purpose of fieldwork is to enable students to apply and practise the acquired knowledge. Therefore, it is crucial that the lecturer or other experts provide personalized coaching and feedback on the way in which they apply the acquired knowledge and intervene when necessary.

GROUP WORK (GROEPSWERK)
Independent and co-operative learning situation in which students conduct a series of activities as a group, without constant supervision. These activities are intended to produce a final product which is to be submitted for final evaluation. This final evaluation consists of a final mark (per student and/or per group) and/or a collective follow-up discussion. The supervisor's duties are to devise the assignment and to appraise the final product (paper) as well as the process (approach, group processes, etc). If, during the training period, (groups of) students have but a limited understanding of the positive and negative elements of the final product that they have submitted or the process that they have experienced, they are given feedback and further suggestions for improvement.

GUIDED SELF-STUDY (BEGELEIDE ZELFSTUDIE)
A set of guided sessions and independent learning situations in which students acquire and/or process knowledge for (a part of) a course on an individual basis. In the case of self-study, adapted learning materials are provided with built-in coaching components (i.e. embedded support). Examples of these components include overviews, tables of contents, "advance organizers", preliminary and subsequent questions for self-tests (in an electronic learning environment with feedback), diagrams, key concepts, summaries, explicit learning objectives per unit, processing assignments, examples, suggestions for revising, etc. Guided self-study is different from distance learning in that it involves personal contact (whether collective or individual, online or in person) with the lecturer, who steers and/or coaches. Guided self-study can also be used in preparation of lectures and seminars, for example.

INDEPENDENT WORK (ZELFSTANDIG WERK)
Sub form: legal writing
Independent learning situation in which students individually conduct a series of activities without any form of constant supervision (sometimes also referred to as homework). These activities are intended to procure a final product for their

final evaluation, which can be a final mark and/or a collective follow-up discussion. The supervisors' duties are to devise the assignment and to appraise the final product (paper) and, possibly, the process (approach). If, during the training period, students have but a limited understanding of the positive and negative elements in the final product submitted by them or the process that they are experiencing, they are given feedback and suggestions for improvement.

INTEGRATION SEMINAR (INTEGRATIESEMINARIE)

Interactive learning situation with an explicit focus on the integration of contents from different course units. An integration seminar differs from a seminar in that a seminar is not specifically aimed at the integrated application of contents from different disciplines. Integrated seminars draw on learning and educational conversations, discussions, exercises, role plays, simulations, short assignments, etc. The total number of students is limited, so that the supervisors can actively monitor the learning progress of all the students, provide individual guidance (or in groups) and possibly even intervene when necessary.

LECTURE (HOORCOLLEGE)

Sub forms: plenary exercises, clinical lectures and response lecture

Collective learning situation in which the lecturer transfers knowledge to a group of students. The students' activity is mostly limited to listening and taking notes, although lecturers may ask students questions or give them minor assignments. Interactions are mainly initiated by the lecturer, and are intended to support the transfer of knowledge. The lecturer can only check to a small extent whether all students have acquired the new knowledge, and follow-up and coaching towards individual students is limited. Lectures (i.e."ex-cathedra" classes) may set out from concrete situations or refer to material that was read by the students beforehand.

Plenary exercises as a teaching method are collective learning situations in which exercises are solved by the lecturer. The intended purpose is largely to demonstrate solution methods, with only limited interaction with and input from the students.

During clinical classes or clinical lectures, the lecturer starts out from a patient case and holds a discussion on this case. Other than that, clinical lectures are essentially similar to lectures. Clinical classes are distinct from clinical seminars and clinics in that the latter two are staged for smaller groups of students, while emphasizing the input of students in discussing the case (with the patient being physically present or not).

Lectures may be offered electronically by video conference (i.e. teleclassing).

During a response lecture, the contents are discussed interactively and in a question-driven manner. Students prepare for this lecture and study relevant sources beforehand (e.g. an article, case, text, or audiovisual document). During the response lecture, the lecturer systematically discusses the questions, critical comments or preparations and clarifies them. Students are encouraged to ask and answer questions and to actively think along with the lecturer and fellow students.

The main goal of interactive or response lectures is to urge students to process the learning material in an active and critical way and to learn from each other.

MASTER'S DISSERTATION (MASTERPROEF)

The Master's dissertation is a research project (cf. below) that completes a Master's programme and that needs to meet certain requirements defined by decree, set out in the present Education and Examination Code.

MICROTEACHING

Independent learning situation in which students present specific content which they have prepared individually or in groups to their fellow students (also referred to as student lessons or student presentations). These types of sessions are aimed at the active (selection, analysis and) processing of specific contents, while equally focusing on practising presentation and teaching skills. The supervisor and possibly the fellow students comment on the students who gave the lesson or presentation and give suggestions regarding the contents and/or form of the lesson or presentation. The supervisor may also choose to organize remedial sessions during the preparation stage.

ONLINE DISCUSSION GROUP (ONLINE DISCUSSIEGROEP)

Interactive learning situation in which students communicate online and learn from each other by posting messages and responses to messages from fellow students. To get the discussion going, the supervisor usually introduces a topic or a proposition, poses a question, or assumes a particular viewpoint on a specific topic. The goal of online discussions is to allow students to process knowledge content in an insightful manner. Moreover, electronic discussion groups can be set up in order to train students in developing and amending a professional opinion of their own and to train their ability to express and substantiate these views. Discussion groups are mostly used in combination with other teaching methods. The role of the supervisor can be to comment on the students' contributions, to take part in the discussion himself, to summarize and/or steer the discussion, to introduce new items for discussion, to encourage students to make the contribution themselves, etc.

PBL TUTORIAL (PGO-TUTORIAL)

Interactive learning situation within problem-based learning (PBL), in which a tutor coaches a small group of students in analysing a problem that is poorly structured, in defining students' learning questions and in arriving at joint conclusions from the students' individual self-study efforts. In problem-based learning, it is not the tutor who offers knowledge to the students. Instead, it is the students who set out in search of the required knowledge (insofar as they do not possess it already), on the basis of the problems with which they are confronted. Overall, the role of the tutor in this process is a facilitating one, in which s/he raises questions which can primarily impact on the learning process. The tutor does not lead the discussion and only contributes to a limited extent in terms of contents.

PRACTICAL (PRACTICUM)

Independent learning situation in which the students themselves actively acquire and/or practise specific manual techniques, skills or work methods. Related terms include (language) lab, skills lab and workshop exercises. Students practise individually or in small teams, and are given intensive

coaching. The supervisor is responsible for the practical arrangements and coaches the students. In contrast with seminars, students are hardly addressed collectively. On the whole, practicals or (skills) labs are geared towards the development of skills that students will need in their prospective professional careers. As this requires quite rigorous and individual coaching efforts, groups are kept fairly small. Practicals can also include moments when students are given collective instructions.

PROJECT

Projects include both coaching situations and independent learning situations, which take place during a specific type of assisted independent work or group work which focuses on the integration of the contents and competencies of different course units. As in independent work or group work, students perform a series of activities, either individually or in teams, without constant supervision. These activities lead to a final product which is to be submitted for assessment. The supervisors' duties are to devise the assignment, to offer interim assistance and advice, and to evaluate the final product (paper) as well as the process (approach, group processes, etc). Unlike independent work, projects aim to integrate the skills and contents of several course units and therefore require intensive teamwork and in-depth consultation among the various lecturers of the course units concerned. This co-operation goes beyond an introductory consultation round. Moreover, the majority of lecturers concerned are permanently involved in the educational and coaching activities.

RESEARCH PROJECT

Sub forms: dissertation

A set of individualized coaching sessions and independent learning situations, in which students work on a research-related thesis or design. This thesis or design may complete the study programme. In this writing or design project, the student should demonstrate that s/he is able to interpret, report and evaluate the results from his/her own research or that of others, or that s/he can devise and/or conduct guided independent research. This learning process is actively coached by the lecturer in several sessions, during which both the end result and the learning process are discussed.

SEMINAR (WERKCOLLEGE)

Sub forms: coached exercises, practical PC room classes, clinical seminars

A collective interactive learning situation in which students learn and practise competencies or techniques, apply knowledge or discuss and work out a problem or a case, under the supervision of academic staff. In these types of sessions, the lecturer makes use of educationally useful interviews, discussions, exercises, short assignments, etc. Only a limited number of students are allowed to sit in on these seminars, so that the staff can monitor the learning progress of all the students, provide the necessary guidance (individually or in groups) and intervene in the learning process if required. Unlike lectures, where interactions are chiefly lecturer to students, seminars more often also include forms of interaction in which students communicate with each other or in which they are required to interact with the lecturer.

The teaching method of coached exercises refers to a collective interactive learning situation in which exercises are solved by students under the supervision of a lecturer. Unlike plenary exercises, coached exercises require a greater level of activity from students. Practical PC classes are coached exercised in which students work on PCs.

Clinical seminars consist of the elaborate discussion of cases, real-life patients, without said patients being present.

STUDY VISIT (EXCURSIE)

Collective learning situation in which students leave the university campus in order to become acquainted with the real-life context of enterprises, organizations, institutions, projects, etc, or to be taught specific elements of the course contents (sometimes also referred to as company visits). Unlike fieldwork, these activities are chiefly aimed at transferring knowledge about specific organizations, phenomena, etc. These types of study visits may be guided by the lecturer, an on-site expert (such as a member of the company's staff), or a guide.

WORK PLACEMENT (STAGE)

The whole of individual coaching situations and independent learning situations during a period of experiential learning in a professional practice setting in which the students engage in the daily activities at the trainee post. Work placements are designed to allow students to practise and apply profession-oriented knowledge and competencies. In most cases, students are alone on a work placement, but they may also be part of a small group of students. The supervisor is involved in the selection of the placement post, and in preparing the students for the experience. In addition, the supervisor provides support, follow-up, puts forward comments and suggestions and is responsible for the evaluation. Work placements differ from other forms of field experience by their comparatively lengthy duration and the comparative level of autonomy students have in everyday practice.

SECTION II
GLOSSARY OF EVALUATION METHODS

ASSIGNMENT (WERKSTUK)

Related terms: report, project report, log, paper, group work, writing assignment, dissertation, essay, scale-model, design or draft, record, project assignment.

The evaluation of the end result created by an individual student or a group of students after a specific question or assignment from the lecturer(s). The end result can take on a variety of different forms: reports, papers, scale-models, designs, video productions, etc. The aim of these assignments is to develop and test competencies such as the ability to critically and thoroughly analyse specific cases or issues, to apply knowledge in an integrated manner, or to independently develop new knowledge, methods, understanding and/or scientific writing abilities. As these competencies are usually of a more complex nature, it is important that evaluation criteria are formulated. Such guidelines are to offer sufficient support to both students in the execution of their assignment and lecturers and assistants in reviewing and evaluating students' products.

BEHAVIOURAL EVALUATION ON THE WORK FLOOR (GEDRAGSEVALUATIE OP DE WERKVLOER)

Related terms: performance assessment, work sample test, 360° feedback method.

An integral test in which students are required to perform complex tasks over longer periods of time in actual professional or research situations. Unlike skills tests, which test isolated skills, a behavioural evaluation is a much broader form of evaluation in which the assignments are representative of the integral (vs. the isolated) conduct of professionals. Behavioural evaluations are used to establish whether the execution of the professional duties and tasks are in accordance with the required competence level. This usually implies ready knowledge, analytic and problem-solving skills, professional attitudes, discussion techniques and/or knowledge of the procedures and methodologies that are relevant for professional behaviour. To appraise the skills demonstrated by students, assessment scales and/or observation lists or checklists are used.

The criteria that are used in these scales or lists involve observable behavioural components. The people appraising the students may be people at the place of work, the trainee supervisor and/or the university student counsellor. The advantage in using people from the shop floor to evaluate the students is that these people get to see the students over longer periods of time at work in an operational setting, which prevents the evaluation from amounting to little more than just a snapshot. This form of evaluation is often part of the overall evaluation of the work placement.

OPEN BOOK EXAMINATION (OPENBOEKEXAMEN)

Variations: Problem based learning (PBL) assignments, Over All Tests.

A written examination in which students can consult sources of information to answer the questions, assignments or cases that are presented to them. Examples of such sources include (sections from) the textbook or syllabus, articles, students' own notes, PowerPoint slides, formula tables, legal texts, the Internet, maps, drawings, or databases. Examinations in which the use of tools such as dictionaries, pocket calculators or drawing materials is permitted are considered "regular" written examinations with open or closed questions instead of open book examinations.

For open book examinations, students are not expected to be able to reproduce any information. The aim is to establish to what extent students are capable of employing the available sources in order to establish links, analyse problems, substantiate possible solutions and evaluate the solutions/decisions of a case or issue.

Variations of open book examinations are PBL assignments and Over All Tests.

A PBL assignment is an assignment that is at the core of problem-based learning. Often, the assignment is a case that describes a problem, situation or event and places it in the actual context. Students solve the case by consulting sources and by applying the seven-step method that is often used for PBL.

An Over All Test (OAT) is an open book examination in which students apply information sources from a variety of different disciplines which they have consulted beforehand (typically as part of a project) onto a new case.

ORAL EXAMINATION (MONDELING EXAMEN)

Variations: evaluation reviews, presentations.

An oral examination is a form of dialogue in which the examiner asks questions which the student answers orally. Oral examinations involve direct communication between the examiner and the student, which makes it possible for the examiner to probe the student's knowledge of the subject matter or to rephrase his questions. The examination may consist of (a selection of) the following phases:

(1) the student prepares the questions presented to him (in writing),

(2) the examiner goes through the student's written answers drafted in preparation,

(3) the student provides an oral explanation in which s/he answers the questions,

(4) the examiner asks additional questions in order to explore a specific topic in depth, to give the student the opportunity to remedy any discrepancies in his/her answer or to arrive at a more accurate assessment by asking specially adapted supplementary questions.

Variations of the oral examination include the evaluation review between the examiner and the student and student presentations.
For independent work, group work, projects, work placements, etc, students may be asked to give a presentation on their end results. When evaluating such presentations, examiners may take into account the student's general presentation skills, as well as the contents of the presentation.
The performance review is a dialogue between the examiner and the student(s) who has/have produced a paper with the aim of arriving at an in-depth examination of particular elements or establishing the extent to which each of the individual students contributed to the group work. The performance review can also be included as part of an oral examination in which a section of the examination is reserved for questions on the independent work, the group work, projects, work placements, etc.

PARTICIPATION (PARTICIPATIE)

Variations: attendance, application, substantive input
Participation involves an assessment of the way in which students participate in (follow-up) reviews and discussions, practicals, coached exercises, etc.
During these activities, various aspects can be considered as part of the assessment: in some cases, attendance can be an assessment factor, for example.
In other cases, the examiner focuses more on the manner in which students apply themselves during activities (e.g. by taking the floor, posting reactions on online discussion forums, making physical efforts, showing perseverance). As attendance and application do not involve the mastery of any specific skills in terms of contents, this type of participation is but one element of a much broader assessment.
Matters are taken a step further if the evaluation does not only concern the non-content related application of students but the actual content-related quality of their input. This type of evaluation of students' participation in specific activities may involve a final assessment of a course unit.
In order to assess the way in which the student participates, the examiner can use tally lists, assessment scales and/or observations lists or checklists. The lecturer or teaching assistant supervising the activities can observe and decide for themselves whether additional appraisers are to be involved.

PEER ASSESSMENT (PEER-EVALUATIE)

Students assess each other's team work or the quality of each other's output/performance against criteria that their lecturer has formulated for them or together with them. By assessing others, students learn how they themselves can still improve their performance and they are prompted to reflect on what is appropriate. Peer assessment can only make a (limited) contribution to a student's final assessment, and it cannot determine whether or not students pass a course unit. It is also possible that the quality of the feedback given to fellow students itself is evaluated.
The use of peer assessment as a form of evaluation often requires both the examiners and the students to adjust their attitude and skills. Students should therefore be trained in how they can apply (and formulate) criteria and how they can give each other constructive feedback.

PORTFOLIO

Related terms: placement report, (placement) portfolio.
In a portfolio, students present their own individual learning process or acquired competencies, amongst other things by collecting "evidence". This evidence may consist of papers, evaluation reports by the lecturer (and/or fellow students), images, video footage, etc. Portfolios enable lecturers to obtain a truthful and integrated picture of students' learning progress over a longer period of time. In addition to their evidential function, portfolios also often serve to make students reflect on their own development process and to systematically look back on their own actions, while assessing and analysing their actions (cf. self-assessment). Portfolios are primarily used for learning processes that are in close keeping with practice because they paint an authentic picture of the way in which students perform tasks in complex professional or research situations. Therefore, portfolios are often used to coach and assess work placements. Portfolios may be kept in paper or electronic form (cf. e-portfolios).

REPORT (VERSLAG)

Evaluation of the students' report on the way in which specific (team) assignments were completed and/or the input of the various team members. In contrast with an assignment, it is not the end result itself that is important, but rather the process that the students went through to arrive at this result. Another potentially relevant aspect involved in this teaching method is the extent to which the (team of) students is/are able to describe and substantiate their approach, to reflect on the positive and negative aspects of this approach and any alternative or future approaches. It is advisable to formulate specific appraisal criteria, to make sure that students know exactly what is expected of them in the report, and to ensure that the evaluation is made to occur as objectively as possible.

SIMULATION (SIMULATIE)

Variation: role-play
An evaluation of the way in which students apply knowledge, perform particular actions, or show a certain behaviour or attitude in a simulation of a real situation. To stage a simulation, the lecturer will deliberately select elements from a real professional or research context, in order to create a situation in which students perform tasks in accordance with the desired level of competence. Unlike behavioural evaluations, these are not real professional or research situations but live simulations, computer simulations or video simulations that are staged in an educational setting, not on the actual shop floor. In order to assess the students' competencies, assessment scales and/or observation lists or checklists can be used and several appraisers may be involved.

SKILLS TEST (VAARDIGHEIDSTEST)

Related terms: dexterity test, hands-on test, treatment/action, assignment during practicals, training assignment, operation, appraisal of activities during practicals.
Skills tests are designed to establish to what extent students are able to perform the desired competencies adequately, in most cases drawing on their scientific background knowledge. Unlike behavioural evaluations, which involve the integral review of complex professional competencies, skills tests

focus on a single isolated action that is based on know-how. Depending on the intended aim, the lecturer determines whether an isolated skill is to be tested as a whole or whether the test will principally focus on specific aspects of the skill in question. The students' competencies are mostly tested by way of a practical or action assignment in which they are required to perform a task that is relevant in a professional setting and that possibly involves the use of professional equipment (e.g. lab equipment, specific software, instruments, measuring devices, etc). In order to assess the students' skills, assessment scales and/or observation lists or checklists are used and several appraisers may be involved.

WRITTEN EXAMINATION WITH MULTIPLE-CHOICE QUESTIONS (SCHRIFTELIJK EXAMEN MET MEERKEUZEVRAGEN)

Variations: multiple-choice questions, true/false questions, matching questions, ordering questions.
A written examination consisting of questions in which students are required to pick the right answer, as opposed to open question forms in which the students need to formulate the answers themselves. In addition to testing the students' ability to reproduce knowledge, closed questions allow for a wide variation of knowledge and skills to be ascertained, including higher competencies. Multiple-choice questions contain the formulation of a problem (stem) and a number of possible answers including incorrect alternatives (distractors) and one (or several) correct answers. First, the problem is formulated, by means of a description of a case or other information that is necessary to solve the question. Then, the actual question is presented.
True/false questions put forward propositions that students need to identify as right or wrong. Formula scoring (i.e. correction for guessing, "giscorrectie") is not allowed for (multiple-choice) exams. Formula scoring has been replaced by standard setting (higher cutting score), in accordance with the formula set by the university board. If a higher cutting score is used, the students need to be informed of the number of questions they need to answer in order to pass, on the day of the exam at the latest.
Matching questions consist of a number of stems and a number of options. It is up to the student to link the stems with the appropriate options.
Ordering questions consist of a number of events, step-by-step plans, developments, procedures, etc that are constructed according to certain ordering principles. The answering options include different possible sequences from which the student is required to choose.

WRITTEN EXAMINATION WITH OPEN QUESTIONS (SCHRIFTELIJK EXAMEN MET OPEN VRAGEN)

Variations: short-answer questions, essay questions.
This evaluation method is a written examination consisting of questions to which the students need to formulate the answers themselves, as opposed to closed question forms in which the students can select the appropriate answer from a supplied number of possible answers.
Depending on the length of the expected answer and the extent of prestructuring by the lecturer, a number of variations can be distinguished, i.e. short-answer questions and essay questions.
For short-answer questions, students are expected to answer with just a few words, one or several sentences, a formula or a drawing. These types of prestructured questions force students to answer concisely.
Essay questions, on the other hand, require a more comprehensive answer from students and are primarily used to establish whether students are able to relate specific insights and understandings, analyse more complex issues or cases, perform a complicated calculation, or furnish complex evidence. For essay questions too, the lecturer may prestructure the questions to a certain degree, by providing guidelines as to which elements the answer is required to contain. The students' answers are assessed by means of answer models or answer keys that explicitly state these elements.

GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2017-2018

Capita Selecta in Pedagogics (D002893)

Course size *(nominal values; actual values may depend on programme)*

Credits 4	**Study time** 120 h	**Contact hrs** 30 h

Course offerings and teaching methods in academic year 2019-2020

D002893A (semester 2)	fieldwork	10.0 h
	group work	5.0 h
	self-reliant study activities	5.0 h
	seminar: coached exercises	10.0 h

Lecturers in academic year 2019-2020

Martin Valcke	PP06	lecturer-in-charge

Offered in the following programmes in 2019-2020	crdts	offering
Master of Science in Speech Language and Hearing Sciences (main subject Audiology)	4	A
Master of Science in Speech Language and Hearing Sciences (main subject Logopaedics)	4	A

Teaching languages

Dutch

Keywords

Learning theories, instructional interventions, learning difficulties, intervention, theoretical grounding

Position of the course

The objectives of this course are to help students to apply knowledge and skills in the professional context of speech language pathologists/audiologists who have to deal with learning difficulties. Starting point is the factual situation of these professionals that they have to deal - on a daily base - with children with learning difficulties. This requires them to adapt a specific learning en instruction approach.
The course pursues the following objectives:
1. To be able to describe a learning and instruction situation in terms of an educational frame of reference.
2. To master a specific learning and instructional theory: the social learning theory (social cognitive theory, Bandura).
3. To be able to "translate" the SLT into a concrete intervention strategy that helps to deal with learning difficulties (bij preference difficulties relaties to mathematics or language learning at school).

Contents

1. An educational frame of reference
2. The theoretical base of the social learning theory
3. Concrete learning difficulties in relation to mathematics and/or language

Initial competences

Having a basic knowledge and understabnding of:
1. Educational problems in professional contexts;
2. The process of learning.

Final competences

1 Knowledge and understanding of the medical (e.g., anatomical, fysiological), **social, (special) educational, psychological, ethical, legal and social-communicatiev sciences** as they are related to the logopedic and audiology (including vestibulology) sciences.
2 Students are capable of interpreting a logopedic/adiological problem in terms of a complex frame of reference and can linked the approaches being observed to a

variety of theoretical directions in the field of learning and instruction. More in particular, students are expected to be able to carry out the following activities:
1. Applying the social learning theory when developing an intervention.
2. Being critical as to the nature and impact of the intervention being developed to deal with learning difficulties.
3. Being abe to discuss the theoretical base with professionals in the field.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, fieldwork, self-reliant study activities, seminar: coached exercises

Extra information on the teaching methods

The teaching approaches will be operationalized differntly dependeing the specialisation of the students: logopedics or audiology.
Students receive a theoretical introduction to the social learning theory (SLT Bandura) and the educational frame of reference. In a working session, the application of the SLT is exemplified in view of developing an intervention. Students have to tackle a task in collaboration with a concrete speech language pathologist/audiologist that deals with chidlren with learning difficulties (language/mathematics). Students are allowed to work together when the nature of the activities they develop are sufficiently in line with one another. Guided practice helps students to tackle the individual task. This task aims at developing a comprehensive intervention (at least three sessions) to help learners with attaining a number of math or language objectives that are related to their learning difficulties. The theoretical grounding of the intervention is the SLT. All materials for both profesional and learner have to be developed. A basic didactical strategy is based on using hand puppets. In addition, students have to search for an research article (ISI) about an educational application of the SLT. The entire task elaboration will have to be presented during a mini-conference to all the member students.

Learning materials and price

A copy of the reader is made freely available by the Department of Educational Studies.

References

1. Bandura, A. (1971). Analysis of modeling processes. In Bandura, A. (Ed.), Psychological Modeling, Chicago: Atherton, Aldine.
2. Bandura, A. (1977). Social Learning Theory. Englewood Cliffs-New Jersey: Prentice Hall.
3. Bandura, A. (1969). Principles of behavior modification. New York: Holt-Rinehart & Winston.
4. Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs-New Jersey: Prentice Hall.

Course content-related study coaching

1. Via Minerva
2. During appointments, feedback- and intervision sessions
The participation during the intervision sessions focuses on feedback about the practical work and the processing of the research article. Participation is therefore required.

Evaluation methods

continuous assessment

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

Assignment

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

Assignment

Examination methods in case of permanent evaluation

Participation, assignment, report

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

The evaluation score is based on the following work and activities:
1. The students take active part in the theoretical sessions.
2. An individual work is presented that contains the interventions and all the materials

(work sheet, puppets, set up, scenario, stories, ...).
3. A report is presented of an evaluation discussion with a professional speech language pathologist/audiologist (max. 2 A4).
4. A research article is presented and discussed.
5. The final report and practical elaboration are presented to fellow students during a mini-conference.

Calculation of the examination mark

The final score is based on the presentation (25%) and the elaboration of the task in the student files (75%).

Facilities for Working Students

Working students can ask to get an individualized plan for feedback and guidance. Nevertheless, they also have to participate in th compulsory mini-conference sessions.

GHENT UNIVERSITY

Course Specifications

Valid as from the academic year 2018-2019

Instructional Sciences: Practices, Research and Policy (H001860)

Course size *(nominal values; actual values may depend on programme)*

Credits 5	**Study time** 150 h	**Contact hrs** 45 h

Course offerings and teaching methods in academic year 2018-2019

H001860A (semester 2)	guided self-study	5.0 h
	project	30.0 h
	lecture	2.5 h
	seminar	7.5 h

Lecturers in academic year 2018-2019

Martin Valcke	PP06	lecturer-in-charge
Liesje De Backer	PP06	co-lecturer

Offered in the following programmes in 2018-2019	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	5	A
Joint Section Bachelor of Science in Educational Sciences	5	A
Preparatory Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

Teaching languages

Dutch

Keywords

Educational practice, educational professions, educational fields, educational services, educational structures and systems, professional behavior

Position of the course

This course contributes to the following competence areas in the Bachelor Educational Sciences:

- B.1.2. Being able to apply initial pedagogical, educational and orthopedagogical knowledge in order to analyse pedagogical, educational and orthopedagogical situations and processes.
- B.1.4. Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.
- B.2.1. Identify scientific literature, judge its scholarly added value and use it.
- B.2.3. Being able to situate and identify contemporary social situations, problem definitions and developments from a scientific framework
- B.3.1. Demonstrate a critical, deontological and ethical attitude towards research and practice.
- B.3.2. Critically reflect on one’s own thinking and actions and adjust these as a result.
- B.4.3. Communicate in writing on scientific research.
- B.4.5. Being able to collaborate in team in straightforward contexts.
- B.5.1. Participate in the social and cultural debate and have insight in the way in which pedagogical, educational or orthopedagogical practices affect social and cultural events.
- B.5.4. Have insight in cultural differences and integrate respect for diversity in pedagogical, educational and orthopedagogical contexts.
- B.6.1. Being able to function in a variety of multidisciplinary specialized professional settings.

Contents

In this course, students are invited to study the following content clusters:
- a focus on existing educational structuires and systems;
- a focus in practice related research.

As to the focus on existing structures and systems, the following is central. Attention goes to the existing and historically evolved schooling and training structures in Flanders. Based on the constitutional base (e.g., freedom of education), national (laws and decrees) and international (e.g., Lissabon Declaration), the current Flemish landscape is described and explored. Attention is based to the historical foundation to be able to understand the current complexitity of a number of existing solutions. Attention is paid to pre-school education, primary, and secondary school, higher education and adult education. In addition, organisations and structures are discussed, such as VDAB, SYNTRA, ...
The content is approached via state-of-the art developments and information distributed via the media. Media messages (TBV, newspapers, magazines) are analysed and structured according to the educational frame of reference, discussed in the 1st semester course “Instructional Sciences” frame of reference.
As to the focus on practice based research, the – theoretical and empirical - content depends on the topics choosen for this particular semester. The practice based research projects can be conducted in a variety of authentic educational settings. Examples are the evaluation and redesign of an educational tour in a museum, a quantitative study on the self-regulated learning behavirou of secundary school students, a qualitative study on how to train student teachers for communication with parents through clinical simulations, etc. The particular contents related to the practice based research projects are processed by students in small collaborative groups and direct students' reporting on the conducted research projects.

Initial competences

Instructional Sciences

Final competences

1 Recognising the specificity of educational structures and systems at school level (preschool, primary, secondary, higher education, adult education, professional training) and being able to position the latter from a learning psychological framework or a education/sociological perspective.
2 Positioning educational structures and interventions within a policy context.
3 Acting following deontological rules and regulations.
4 Following prescribed research protocols.
5 Reflecting on and analysing a practical educational activity/event/setting.
6 Reflecting on and analysing a practical educational activity/event/setting.
7 Using an available theoretical and empirical knowledge base to ground the analysis of available research data.
8 Developing an international and intercultural orientation towards educational themes.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, lecture, project, seminar

Extra information on the teaching methods

Lectures are set up to deliver the knowledge base about the educational systems and structures.
In the seminars, concrete practice related research activities are discussed in an interactive way with the students.
In the project, students will tackle – in a guided way – a practice related research activity. They carry out the research activities (following a protocol), integrate their findings, and report about their findings. They receive feedback.
The guided self-study is focused on the processing of the information about the educational structures and systems.

Learning materials and price

In view of the section about educational structures and systems, a Dutch language book will be used "Onderwijsbeleid in Vlaanderen" (editor ACCO, edition 2018; price +/- 35 Euro).
In view of the practice-related research projects, specific readers, addressing the theoretical bases of the projects, are made available via Minerva. Additionally, all documents and instruments required to conduct and report on the practice-based research projects are distributed via Minerva (e.g. letters, research instruments,

protocols, data files, reporting formats, ...).
The learning materials are made available for free via Minerva.

References

Additional references are made available via Minerva, depending the specific practice-research setting or topic being choosen.

Course content-related study coaching

- support via Minerva;
- group-based feedback sessions.

Evaluation methods

end-of-term evaluation and continuous assessment

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

Written examination

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

Written examination

Examination methods in case of permanent evaluation

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

1. An assignment (policy component) based on an very actual theme in curren t educational policy making (e.g., entrey exams in higher education). Student are introduced to a theoretical base and next develop a study in the field and develop - in group - a written report.
2. An assignment (practical and research component) based on research reports: each group of students has to report on their practice-research activity on the base of a prescribed format.
In view of the evaluation, students are provided with specific checklists for each assignment.

Calculation of the examination mark

1.Written examen with open ended question (component policy): 25%;
2. Assignment (component policy) consisting of a written report related to the policty theme being discussed and studied in the field: 25 %
3. Assignment (component pratical and research) consisting of one or more research reports: 50 %.

GHENT UNIVERSITY

Educational evaluation 2017-2018 of 2017-2018 - Faculty of Psychology and Educational Sciences

Instructional Sciences (H002074), 6 credits - First semester

Teacher: Martin Valcke - lecturer-in-charge (801000456765)

Programs: Joint Section Bachelor of Educational Sciences; Linking Course Master of Educational Sciences: Pedagogy and Educational Sciences, Special Education, Disability Studies and Behavioral Disorders; Preparatory Course Master of Educational Sciences: Pedagogy and Educational Sciences, Special Education, Disability Studies and Behavioral Disorder

Participation: 189 of 192 students participated, 98.44% (inadmissible students: 4)

Relevant

LEARNING EFFECT

N	avg	StdDev	CI	SE
189	4.18	0.63	0.090	0.046

1. I found the course intellectually challenging and stimulating.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	2.6 %	10.6 %	56.6 %	30.2 %	# 0

N	avg	StdDev	CI	SE
189	4.14	0.70	0.100	0.051

2. I have learned valuable knowledge and skills in this course.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	1.1 %	9.0 %	57.7 %	32.3 %	# 0

N	avg	StdDev	CI	SE
189	4.21	0.64	0.092	0.047

TEACHING STYLE

N	avg	StdDev	CI	SE
189	4.61	0.49	0.071	0.036

1. The staff member was an enthousiastic teacher.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	1.6 %	23.3 %	75.1 %	# 0

N	avg	StdDev	CI	SE
189	4.74	0.48	0.069	0.035

2. The way of teaching held the attention of the students.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	1.1 %	5.8 %	36.5 %	56.6 %	# 0

N	avg	StdDev	CI	SE
189	4.49	0.66	0.094	0.048

STRUCTURE

N	avg	StdDev	CI	SE
188	3.99	0.76	0.110	0.056

1. The staff member's lessons were well structured.

strongly disagree	disagree	neutral	agree	strongly agree	GA
1.1 %	8.5 %	18.6 %	46.8 %	25.0 %	# 1

N	avg	StdDev	CI	SE
188	3.86	0.93	0.133	0.068

2. The course materials were well structured.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	3.2 %	11.6 %	56.1 %	29.1 %	# 0

N	avg	StdDev	CI	SE
189	4.11	0.72	0.104	0.053

APPROACHABILITY

N	avg	StdDev	CI	SE
188	4.30	0.63	0.090	0.046

1. The staff member maintained a correct attitude towards the students.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	1.6 %	4.8 %	53.4 %	40.2 %	# 0

N	avg	StdDev	CI	SE
189	4.32	0.64	0.092	0.047

2. The staff member was sufficiently approachable.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	2.1 %	9.0 %	48.4 %	40.4 %	# 1

N	avg	StdDev	CI	SE
188	4.27	0.71	0.102	0.052

EVALUATION

N	avg	StdDev	CI	SE
185	4.21	0.59	0.084	0.043

1. The methods of evaluating student work were fair and appropriate.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.5 %	3.7 %	12.8 %	57.2 %	25.7 %	# 2

N	avg	StdDev	CI	SE
187	4.04	0.77	0.110	0.056

2. Examinations/graded materials tested course content, as prioritised by the staff member.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	3.2 %	12.3 %	56.1 %	28.3 %	# 2

N	avg	StdDev	CI	SE
187	4.10	0.73	0.104	0.053

3. I was clearly informed about the evaluation methods in this course.

strongly disagree	disagree	neutral	agree	strongly agree	GA	NVT
0.0 %	1.1 %	6.9 %	36.5 %	55.6 %	# 0	# 0

N	avg	StdDev	CI	SE
189	4.47	0.67	0.096	0.049

COURSE MATERIAL

N	avg	StdDev	CI	SE
189	4.50	0.53	0.076	0.039

1. The course materials were readily available and easily accessible.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	4.8 %	40.2 %	55.0 %	# 0

N	avg	StdDev	CI	SE
189	4.50	0.59	0.084	0.043

2. The course was well supported by the course materials.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	4.2 %	42.3 %	53.4 %	# 0

N	avg	StdDev	CI	SE
189	4.49	0.58	0.082	0.042

EXERCISES dimension Exercises/practicals

N	avg	StdDev	CI	SE
167	3.87	0.75	0.114	0.058

1. The exercises/practicals formed a useful part of or supplement to the subject matter.

strongly disagree	disagree	neutral	agree	strongly agree	NVT
1.8 %	3.0 %	19.0 %	48.8 %	27.4 %	# 21

N	avg	StdDev	CI	SE
168	3.97	0.87	0.131	0.067

2. Effective guidance was provided for/during the exercises/practicals.

strongly disagree	disagree	neutral	agree	strongly agree	NVT
1.2 %	8.3 %	23.2 %	47.6 %	19.6 %	# 21

N	avg	StdDev	CI	SE
168	3.76	0.90	0.137	0.070

ACTIVE LEARNING

N	avg	StdDev	CI	SE
188	4.55	0.53	0.076	0.039

1. The course requires students to actively engage with the material

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	2.7 %	34.6 %	62.8 %	# 1

N	avg	StdDev	CI	SE
188	4.60	0.54	0.078	0.040

2. The course stimulates learning activities throughout the semester

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.0 %	8.0 %	33.5 %	58.5 %	# 1

N	avg	StdDev	CI	SE
188	4.51	0.64	0.092	0.047

GENERAL

1. The lecturer was sufficiently proficient in Dutch.

strongly disagree	disagree	neutral	agree	strongly agree	NVT
0.0 %	0.0 %	0.5 %	19.6 %	79.9 %	# 0

N	avg	StdDev	CI	SE
189	4.79	0.42	0.059	0.030

2. The lecturer was sufficiently proficient in English.

strongly disagree	disagree	neutral	agree	strongly agree	NVT
0.0 %	0.0 %	2.2 %	31.9 %	65.9 %	# 51

N	avg	StdDev	CI	SE
138	4.64	0.53	0.088	0.045

3. The feedback about the evaluations was useful and relevant.

strongly disagree	disagree	neutral	agree	strongly agree	GA
3.8 %	13.8 %	25.4 %	37.7 %	19.2 %	# 59

N	avg	StdDev	CI	SE
130	3.55	1.07	0.184	0.094

4. The price of the course material was acceptable.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.6 %	1.7 %	40.1 %	49.2 %	8.5 %	# 12

N	avg	StdDev	CI	SE
177	3.63	0.69	0.102	0.052

5. The course was well supported by Minerva.

strongly disagree	disagree	neutral	agree	strongly agree	GA
0.0 %	0.5 %	9.2 %	55.7 %	34.6 %	# 4

N	avg	StdDev	CI	SE
185	4.24	0.63	0.092	0.047

6. Pace of delivery was:

much too slow	too slow	about right	too fast	much too fast	GA
0.0 %	0.0 %	76.7 %	20.6 %	2.6 %	# 0

N
189

7. How difficult was this course in relation to the other courses in your program?

very easy	easy	medium	hard	very hard	GA	NVT
0.0 %	3.2 %	43.3 %	50.8 %	2.7 %	# 2	# 0

N	avg	StdDev	CI	SE
187	3.53	0.61	0.086	0.044

8. In relation to the credits earned, the workload was:

very light	light	medium	heavy	very heavy	GA
0.5 %	1.1 %	50.3 %	42.7 %	5.4 %	# 4

N
185

9. How often did you attend the activities (class, exercises):

0 tot 29%	30 tot 49%	50 tot 69%	70 tot 89%	90 tot 100%	GA
1.1 %	0.0 %	1.6 %	12.3 %	85.0 %	# 2

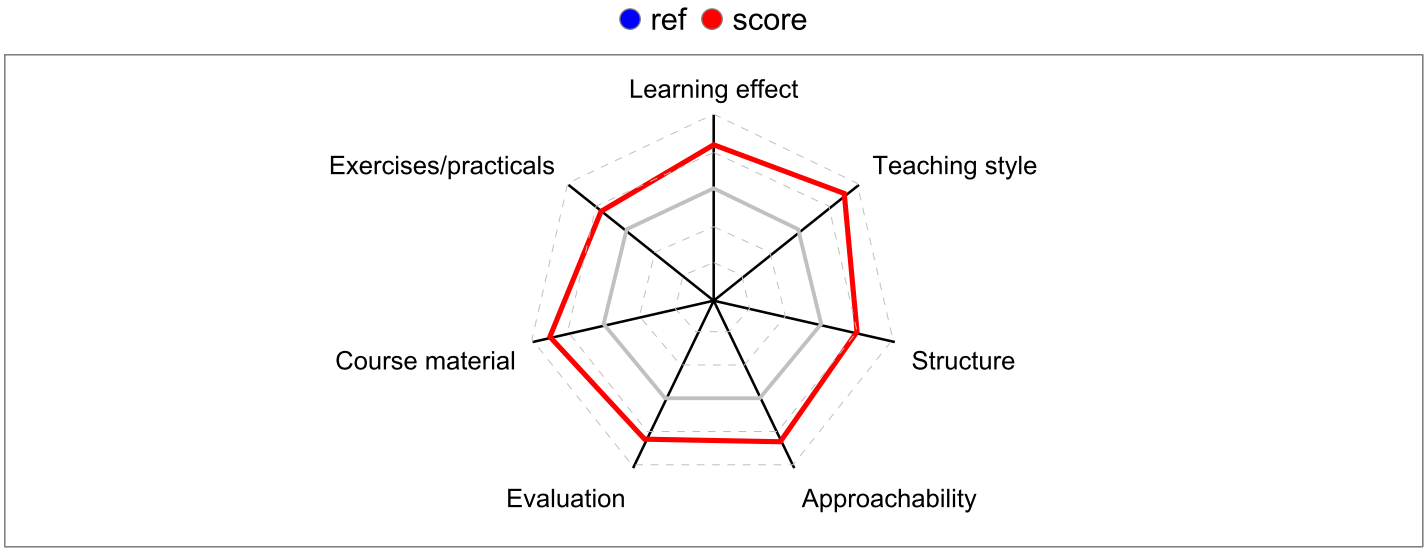
N	avg	StdDev	CI	SE
187	4.80	0.57	0.080	0.041

10. What is your overall assessment of this course?

very poor	poor	average	good	very good	GA
0.0 %	1.1 %	15.4 %	56.9 %	26.6 %	# 1

N	avg	StdDev	CI	SE
188	4.09	0.68	0.096	0.049

Frame of Reference Faculteit Psychologie en Pedagogische Wetenschappen: Score "3"



	Learning effect	Teaching style	Structure	Approachability	Evaluation	Course material	Exercises/practicals
Your score	4.177	4.611	3.987	4.298	4.207	4.497	3.874
CI	0.09	0.071	0.11	0.09	0.084	0.076	0.114
Reference	NA	NA	NA	NA	NA	NA	NA
Signic. 0.05	NS	NS	NS	NS	NS	NS	NS
Effect size							

Open questions

LEARNING EFFECT

Open questions

Question 3: Use the text box below to add any comments or suggestions about learning effect.

1) *De onderwerpen waren telkens weer toepasbaar op dagelijkse situaties.*
2) *Ik heb zeer veel bijgeleerd over dit vakgebied.*
3) *Ik vind dat de wiki's ervoor zorgen dat je waardevolle vaardigheden op doet en leert omgaan met tijdsdruk en plannen. De onderwerpen van de wiki's vond ik wel niet altijd interessant of soms te moeilijk om het meteen in het Engels te lezen zonder dat we het gezien hadden in het Nederlands.*
4) *Veel bijgeleerd!*
5) *Interessant lesonderdeel*
6) *Onderwijskunde was heel interessante en er werd relevante informatie doorgegeven. Er werd met een kritische blik van zowel de prof als de leerlingen naar ons huidig onderwijssysteem gekeken.*
7) *Ik heb heel veel bijgeleerd.*
8) *Ik vond dit vak weinig uitdagend en interessant.*
9) *Door de wiki opdrachten was je verplicht de leerstof goed bij te houden en heb ik dus heel veel geleerd van de lessen.*
10) *Ik heb niet het gevoel dat ik veel nuttige zaken heb bijgeleerd die ik later nog zou kunnen gebruiken.*
11) *Het is een zeer interessant vak waarbij ik heel wat kennis heb opgestoken.*
12) *Interessante leerstof*
13) *zeer groot leereffect door leerkracht!*
14) *De leerstof was zeer actueel, waardoor het me dan ook echt iets opleverde.*
15) *geen commentaar*
16) *Goede uitwerking van het vak.*
17) *De inhouden vond ik zeer relevant, boeiend en uitdagend!*
18) *De lesgever zorgde ervoor dat sommige onderwerpen uitdagend werden.*
19) *Het was een volledig nieuw onderwerp om over te leren dus het was voor mij zeker uitdagend.*
20) *De leerstof was zeer uitdagend, het ging vaak om complexe en zeer interessante onderwerpen.*
21) *Geen speciale bemerkingen.*
22) *- Ik heb bijgeleerd dat feedback van groot belang is.*
23) *Ik leerde vooral veel nieuwe dingen, wat veel beter is dan oude leerstof herhalen.*
24) *De inhoud van de cursus bleef vaak abstract waardoor het vaak niet stimuleerde en je de interesse soms verloor.*
25) *De combinatie van hoorcolleges, peer tutoring en een ondersteunende website zorgde voor een groot leereffect.*
26) *- Het vormde een goede basis voor verdere lessen.*
27) *Ik vond dat de leerstof echt stimulerend werd aangebracht. De leerstof was heel interessant en na elke les had ik het gevoel dat je weer iets nieuws 'geleerd'.*
28) *Heel interessant!*
29) *Ik heb in dit vak heel veel bijgeleerd, voor mij was de materie compleet nieuw, niets hiervan had ik al gezien in het middelbaar. Het was zeker een uitdaging om steeds te kunnen blijven volgen doordat alles gerelateerd werd aan elkaar. Dit vak leerde me kritischer nadenken over bepaalde onderwerpen en gaf me het inzicht dat leren een veel ingewikkelder proces is dan het op het eerste zicht lijkt. Het leerde me ook nadenken over mijn eigen leermethode.*
30) *De behandelde onderwerpen waren zeer interessant en een goede ondersteunende basis om mee in het onderwijs te staan.*
31) *geen commentaar*
32) *Het is nuttig om te zien uit welke stromingen de hedendaagse technieken ontstaan, maar ze werden heel erg uitgebreid besproken wat volgens mij niet relevant is.*
33) *De lessen zelf zijn zeer interessant en ik heb er zeer veel van geleerd. Het was echt leerrijk en zowel de cursus als de wiki's zijn zeer handig om mee te zijn met zijn lessen.*
34) *Jammer dat dit een keuzevak is en geen verplicht vak, heel interessant en waardevol, ook voor de overige vakken*
35) *Voornamelijk de wiki's zorgden voor het verbeteren of ontwikkelen van vaardigheden.*
36) *De prof gaf ons enthousiast uitleg over het vak onderwijskunde.*
37) *Ik vond de onderwerpen interessant maar vond dat de link naar de praktijk nog méér mocht.*

TEACHING STYLE

Open questions

Question 3: Use the text box below to add any comments or suggestions about teaching style.

1) *De prof gaf heel enthousiast en op verschillende manieren les. Dit zorgt er voor dat de lessen aangenamer kunnen verlopen.*
2) *De lesgever hield de aandacht van de studenten door in interactie te treden met hun door vragen te stellen.*
3) *Soms iets the enthousiast*
4) *De lesgever weet hoe hij de aandacht erbij moet houden en doceert op een heel enthousiaste manier.*
5) *De lesgever zorgde op heel wat manieren voor een enthousiaste, leerzame les.*
6) *Prof. Valcke heeft een zeer actieve manier van lesgeven. Deze manier is voor mij persoonlijk zeer effectief om mij bij de les te houden, maar dit blijkt niet zo bij iedereen (bv. mensen met ASS, die nood aan rust en geen overprikkeling hebben). Uiteraard kan hij niet met iedereen rekening houden, waardoor voor het merendeel zijn lesstijl waarschijnlijk zeer effectief was.*
7) *De doceerstijl vond ik heel goed omdat het me steeds aandachtig hield.*
8) *Als er een bolletje zou staan met enthousiaster dan enhousiast dan duidde ik het aan!!*
9) *De lesgever gaf op een zeer enthousiaste manier les maar soms werd het ook net iets te druk waardoor het moeilijk was om de les met volle aandacht te kunnen volgen.*
10) *Doordat er constant interactie was en er constant vragen gesteld werden, was je genoodzaakt de aandacht bij de les te houden.*
11) *Valcke is enorm enthousiast in zijn lesgeven, voor mij persoonlijk is dat soms wat storend, voor anderen is dit misschien juist heel positief.*
12) *De lessen werden zeer enthousiast gebracht maar waren wel super vermoeiend. Tien minuten pauze na een uur mag wel!*
13) *Professor Valcke staat telkens weer op een enthousiaste manier les te geven (soms iets te enthousiast). Doordat de kans bestond dat je een vraag kreeg tijdens de les zorgde hij ervoor dat de aandacht zeker bij de les bleef.*
14) *Was altijd zeer opgewekt en hield zeker de aandacht door de micro door te geven in het auditorium.*
15) *De docent bracht zijn lessen altijd met groot enthousiasme, waardoor de studenten volgens mij bij de les bleven.*
16) *soms te enthousiast/overdreven. veel interactie waardoor je de aandacht erbij houdt.*
17) *Misschien iets te veel eigen mening? Veel evidentie uit onderzoeken, maar is er genoeg rekening gehouden hierbij met de praktijk, waarbij ook andere factoren een rol spelen en elkaar beïnvloeden, en je je niet kan focussen op 1 variabele en alle andere onder controle houden?*
18) *Soms iets te enthousiast maar hield wel zeer goed de aandacht van de studenten vast.*
19) *De lessen werden erg actief gegeven waardoor deze leuk waren om te volgen.*
20) *geen commentaar*
21) *zeer aangename en actieve doceerstijl! 1 van de beste lesgevers die er is*
22) *Professor Valcke gaf zeer goed les.*
23) *Soms was Martin Valcke iets te enthousiast, waardoor je je meer concentreerde op de manier van lesgeven dan op de inhoud van de les.*
24) *Er werd veel gevarieerd waardoor hij de aandacht van de leerlingen behield.*
25) *Professor Valcke is heel boeiend om naar te luisteren. Als student kan je er makkelijk je aandacht gedurende lange tijd bijhouden door de manier waarop professor Valcke spreekt en de leerstof overbrengt.*
26) *Soms was hij zelfs iets té enthousiast. Dan loopt hij door de aula, maakt soms grapjes die wat naast de kwestie en onnodig zijn.*
27) *Het geven van opdrachten tijdens de les en het stellen van vragen aan de studenten geeft hen weinig ruimte om de aandacht te laten verslappen. De professor betrok ook humor in zijn les wat het volgen van de les zeker aangenamer maakte.*
28) *De manier van lesgeven motiveerde mij enorm, de lesgever is erg enthousiast en dit werkte aanstekelijk.*
29) *Mijn aandacht verslapte zelden. De prof is enthousiast en verteld zeer gepassioneerd, echt met hart en ziel. Doordat de micro geregeld wordt doorgegeven ben je ook wel verplicht om te blijven opletten, wat zeer positief is.*
30) *Iets minder roepen door de micro zou wel aangenamer zijn.*
31) *- Heel energiek.*
32) *De prof gaf de les op een luchtige grappige manier waardoor je goed kan blijven volgen.*
33) *Zeer enthousiaste lesgever, maakt gebruik van voorwerpen/filmpjes/demonstraties door studenten...*
34) *Zeer goede en enthousiaste doceerstijl.*
35) *De lesgever houdt de studenten zeker en vast geboeid door de actualiteit te betrekken en de enthousiaste doceerstijl.*
36) *De micro die rond ging zorgde ervoor dat studenten aandachtig bleven, maar heeft ook als kanttekening dat vanwege die micro sommigen niet meer komen.*
37) *De manier van lesgeven maakte het vak voor mij 100x interessanter.*
38) *Vaak werden anekdotes verteld of verhalen waarbij je je een beter beeld kon stellen bij de leerstof.*

Open questions

39) *Doordat studenten actief konden deelnemen aan de lessen, maakte dit het gemakkelijker om de leerstof beter te verwerken.*

40) *Door het enthousiasme van onze professor kwam de inhoud van de lessen volledig tot z'n recht. Daardoor is er mij ook veel bijgebleven.*

41) *De lesgever gaf zeer enthousiast les en probeerde de leerstof over te brengen aan de hand van een methode die paste bij het thema. Hij maakte ook regelmatig gebruik van filmpjes.*

42) *Soms werd het te snel te veel en was het duidelijk dat de leerlingen de focus en hun energie kwijt waren. Er zou een korte pauze ingelast mogen worden op deze momenten. Het heeft geen nut meer om verder te gaan zodanig dat de les afgemaakt kan worden als er bijna niemand meer luistert.*

43) *- De professor deed er alles aan om zaken duidelijk te maken. (uitbeelden, filmpjes…)*

44) *Door het zeer enthousiaste lesgeven van de prof en de micro door ons te laten gebruiken, zorgde dit voor zeer veel interactie met ons waardoor je eveneens veel oplettender zal zijn.*

45) *Zeer bevlogen lesgever.*

46) *De professor gaf heel duidelijk les en was altijd heel present (mentaal en fysiek) en actief. Als ik toch iets mag opmerken, is het dat hij in zijn enthousiasme soms heel luid begint te spreken, waardoor het lijkt dat de microfoon te luid staat.*

47) *Enorm enthousiaste lesgever!*

48) *Het was altijd gemakkelijk voor mij om de rode draad doorheen de lessen te zien en om mijn aandacht erbij te houden door het enthousiasme en de interesse van de lesgever in zijn vak.*

49) *Voortdurend heen en weer lopen, op tafels klimmen en op de grond kruipen staat zeker gelijk aan enthousiast lesgeven. Ook het feit dat de lesgever vaak op een luide en duidelijke manier zijn mening verkondigde zorgde ervoor dat het voor ons gemakkelijker was om bij de les betrokken te blijven. Het is heel aangenaam wanneer lesgevers zo hard geïnteresseerd zijn in hun eigen vak en niet bang zijn om dat te laten blijken. Het feit dat op elk moment de micro in je handen geduwd kon worden zorgde er volgens mij ook wel voor dat we aandachtiger waren.*

50) *Soms verliep de les een beetje chaotisch en was het moeilijk om te kunnen volgen*

51) *Hij geeft echt heel actief en enthousiast les, beeld dingen uit, loopt rond, geeft verschillende levendige voorbeelden,… super!*

52) *De prof is enthousiast, gelukkig.*

53) *Professor Valcke springt geregeld van de hak op de tak. Wanneer hij bijvoorbeeld iets samenvat in 3 punten haalt hij er slechts 2 aan.*

54) *De prof kan zeer goed les geven en geeft zijn leerstof op een leuke manier weer. Hij is in staat om de aandacht van zijn leerlingen bij te houden. Het was een les waar ik zeer graag naartoe ging.*

55) *De leerstof werd op een zeer levendige manier overgebracht.*

56) *Professor Valcke geeft les op een zeer intense manier, vermoeiend maar er is me toch veel bijgebleven uit zijn lessen.*

57) *Professor Valcke was altijd actief en enthousiast tijdens de lessen, wat het gemakkelijker maakte om zelf ook enthousiast te zijn. De vragen die tijdens de les werden gesteld waren niet altijd even leuk, maar wel een goede manier om de aandacht van de leerlingen vast te houden.*

58) *Soms werd de les iets te enthousiast gegeven zodat het eigenlijk niet meer overzichtelijk was en het moeilijk was om aandacht te houden op alle verschillende dingen.*

59) *Het is onmogelijk om in slaap te vallen bij deze lessen. Het enthousiasme en de passie waarmee deze prof les geeft is waar andere proffen nog wat van kunnen leren.*

60) *De prof gaf zeker op een enthousiaste manier les, dit maakt het makkelijker om te volgen. Soms waren de pauzes niet evenredig verdeeld, waardoor een lesdeel heel lang werd en de aandacht verzwakte.*

61) *Met handen en voeten gaf de prof zeer enthousiast zijn les. Hij weet hoe hij de aandacht van de studenten er moet bijhouden.*

62) *Je kon niet niet opletten bij hem, hij is enorm enthousiast wat de aula enorm aandachtig houdt. Hij verandert zijn stijl ook aan de gegeven leerstof wat eens wat variatie biedt.*

63) *positief: de voorbeelden uit het leven van de prof*

64) *Vaak te weinig pauze*

STRUCTURE

Question 3: Use the text box below to add any comments or suggestions about structure.

1) *Powerpoint was niet zo gestructureerd, handboek daarentegen wel.*

2) *Alles was goed op voorhand voorbereid, alles verliep zoals gepland.*

3) *Soms chaos door het enthousiasme*

4) *Het handboek was zeer gestructureerd, dit vooral dankzij elke mindmap die aan het begin van het hoofdstuk meegegeven werd.*

5) *De lesgever volgde de structuur van het boek.*

6) *Ik heb geen negatieve opmerkingen over de structuur van het leermateriaal.*

7) *De lesgever sprong soms van het ene op het andere tijdens zijn enthousiaste manier van lesgeven. Het was soms onduidelijk waarover het juist ging.*

8) *De slides waren voor mij niet altijd even duidelijk en gestructureerd. Het handboek daarentegen was dit wel.*

Open questions

9) *Zowel de slides als het handboek was duidelijk gestructureerd. De lesgever maakte veel korte samenvattingen en benadrukte de belangrijkste onderdelen van de leerstof.*

10) *Het handboek was goed gestructureerd maar soms sloeg de docent dingen over waardoor het overzicht soms weg was.*

11) *Hij week soms af van zijn leerstof om over iets helemaal anders te beginnen vertellen waardoor het voor ons soms wat verwarrend werd. Handboek en slides zijn zeer goed opgebouwd.*

12) *De powerpoint was niet altijd even duidelijk, het volgde echter meestal de structuur van het handboek. Het handboek daarentegen was zeer duidelijk opgebouwd. De website van onderwijskunde was voor mij ook zeer handig voor extra informatie of filmpjes waarbij de professor ieder hoofdstuk kort toelichtte.*

13) *Het handboek was zeer duidelijk en gestructureerd. De slides waren wat chaotischer en moeilijk om van te leren.*

14) *Tijdens de les linken naar andere thema's kon verwarrend zijn, maar tijdens het leren deze notities zien, hielp wel om verbanden te kunnen leggen en de inzichtsvragen beter te kunnen beantwoorden.*

15) *De website aangemaakt door de professor is zeer overzichtelijk.*

16) *geen commentaar*

17) *De lessen volgden elkaar duidelijk op.*

18) *heel gestructureerde weebly*

19) *Er was steeds een duidelijke link tussen de lessen waarin slides werden gebruikt en het handboek.*

20) *De ppt vormde een goede leidraad voor het boek.*

21) *De presentaties waren zeer gestructureerd en kwamen ook overeen met het handboek.*

22) *De structuur van de lessen was duidelijk terug te vinden in het handboek, wat het studeren aangenaam en gestructureerd maakte.*

23) *Soms een beetje van de hak op de tak.*

24) *- Het was een goed boek om uit te leren.*

25) *De lesgever versprong veel van dia (5 vooruit, dan weer 6 achteruit,...). Dat maakte het soms moeilijk om te volgen en door te hebben waarover hij nu eigenlijk bezig is.*

26) *Zeer goed handboek met duidelijke voorbeelden.*

27) *De PowerPoints volgden mooi de structuur van het boek. Dit is altijd handig.*

28) *Sommige lessen waren nogal chaotisch*

29) *Soms was het zo dat bij bepaalde onderwerpen te lang werd stil gestaan en dan bij andere bijna niet. Voor mij is het ook zo dat er niet veel structuur zit in de dia's.*

30) *Geen bemerkingen.*

31) *De lessen gebeurden op hetzelfde niveau als het boek, volgens de hoofdstukken. Ik vond hier dus niks negatiefs aan.*

32) *Gestructureerde lessen met duidelijke powerpoint.*

33) *De mindmaps en de korte filmpjes gaven een goed beeld van het hoofdstuk.*

34) *Het handboek is heel gestructureerd, met aan het begin van elk hoofdstuk de leerdoelen en een mindmap over de komende leerstof en aan het eind van elk hoofdstuk een samenvatting en een zelftoets. Bij de antwoorden van de zelftoets werd ook telkens meer informatie meegegeven over waarom dat antwoord nu het juiste was en waarom de andere alternatieven niet klopten. De lessen daarentegen vond ik niet echt zo gestructureerd. Er werd af en toe op het bord geschreven, maar dit werd telkens allemaal door elkaar geschreven, waardoor alles door elkaar stond en je op het eind niet meer kon zien wat nu eigenlijk bij elkaar hoorde. Het was een beetje een wirwar aan informatie op het bord.*

35) *De lesgever geeft vrij chaotisch les.*

36) *Soms incongruenties tussen het boek en de slides (waarvan er maar één juist kan zijn)*

37) *Door zijn enthousiasme was er niet altijd evenveel structuur.*

38) *Handboek, website, leerpakketten, proefexamens, video's, ... alles was uiterst gestructureerd.*

39) *Telkens goede, duidelijke structuur aanwezig.*

40) *In het begin van de les werd altijd duidelijk aangekondigd wat we precies gingen doen, af en toe geraakte ik wel wat verloren zowel tijdens de les als in het boek, maar volgens mij ligt dit eerder aan het feit dat de materie zo veelomvattend is.*

41) *Het handboek was zeer duidelijk, de slides en lessen soms iets minder.*

42) *Heel fijn dat de lessen/powerpoints de lijn van het boek volgden, dus alles zat op dezelfde lijn en je kan dan zelf beslissen waar jij de klemtoon op legt.*

43) *De powerpoints vond ik niet overzichtelijk.*

44) *Een inhoudstafel in het handboek en de titels in de hoofdstukken nummeren en zeggen hoe ze zich tot elkaar verhouden zou handig zijn.*

45) *In de lessen zat er soms weinig structuur, maar die kon je wel terugvinden in het handboek.*

Open questions

46) *De powerpoints volgden zeer sterk het boek, ook de concept maps gaven meer inzicht in een mogelijke structurering.*

47) *Alles wat hij in de les zei konden we makkelijk in onze boek terug vinden. Zijn powerpoints waren een goede houvast en alles was op een duidelijke manier gestructureerd.*

48) *De powerpoints sloten goed aan bij het boek, wat het gemakkelijk maakt om de twee naast elkaar te leggen bij het studeren.*

49) *De mindmaps hebben veel geholpen, maar ik miste inzicht om uit mezelf een goede inhoudstafels te maken.Het was niet zo duidelijk wat bij wat hoorde.*

50) *Hij volgde zijn eigen handboek.*

51) *De prof volgde zijn boek dat een zeer gestructureerde opbouw had.*

52) *Hij verteld enorm veel dus kan ook wat afwijken.*

53) *De powerpoint zou nog overzichtelijker kunnen zijn moesten de titels die naar het boek verwijzen erin verwerkt kunnen worden.*

APPROACHABILITY

Question 3: Use the text box below to add any comments or suggestions about approachability.

1) *Open houding tov leerling*

2) *Je kan altijd met je vragen bij hem terecht, hetzij tijdens de les, hetzij tijdens de pauzes of na de les.*

3) *De docent was aanspreekbaar.*

4) *Stond steeds open voor vragen.*

5) *Het leek of hij hem soms te goed voelde ten opzichte van de studenten.*

6) *Vragen konden altijd gesteld worden.*

7) *De lesgever had respect voor zijn medeleerlingen. Je kon altijd je vragen stellen via mail naar de assistenten.*

8) *De professor was aanspreekbaar tijdens de pauzes en stond altijd klaar om extra uitleg te geven.*

9) *Je kon met al je vragen bij de lesgever terecht.*

10) *de aanspreekbaarheid van de lesgever was ook oké.*

11) *geen commentaar*

12) *Leerkracht altijd aanspreekbaar!*

13) *De lesgever geeft wel het gevoel open te staan voor de vragen van studenten.*

14) *De lesgever was steeds bereid vragen te beantwoorden.*

15) *In de pauze en ook tijdens de les stond de lesgever altijd klaar om vragen te beantwoorden. Actieve deelname aan de les werd bevorderd doordat hij voortdurend vragen aan willekeurige studenten stelde.*

16) *De lesgever stond steeds open voor vragen.*

17) *Geen speciale bemerkingen.*

18) *Professor Valcke stond steeds open om vragen te beantwoorden van studenten tijdens en na de lessen, maar ook via mail.*

19) *- Goed.*

20) *medestudenten gingen vaak in de pauze richting de lesgever voor vragen/opmerkingen en daaruit kan ik denk ik besluiten dat hij voldoende aanspreekbaar was.*

21) *Liesje De Backer: zeer toegankelijk voor vragen en bedenkingen*

22) *De prof kon grapjes maken, waardoor hij zeer aanspreekbaar lijkt te zijn.*

23) *Oké*

24) *Heel vriendelijk, maar enkel niet zo tof wanneer een student het niet ziet zitten om vooraan te komen om iets te doen maar dit toch moet doen van de lesgever.*

25) *De lesgever zag steeds waarde in de antwoorden die we gaven tijdens de les, al waren deze incorrect, dit is iets wat ik heel hard apprecieerde. Volgens mij kon je wel vragen stellen tijdens de pauzes, ik heb er echter minder op gelet of dit werkelijk gedaan werd.*

26) *Geen commentaar.*

27) *Zeker bij de wiki's werd er snel en duidelijk gecommuniceerd.*

28) *Hij gaf vaak de micro door in het aula, waardoor je altijd wel makkelijk aan woord kon, ondanks de groot aantal aanwezige leerlingen.*

29) *De prof was bereikbaar voor extra vragen.*

30) *Er was veel ruimte om vragen te stellen tijdens of na de les.*

31) *De docent trachtte de studenten zoveel mogelijk bij de les te betrekken.*

Open questions

EVALUATION

Question 4: Use the text box below to add any comments or suggestions about evaluation.

1) *De vele proefexamens hebben mij zeker verder geholpen.*
2) *Alles verliep zeer correct.*
3) *Heel veel voorbeeldexamens ter beschikking*
4) *Ik vond het examen niet relevant voor de leerstof. Ook de voorbeeldexamens vond ik veel gemakkelijker dan het eigenlijke examen. Naar mijn mening zijn veel zaken niet bevraagd tijdens het examen. Validiteit?*
5) *De peertutoring sessies waren ongelooflijk interessant. Een zeer goede manier om de leerstof extra goed te verwerken.*
6) *Er werd heel duidelijk meegegeven hoe er geëvalueerd zou worden. Er waren ook voldoende proefexamens beschikbaar die je een duidelijk beeld geven van hoe het examen in zijn werk zou gaan. Wel vond ik het jammer dat er geen feedback vanuit de lesgever kwam over de wiki's, zelfs na het publiceren van de officiële punten zijn er nog steeds geen punten beschikbaar van de wiki's.*
7) *Goed dat er permanente en niet-permanente evaluatie was. Door de wekelijkse wiki-opdrachten was je verplicht om continue met het vak bezig te zijn. We hebben wel nog altijd geen zicht op hoeveel we behaald hebben op onze opdrachten.*
8) *We werden op voorhand geïnformeerd over ons examen en de taken. Er waren ook voorbeeldvragen aanwezig die de leerstof ondersteunden.*
9) *Wat ik vooral positief vond, was dat er veel proefexamens beschikbaar waren. Dit hielp om je goed voor te bereiden op het werkelijke examen.*
10) *De wiki's waren direct van een hoog niveau en heel wat werk, dat schrikt wel af je in je eerste jaar.*
11) *De befaamde driesterren vragen geven al een heel duidelijk beeld aan de student ook de proefexamens na elk hoofdstuk zijn ontzettend handig!*
12) *Op het examen waren toch enkele dubbele vragen waarbij meer dan 1 antwoord juist leek te zijn, of juist geen enkel waarbij je dan het meeste juist/fout moest zoeken. Wat uiteindelijk neerkomt op goed kunnen gokken.*
13) *heel veel voorbeeldvragen. taken representeerden dingen die we in de les ook zagen.*
14) *Ik vond dat er wel wat meer feedback mocht zijn bij de Wiki's. vooral van de lesgever zelf. Ik vond het nu heel moeilijk om in te schatten of ik goed bezig was of niet.*
15) *We werden goed op de hoogte gebracht over hoe het examen in elkaar zat maar wel klemtoon op zeer specifieke dingen en neit grote lijnen.*
16) *Er was een zeer duidelijke communicatie in verband met taken en examens. Het examen kwam dan ook overeen met wat ons was meegedeeld tijdens de lessen en in lijn met de proefexamens.*
17) *geen commentaar*
18) *Ik vind het wat raar dat net dit vak afgenomen werd via een multiple-choice examen. Meerdere malen werd beklemtoond dat er veel betere evaluatie methoden zijn.*
19) *De prof gaf duidelijk aan wat we konden verwachten op het examen.*
20) *Alle leerstof zat in het examen*
21) *De vorige examens leken allemaal op elkaar, maar nu waren er echt wel veel volledig andere vragen bij, die nog nooit waren teruggekomen de vorige jaren. Op zich kan dit geen kwaad, maar het is wel misleidend.*
22) *Zeer goede informatie over de manier waarop geëvalueerd wordt: veel voorbeeldvragen in het boek, op weebly, de laatste les hebben we er samen opgelost en gaf de prof tips om de meerkeuzevragen aan te pakken. Zeer goed dus!*

    Het enige dat ik jammer vind aan een examen met zo veel meerkeuzevragen, is het feit dat je niet volledig kan tonen wat je over een onderwerp weet. Vaak wist ik wel waarover het ging, kan ik het concept uit de meerkeuzevraag goed uitleggen, maar bleef ik toch twijfelen tussen 2 stellingen. Ik vond het dan jammer dat ik niet kon tonen wat ik wél wist over datzelfde concept. Enkele open vragen zouden dus voor mij wel beter geweest zijn.
23) *De proefexamens op de weebly waren zeer handig. Wel zou het ook leerrijk zijn om per vraag de uitgeschreven oplossingen te hebben, dus waarin uitgelegd wordt waarom een bepaalde optie juist of fout is.*
24) *Alles werd vooraf duidelijk meegedeeld.*
25) *- De voorbeeldexamens waren super handig om ons voor te bereiden op het examen.*
26) *Alles omtrent evaluatie werd vooraf duidelijk meegegeven. Ook werden er proefexamens met oplossingen ter beschikking gesteld.*
27) *Er wordt in de lessen veel benadrukt hoe belangrijk feedback is, maar op onze taken krijgen wij alleen feedback van medeleerlingen. Wij weten dus niet of we de taken tot een goed einde hebben gebracht en waar we in het vervolg aan moeten werken.*
28) *Ik vond het een sterk punt dat er per hoofdstuk voorbeeldvragen waren. Ook examens van voorgaande jaren konden ingekeken en ingeoefend worden.*
29) *Sommige examenvragen waren onduidelijk.*
30) *De week voor de examens hebben we samen met de lesgever een proefexamen ingevuld. Hij gaf hierbij uitleg over hoe je het best de vragen kan aanpakken. Ook werden er op de website enorm veel proefexamens ter beschikking gesteld.*
31) *Bij elk thema waren er vragen beschikbaar om je voor te bereiden op het examen en dit heeft me wel geholpen.*

Open questions

32) *Ik kon totaal niet inschatten of mijn examen gelukt was of niet.*

33) *Ik ben geen voorstander van het feit dat je er voor zowel de wiki's als het het examen moet geslaagd zijn. Zo kan je heel veel gewerkt hebben voor het ene, maar doordat je net niet geslaagd bent voor het andere onderdeel kost het jou wel je 'geslaagdzijn'.*

34) *neutraal omdat*
negatief: het mc-examen geeft niet de kans om echt te tonen dat je de inhouden beheerst. ik betrapte mezelf op studeren in functie van de vraagstelling examen...
positief: zeer goede en interessante oefeningen in de peertutoring!

beide brengen elkaar in evenwicht.

35) *Bij elk hoofdstuk hoorden voorbeeldvragen waardoor het helder was hoe de leerstof eventueel kon beoordeeld worden.*

36) *Na elk hoofdstuk in het handboek, was er een zelftoets met feedback. Ook kon je voor elk thema op de weeblypagina een proefexamen maken. De laatste les (thema evaluatie) werden we verzocht om een proefexamen te maken en dit werd dan in de les overlopen en besproken. Maar zeker een pluspunt waren de examens van de voorbije jaren die online stonden op de weeblypagina.*

37) *De evaluatie is helder en duidelijk overlopen geweest.*

38) *Het is jammer dat we nog steeds geen feedback hebben gekregen van de wiki's.*

39) *Ik vond het heel goed dat er zo veel proefexamens online staan, dit gaf veel inzicht in hoe het examen er uit zou zien.*

40) *Het examen was moeilijk. Er was erg veel leerstof en de leerstof goed kennen geeft niet echt een garantie op een mooi resultaat. De meerkeuzevragen zijn soms erg ambigu.*

41) *De voorbeeldvragen in ons boek en online waren goede voorbereiding voor het examen. Ik vond wel dat er over bepaalde onderwerpen eerder veel vragen gesteld werden en andere onderwerpen dan weer helemaal niet aan bod kwamen. Er werd ons heel duidelijk gemaakt dat de wiki's belangrijk waren, soms had ik het wel moeilijk met het feit dat er dingen van ons gevraagd werden waar we nog helemaal geen ervaring mee hadden en dat dit dan meetelde*

42) *Qua vorm was de beoordeling zoals verwacht. De inhoud van de vragen waren echter anders dan verwacht. Zo waren er verschillende zaken waarvan gezegd werd dat er een zeker een vraag over in het examen niet bevraagd, ondanks dat er een grote nadruk op werd gelegd.*

43) *Geen commentaar.*

44) *Heel veel proefexamens beschikbaar, veel informatie over waar hij de klemtoon op legt in het examen,...*

45) *De voorbeeldexamens waren heel nuttig.*

46) *In het examen stonden wel veel schrijffouten.*

47) *Ik wist zeer goed op voorhand hoe de examen eruit ging zien en hoe ik deze op de best mogelijke manier kon invullen.*

48) *Er stonden veel voorbeeldexamenvragen op de weebly. Hierdoor kreeg je een zicht over de manier waarop iets ondervraagd zou worden. Ook in het handboek zelf stonden meerkeuzevragen om je kennis te testen.*

49) *De proefexamens waren handig. Het examen was moeilijk maar representeerde de leerstof en de actuateit.*

50) *Op het einde werden een aantal voorbeeldvragen gegeven. Deze waren zeer zinvol, naar mijn mening hadden het er zelfs meer mogen zijn. Eventueel een proefexamen Onderwijskunde geven zoals ook gebeurde voor Psychologie?*

51) *De zaken waaraan de professor het meest aandacht aan besteed heeft en dus ook aangaf dat ze zeer belangrijk waren werden niet bevraagd. Wij hebben wikis moeten maken en iedereen heeft er veel werk ingestoken. Maar wij hebben van geen enkele wiki onze punten gekregen zelf niet na de examens... Zeer spijtig.... Feedback is nochtans belangrijk volgens de prof.*

52) *Duidelijke proefexamens*

COURSE MATERIAL

Question 3: Use the text box below to add any comments or suggestions about course material.

1) *De powerpoints waren altijd beschikbaar via de weebly, wat er voor zorgde dat we voorbereid naar de les konden komen.*

2) *Duidelijk en ordelijk*

3) *Powerpoint direct allemaal beschikbaar, zeer handig!*

4) *het cursusmateriaal was heel ordelijk en overzichtelijk.*

5) *De Powerpoint was soms wat verwarrend.*

6) *Alles stond telkens tijdig op de website van onderwijskunde.*

7) *De lessen sloten goed aan bij het beschikbare cursusmateriaal.*

8) *De cursussite was zeer duidelijk en alle info was er op tijd beschikbaar!*

9) *Het cursusmateriaal was voldoende op tijd aanwezig. Ik zou wel aanraden om nog wat meer tijd in de eerste les om de website en de wiki's uit te leggen. In het begin vond ik deze onduidelijk.*

10) *De slides waren allemaal al toegankelijk bij de aanvang van het academiejaar dus dit is zeer positief. Hij werkte niet met Minerva maar wel met een*

Open questions

eigen website waar alle info en cursusmateriaal netjes bij elkaar stond.

11) *geen commentaar*

12) *Er werd duidelijk veel tijd gestoken in de speciaal gemaakte cursussite voor studenten. Daarop kon alle informatie zeer overzichtelijk terug gevonden worden, aangevuld met heel wat extra's. De prof ging net dat stapje verder om een aangename leeromgeving te creëren, dit kon ik zeker waarderen.*

13) *We kregen duidelijke ondersteunende slides.*

14) *mooi maar veel cursusmateriaal!*

15) *Geen speciale bemerkingen.*

16) *Alles slides stonden voor dat het academiejaar begon reeds allemaal online.*

17) *Duidelijke website met veel extra informatie.*

18) *Mooie website en PowerPoints ter ondersteuning.*

19) *De gehele cursus stond al sinds dag 1 online.*

20) *- Super goed.*

21) *Zowel het handboek als de ondersteunende website waren zeer handig tijdens het bestuderen van de leerstof.*

22) *Het boek was zeer duidelijk en neutraal. Makkelijk te gebruiken en ook een mooie lay-out.*

23) *OKé*

24) *- Het boek vormde een goede bron wanneer iets in de les onduidelijk was of dergelijke.*

25) *Niets op aan te merken, was zeker goed in orde!*

26) *Op de Weebly webpagina was er steeds meer dan voldoende materiaal te vinden dat de materie ondersteunde. Ik vond vooral de introfilmpjes een grote meerwaarde en de powerpoints waren ook een aanzienlijke hulp. De extra voorbeelden die aangereikt werden, zorgden voor meer duidelijkheid in de te verwerken stof.*

27) *Het boek boodt vaak verduidelijking op de lessen.*

28) *Het boek is wel heel erg groot in omvang.*

29) *Wij kregen bij elke les op tijd de powerpoints voor de volgende les.*

30) *De beschikbare website was zeer bruikbaar en nuttig.*

31) *Alles stond op de weebly.*

32) *Het was heel erg handig dat de powerpoints al allemaal direct beschikbaar waren. Hierdoor kon je deze allemaal in één keer printen indien gewenst.*

33) *Powerpoints stonden altijd tijdig online*

34) *Zeer goed!*

35) *De cursus werd extra ondersteund door een externe website. Dit vond ik heel handig, er stond veel extra informatie met extra oefeningen, Powerpoints, filmpjes en proefexamens per hoofdstuk.*

EXERCISES

Question 3: Use the text box below to add any comments or suggestions about the exercises/practicals. (optional)

1) *Feedback na elke wiki zou helpen om te weten als je wel goed bezig bent.*

2) *Bij de introductieles omtrent de wiki's werd er ons gegarandeerd dat we een individuele tussentijds evaluatie zouden krijgen van de leerkracht/verantwoordelijke van de wiki's. Dit was niet het geval. Ik vond het moeilijk om zelf in te schatten of ik goed bezig was of niet. De peerevaluatie was niet voldoende om hier een conclusie uit te trekken.*

3) *De wili'S eisen wel enorm veel tijd*

4) *De wiki's waren heel zelfstandig.*

5) *Het was jammer dat de studenten na het maken van de Wiki's nooit eens individuele feedback kregen. Op deze manier wisten ze pas of ze goed bezig waren op het moment dat ze hun eindcijfer kregen.*

6) *PEERTUTORING was zeer goed!*

7) *De oefeningen sloten goed aan bij de leerstof, maar ik vond het jammer dat we zo weinig feedback kregen van de lesgever zelf. Dat zorgde ervoor dat je voor de volgende opdrachten weinig zekerheid had of je goed bezig was of niet.*

8) *De wiki's waren zeer nuttigals aanvulling op de leerstof.*

9) *Tussentijdse feedback of scores van de Wiki's zouden zeker niet overbodig zijn.*
Nu maak je een heel aantal opdrachten zonder te weten of je goed bezig bent.

10) *Waren er nog maar vakken die peertutoring toepasten voor hun taken*

11) *Te weinig/geen feedback op de wekelijkse opdracht.*

Open questions

12) *De wiki's liepen wat voor op de lessen waardoor de info uit de wiki's volledig nieuw was en dat was niet altjd zo simpel. Directe feedback na de wiki zou wel beter zijn zodat we onze wiki daarna echt kunne verbeteren.*

13) *De wiki's vond ik vaak niet altijd aansluitend bij de leerstof of soms we kregen de wiki voordat we de leerstof gezien hadden en vond ik niet zo nuttig. Niettegenstaande waren het wel interessante taken.*
De wiki's werden begeleid via mail en dat was wel goed, maar we kregen nooit de feedback die ons beloofd was en we wisten dus nooit echt of we goed bezig waren of niet. Ik wist totaal niet hoe ik ervoor stond.

14) *soms nogal onduidelijk wat de verwachting was van de taken.*

15) *De onderzoeksmomenten waren goed georganiseerd. Ik geloof wel dat de oefeningen aansloten bij de leerstof maar dit werd heel beperkt duidelijk gemaakt.*

16) *Als we vragen hadden over de wiki's konden we deze mailen, ze werden steeds goed uitgelegd. De wiki's zorgden voor veel tijdsverlies .*

17) *De wiki's werden wel goed begeleid en vragen mochten steeds gesteld worden*

18) *De wiki's die gemaakt moesten worden, vond ik niet altijd even interessant. Ook het feedback gedeelte is handig, maar als de andere student geen 'goede' feedback geeft, heb je er ook weinig aan wat ik jammer vind.*

19) *de oefeningen sloten goed aan bij de leerstof.*

20) *De practica waren zeker een meerwaarde voor dit opleidingsonderdeel. Door de practica bleef de leerstof beter in mijn geheugen zitten en werd alles uit het hoorcollege ook nog eens opgefrist. Ook doordat we zelf actief het thema moesten presenteren en oefeningen maken, bleef het ook beter in het hoofd zitten.*

21) *Zeer positief over de peer-tutoring sessies voor schakelstudenten. Het een zeer mooie kans om als student op een originele maar heel effectieve manier te leren. De sessies bleken dan ook heel nuttig in kader van het instuderen van de cursus en het examen. Een groot compliment voor zij die deze sessies in elkaar staken, voorbereid hebben en opvolgden. Geen enkel ander vak verzorgt de practica zo degelijk.*

22) *De wiki's waren een interessante aanvulling op de leerstof. Wel vind ik het jammer dat we geen feedback kregen bij het maken van onze wiki's door de prof of assistente. Het was niet duidelijk of we correct bezig waren bij onze wiki's.*

23) *wikis waren veel werk maar soms wel leuk*

24) *De uit te voeren WIKI's waren heel tijdrovend. De meerwaarde ervan stond niet voldoende in verhouding tot de te leveren inspanningen. Er kwam nooit persoonlijke feedback over het geleverde werk. Dit maakte het moeilijk het eigen werk bij te sturen waar nodig. Ook na de examens werd geen informatie gegeven over de verhouding tussen de punten op de WIKI's en de punten van het examen.*

25) *De wiki's waren zeer nuttig, maar wel spijtig dat we er totaal geen feedback op kregen.*

26) *Goede uitwerking van het tutoringsprogramma. Hierdoor was men continu bezig met de leerstof.*

27) *De wiki's werden altijd uitvoerig uitgelegd, de medewerkster was ook zeer goed en snel bereikbaar voor vragen. Ik vond wel dat er heel veel wiki's doorheen het jaar gemaakt moesten worden, waardoor ik heel vaak geen tijd had om de les te herhalen/te studeren omdat quasi al mijn tijd naar de wiki's moest/ging.*

28) *De peer tutoring sessies waren heel leerrijk om leerstof te verwerken.*

29) *De peer-tutoring sessies vond ik een echte meerwaarde. Dankzij deze sessies kregen we de kans om de leerstof nogmaals te bestuderen en aan elkaar uit te leggen.*
Dit was een enorme hulp voor mij, een opdracht waaruit je zelf zeer veel leerde en de leerstof daadwerkelijk onder de knie kreeg.

30) *De wiki's waren een goede aanvulling. Er werd telkens een thema uit de cursus behandeld.*

31) *Ik zag het nut van de onderzoeken voor ons als studenten niet echt in. Ik begrijp dat dit interessant is om onderzoeken uit te voeren maar voor ons heeft het oplossen van puzzeltjes misschien niet zo'n grote meerwaarde.*

32) *- Goed.*

33) *Ik wist soms niet goed wat ik aan het doen was tijdens het maken van de wiki's. Er was weinig feedback van de prof op de taken van de wiki's.*

34) *Peer tutoring was zeer nuttig! Hier heb ik veel uitgeleerd. Indien alle opleidingsonderdelen peer tutoring over de leerstof zouden hebben, zou het aantal geslaagde studenten enorm stijgen volgens mij.*

35) *De wikiopdrachten waren bedoeld als aanvulling op de leerstof, maar soms hadden wij wikiopdrachten in verband met een thema die we nog niet behandeld hadden. Dus in die zin was het niet echt een aanvulling. Wanneer we dan later in de les die thema's behandelden, werd de link wel meteen gelegd en kon de wiki in die zin wel een meerwaarde als verduidelijking betekenen. Ik vond persoonlijk wel dat we voor de wiki's wat aan ons lot werden over gelaten. Er werd ons gezegd dat je daarom in een groepje zat en het dus moest doen met de feedback van de andere groepsleden, maar zoveel heb ik daar niet aan gehad. Wat meer begeleiding zou aangenaam geweest zijn. Tot op heden zijn de punten van de wiki's nog niet meegedeeld, dus weten wij eigenlijk nog steeds niet of wij dat nu goed hebben aangepakt of niet. Feedback van docenten was toch iets wat ik miste bij deze opdrachten. Je kon eigenlijk helemaal niet inschatten of je goed op weg was of niet, dus de punten zijn een complete verrassing.*

36) *Ik weet niet zo goed wat de bedoeling was van de ervaringsonderzoeken. Het leek gewoon een experiment dat niet veel te maken had met het vak onderwijskunde.*

37) *De peer tutoringsessies sloten goed aan bij de geleerde lesinhoud.*

38) *Ik vond persoonlijk de oefensessie niet echt een meerwaarde.*

39) *De oefeningen (wiki's) waren vaak veel werk en de deadlines lagen dicht op elkaar.*

Open questions

40) *- De ervaringsonderzoeken werden goed begeleid, maar er waren misschien onderzoeken die beter aansloten bij de leerstof.*

41) *De tutorsessies zijn er zeer grote meerwaarde voor dit vak.*

42) *Ik vond de ervaringsonderzoeken heel nuttig, ook al had ik soms het gevoel dat ik niet goed wist wat ik aan het doen was. Bij het beoordelen van klassituaties wist ik niet goed welke competenties reeds van mij verwacht werden.*

43) *De wiki's waren zeer nuttig om wekelijks bezig te zijn met het vak en motiveerden mij ook om elke week de geziene leerstof bij te houden.*

44) *Het was heel aangenaam dat een aparte taak werd voorzien voor schakelstudenten. Ik heb de taak (peer tutoring sessies) als nuttig en waardevol ervaren. De verwachtingen waren zeer duidelijk en de samenwerking was aangenaam.*

45) *Tot op heden hebben we wel nog geen zicht op de punten van de oefeningen.*

46) *De peer-tutoring was een grote meerwaarde bij dit vak. Ik heb hier veel geleerd, vooral dan de inzichten in de leerstof.*

47) *de schakelstudenten moesten elkaar les geven volgens peertutoring. hierdoor werden we verplicht om elke week de leerstof bij te houden en deze dan ook actief te verwerken.*

48) *De wiki's werden goed begeleid en gaf meer informatie om actief bezig te zijn met de onderwerpen die besproken worden in de les. Ik zag dit wel niet als een groepswerk.*

49) *ik vond het jammer dat we geen feedback kregen op de oefenwiki en op de andere wiki's in het algemeen. Eigenlijk wist je niet of je goed bezig was of niet. Een tussentijdse feedback door de begeleidende assistenten zou handig zijn geweest.*

50) *De wiki's verbeterden vaardigheden en het was duidelijk wat er verwacht werd.*

51) *De voorbereidingsvragen voor het examen zijn zeer nuttig geweest en hebben mij heel hard geholpen.*

52) *Ik vond het zeer jammer dat de wiki's niet afgestemd waren op de leerstof. Zo heb ik op een bepaald moment iets geschreven over scripts zonder voorkennis te hebben over wat het was. Ik heb niet zoveel aan die wiki's gehad denk ik persoonlijk.*

53) *De wiki's volgden de leerstof ongeveer.*

54) *De opdrachten van de wiki's stonden steeds duidelijk uitgelegd (deadlines, wat erin moest komen,...). Het was wel moeilijk om in te schatten of je goed bezig was. Een tussentijdse feedback hierop zou handig geweest zijn, op deze manier kan je tijdig bijsturen indien nodig.*

55) *Wij hebben geen enkele keer persoonlijke feedback gekregen over de wikis.*

56) *De wiki's sloten meestal aan bij de leerstof. Ik vond het persoonlijk altijd zeer interessant. Enkel misten we allemaal wat meer feedback doorheen de taken omdat we niet wisten of we goed bezig waren.*

57) *Jammer dat er enkel algemene feedback gegeven werd over de wiki's en niet per groep.*

58) *Ik had graag tussentijdse feedback van de docent bij de wiki's gekregen.*

ACTIVE LEARNING

Question 3: Use the text box below to add any comments or suggestions about active learning.

1) *Deelname aan de wiki*

2) *De wiki's namen wel enorm veel tijd in beslag die ik soms nodig had voor eens te leren of samen te vatten.*

3) *Ik vond de wiki's heel. handig omdat je dan actief bezig was met de leerstof doorheen het jaar.*

4) *Al vanaf de eerste les vergde het opleidingsonderdeel actieve deelname door de wiki's. Dit is wel positief omdat je zo de leerstof niet laat liggen.*

5) *De Wiki's zijn een meerwaarde!*

6) *Door de wiki's ben je verplicht onder het jaar veel te werken.*

7) *Door de opdrachten en de micro door te geven in de les werd een zeer actieve deelname gevraagd en onze leeractiviteiten gestimuleerd.*

8) *heel veel taken doorheen het jaar, waardoor je er veel mee bezig bent.*

9) *Door de verschillende manieren van lesgeven stimuleerden men de leerlingen om actief mee te doen. Dit zorgde ervoor dat we de leerstof beter beheersen. Door de wiki's geregeld te maken tijdens het semester kregen we ook meer inzicht in de leerstof.*

10) *Doordat er in de les vragen worden gesteld, worden studenten actief betrokken tijdens de les. Door de wiki's diende de leerstof ook tijdens het semester herhaald te worden.*

11) *Leuke manier van lesgeven*

12) *Door de wekelijkse opdrachten ben je actief bezig met de leerstof. De positieve punten hiervan heb ik gemerkt bij het leren van de leerstof. Dit ging bij delen die voorkwamen in de wiki's dan ook sneller.*

13) *De wikiopdrachten zorgden er voor dat de studenten verplicht waren om actief deel te nemen aan dit opleidingsonderdeel.*

14) *Het opleidingsonderdeel vergde door de vele opdrachten en interactie tijdens de les een actieve deelname, maar dat zette me nog niet altijd aan om het vak echt heel grondig te studeren.*

15) *De vele vragen die de prof stelt in de les zorgt ervoor dat iedereen erg actief volgt.*

16) *je moest altijd actief zijn om de lessen bij te wonen*

Open questions

17) *geen commentaar*

18) *Door de wikiopdrachten en de vragen met de micro tijdens de lessen werd je gestimuleerd om met de leerstof bezig te zijn.*

19) *De wiki's zorgden ervoor dat we het hele semester bezig waren met het vak.*

20) *Elke week werden we verplicht wiki's te maken, op zich niet slecht, maar persoonlijk vond ik het te veel.*
De lesgever liet vaak studenten aan het woord tijdens de les. Dat vind ik aan de ene kant heel goed, maar aan de andere kant had ik het gevoel dat er veel druk op mijn schouders kwam te liggen om geen fout antwoord te geven.

21) *Door de peer tutoring sessies moest je als student steeds up-to-date blijven.*

22) *De peer-tutoringsessies vroegen een actieve deelname en bijdrage. Ook tijdens de lessen werd verwacht dat we ons inspanden.*

23) *Doordat er wekelijkse wiki's waren, moest de leerstof actief onderhouden worden.*

24) *De activatie gebeurde voornamelijk door de peertutoringssessies.*

25) *Goed*

26) *Door de verplichte wiki's leer je bij over het onderwerp van de wiki zelf, maar is het moeilijk om de cursus door het jaar goed bij te houden aangezien de wiki's zeer tijdrovend zijn.*

27) *De wiki's zorgden ervoor dat we buiten de les ook in aanraking kwamen met interessante onderzoeken en teksten. Alleen was het jammer dat we de punten niet kregen na de wiki omdat je dan niet goed kan inschatten of je goed bezig bent.*

28) *De uit te voeren WIKI's op zich werden gekoppeld aan strikte deadlines die vaak kort op elkaar volgden. De opdrachten waren zo uitgebreid dat er zo goed als elke week verschillende keren aan gewerkt moest worden.*

29) *de wiki's en deadlines werkten soms demotiverend en zorgde ervoor dat de opdrachten geen positieve kijk kregen, ikzelf miste ook feedback hierbij omdat je niet precies weet hoe goed je het doet.*

30) *Goed!*

31) *Wekelijkse wiki's zorgen ervoor dat je voortdurend met de leerstof bezig moet zijn.*

32) *zeker door de peer-tutoring*

33) *Door de tussentijdse opdrachten moest je je zeker inzetten doorheen het jaar wat positief is.*

34) *- De Wiki's zorgden ervoor dat je op een onbewuste manier met de leerstof bezig was.*

35) *Door de onderwijsstijl van de professor, lijkt het alsof je heel betrokken bent bij de leerstof en in de les.*

36) *Er is zeker voldoende actieve deelname van studenten.*
De wiki-opdrachten waren een goede manier om leeractiviteiten doorheen het semester te stimuleren en bovendien ook samen te werken met andere studenten.

37) *De wiki's waren zeker een vorm van actieve deelname en de strenge deadlines zorgden ervoor dat we heel nauw betrokken waren bij dit vak doorheen het semester.*

38) *Geen commentaar.*

39) *De peer-tutoring zorgde ervoor dat we met de cursus bezig waren doorheen het jaar, heel goed dus.*

40) *Dit kwam zowel in de lessen aan bod. Doordat de prof soms de micro doorgeeft als tijdens de peertutorsessies*

41) *Eén van de vakken waarvoor je (zeker) bij de start van het semester al bezig bent met de leerstof.*

42) *Dit verliep op een goede manier door de wiki's. De wiki's gaven aan over wat de volgende les gingen.*

43) *Het werkcollege vraagt een actieve leerhouding.*

44) *Iedere week waren er deadlines waardoor men het hele semester actief bezig was met het vak.*

45) *Het stimuleert leeractiviteiten, maar niet van de cursus zelf.*

46) *Er was zeer veel interactie tijdens de les, buiten de lessen waren we ook altijd bezig met de leerstof dankzij de wiki's.*

47) *De wiki's waren zeer nuttig om tijdens het jaar actief met het vak bezig te zijn. Toch was niet altijd de link met de inhoud van de lessen duidelijk. De wiki's kunnen perfect gemaakt worden zonder enige kennis uit de lessen. Misschien deze toch beter afstemmen op elkaar waardoor je bij de wiki's al deels de inhoud van de lessen verwerkt.*

GENERAL

Question 11: Use the text box below to add any comments or suggestions about this course.

1) *Duidelijk lesonderdeel*

2) *Jammer dat we tijdens het jaar geen feedback kregen over de wiki's.*

3) *Het vak onderwijskunde verplicht je om tijdens het semester te werken. Hoewel er in de les zeer veel klemtoon wordt gelegd op feedback zou het praktischer zijn om meer feedback te krijgen van een lesgever/ assistent over de wiki's. Het was soms moeilijk in te schatten of de gebruikte methode ook correct was. De assistente van het vak stuurde over het algemeen een mail na de eerste deadline met algemene richtlijnen (dit was zeker handig).*

Open questions

Het zou echter nog beter zijn om na de eerste drie wiki's een feedbackmoment te hebben waarop je feedback krijgt over de manier waarop je jouw wiki's heb gemaakt. Op deze manier weet je of je op een andere manier aan de slag dient te gaan bij de volgende drie wiki's.

4) *De lessen waren aan een hoog tempo en dus zeer intensief. Ook de wiki's waren zwaar omdat de deadlines zeer kort op elkaar volgde en soms moeilijk te combineren waren met de lessen en opdrachten van andere vakken.*

5) *Heel interessant vak en dankzij de verschillende technieken voor les te geven krijgt men meer inzicht in de leerstof. Naarmate het semester vorderde, gaf de prof sneller les. Soms hadden we onvoldoende tijd om voldoende informatie te schrijven.*

6) *De wiki's zorgden voor een grote werklast tegenover de andere vakken. Soms ging de leerkracht wel te snel en was het moeilijk om te volgen.*

7) *Ik heb heel veel bijgeleerd.*

8) *Ik vond het lastig dat we tijdens het semester geen feedback kregen over de wiki's aangezien ik geen idee had of ik wel op een juiste manier werkte aan deze taken.*

9) *Heel aangenaam opleidingsonderdeel en lesgever! zeer goede begeleiding die altijd open stond om je problemen te verhelpen*

10) *Doordat je veel tijd in de opdrachten moet steken, is er soms minder tijd om de boek te verwerken.*

11) *geen commentaar*

12) *- Het was super goed.*

13) *Goede uitwerking van de leerstof en de peertutoring.*

14) *Ik heb heel veel geleerd uit de lessen Onderwijskunde, wat voor mij als student het allerbelangrijkste is.*

15) *De lessen 'onderwijskunde' vond ik erg fijn om te volgen. Het enthousiasme van de lesgever werkten zeer aanstekelijk. Ook het gegeven dat alle materiaal (powerpoint, handboek, website) zeer duidelijk en gestructureerd was, was erg aangenaam.*

16) *Graag na elke uitgevoerde opdracht enige persoonlijke feedback.*
Bij ieder thema was er extra uitleg op een eigen website en boeiende filmpjes.

17) *We hebben nog steeds geen feedback of punten van de wiki's gekregen.*

18) *Dit opleidingsonderdeel is zeer goed ingericht: enthousiaste, boeiende lesgever, de studielast niet te zwaar, maar net voldoende en zinvolle peer tutoring!*

19) *Ik vind het niet goed dat er in de les zo gehamerd wordt op het geven van tijdige feedback, terwijl dat bij de wiki's helemaal niet aan de orde is gekomen. Ik weet dus niet hoe ik het ervan af heb gebracht en wat ik kon/kan doen om te verbeteren.*

20) *Ik vind dat de taken wel veel tijd in beslag namen, 3 deadlines in de week zorgen er wel voor dat je je week daarnaar moet schikken.*

21) *Een tijdige feedback over de wikiopdrachten zou handig zijn. Zo weet je of je goed bezig bent en waar je eventueel nog op kan letten bij de volgende opdracht.*

22) *Meer feedback bij de wiki's*

23) *Het opleidingsonderdeel zelf, vond ik enorm interessant. Maar de wiki's waren wel zeer zwaar, door de vele en lange Engelse artikels en de kort op elkaar volgende deadlines. Ook de weinige feedback vond ik wat een minpuntje.*

24) *In het algemeen is het vak zeker positief en de lessen waren zeer goed uitgewerkt.*

25) *Op het examen keerde regelmatig hetzelfde zinsdeel terug tussen de antwoordopties namelijk ' in de context'. Het was mij en enkele medestudenten echter onduidelijk wanneer dit wel of wanneer dit niet van toepassing is. Ik heb het in mijn handboek opgezocht maar niet gevonden.*

26) *Tussentijdse feedback ivm de wiki's zou handig zijn.*

27) *Als je niet wilt prijsgeven wat je op je examen gaat vragen, zeg dan gewoon niets. Maar telkens (en dan spreken we over 5-10x per les) zeggen "ik ga dit zeker vragen op het examen" en er dan niets over vragen, vind ik echt niet oké. Liegen en als bijgevolg de studenten op het verkeerde pad zetten, is echt nergens voor nodig.*

28) *- De Wiki's vroegen veel tijd waardoor je niet echt tijd had om het examen al vroeg voor te bereiden.*
- De site bij dit vak was een meerwaarde en duidelijk gestructureerd.

29) *De taak mocht van meer persoonlijke feedback voorzien zijn omdat de algemene feedback meer vragen oproept: "Is dit bij mij het geval? Moet ik het nu wel of toch niet aanpassen?" Ook zou het wel handig zijn dat we ons punt voor de taak bijvoorbeeld op een lijst in Minerva zouden kunnen raadplegen. Het handboek is niet al te goedkoop, maar zeer handig en goed gestructureerd, alles wat je wilt zit erin.*

30) *Dit vak was, naast Statistiek, het beste vak van het vorige semester. In die zin dat het goed en gestructureerd onderwezen werd en relevante/interessante leerstof had. Ik had het gevoel dat onze leerstof en het werkelijke hoorcollege soms botsten. Bijvoorbeeld: terwijl er zoveel nadruk werd gelegd op feedback en voorkennis, heb ik dat niet echt gemerkt bij dit vak.*

31) *Ik vond dit een heel aangenaam opleidingsonderdeel. De moeilijkheidsgraad stimuleerde om op regelmatige tijdstippen te werken, maar lag ook weer niet zo hoog dat het onmogelijk leek om dit te halen. Het is duidelijk dat het aanbod aan beschikbare hulpmiddelen heel sterk uitgebouwd is. Als enige suggestie heb ik dat het misschien interessant zou zijn om de vaardigheden die nodig zijn voor de wiki's, iets meer aan bod te laten komen tijdens de lessen, in plaats van enkel de inhouden te relateren.*

32) *Het had handig geweest als we "professionele" feedback zouden krijgen op onze wiki-opdrachten in plaats van enkel van medestudenten.*
Voor de rest alles goed!

33) *Het kan een moeilijk opleidingsonderdeel zijn, maar doordat je als student aangespoord wordt door de wiki's om met de leerstof bezig te zijn en doordat*

Open questions

de lessen een goede structuur inhouden, is het gemakkelijker om het te studeren.

34) *Geen commentaar.*

35) *Ik vind het jammer dat nergens de deelpunten van dit opleidingsonderdeel zijn gepubliceerd. Ik had graag geweten hoeveel ik op de peer-tutoring heb gekregen.*

36) *het is een zeer duidelijk vak, met duidelijke verwachtingen en evaluaties! De peertutoring vond ik een zeer leuk initiatief om met de leerstof bezig te zijn, maar mag misschien nog concreter uitgewerkt worden.*

37) *Door mijn voorkennis, wist ik al veel over de verschillende onderwerpen die tijdens de les werden meegegeven. Het leren zelf ging niet moeilijk aangezien ik alles tijdens het jaar bij hield. Door de wiki's gebeurde dit ook. De lesgever maakte er ons ook bewust over dat de lessen bijhouden nuttig was.*

38) *De wiki's zijn zeer nuttig en een belangrijk onderdeel van het vak. Dit maakt wel dat men er zeer veel tijd steekt.*

39) *Jammer dat we nauwelijks feedback kregen voor de wiki's. In de lessen leerden we hoe belangrijk persoonlijke feedback is. In realiteit was hier een gebrek aan bij dit vak.Als student wist men eigenlijk de gehele periode niet of men juist bezig was of niet. Zelfs nu heb ik nog steeds geen idee wat ik goed of slecht heb gedaan bij deze oefeningen, ik weet enkel dat wat ik deed blijkbaar goed genoeg was.*

40) *Zeer interessant. De peer-tutoringsessies hadden een grote meerwaarde bij het verwerken van de leerstof.*

41) *Ik vind de wiki's een goed concept, het zet ons aan om te werken doorheen het semester, maar ik vroeg mij vaak af hoe die taak mij kon helpen de leerstof van het vak onderwijskunde te beheersen.*

42) *Onderwijskunde was een uitdagend vak. Er werd een actieve houding verwacht. De wiki's vroegen veel tijd gedurende het semester.*

43) *Dit opleidingsonderdeel voldoet aan alle hoge verwachtingen. Zeer goede prof, zeer interessante leerstof.*

44) *De wiki-opdrachten waren een goede aanvulling op de lessen. Over deze opdrachten kregen we soms feedback van medestudenten. Ik vond het enkel jammer dat we nooit feedback kregen van de lesgever of een mogelijkheid tot feedback kregen. Want de opdrachten bleven aanwezig gedurende het hele semester, je wist dus niet of je goed of slecht bezig was met de opdrachten.*

45) *We kregen geen/laat feedback over de peertutoring, jammer !*

Graphical presentation

Legend

very poor	poor	average	good	very good
strongly disagree	disagree	neutral	agree	strongly agree
much too slow	too slow	about right	too fast	much too fast
very light	light	medium	heavy	very heavy
very easy	easy	medium	hard	very hard
0 tot 29%	30 tot 49%	50 tot 69%	70 tot 89%	90 tot 100%

LEARNING EFFECT

1 I found the course intellectually challenging and stimulating.

strongly disagree — strongly agree

2 I have learned valuable knowledge and skills in this course.

strongly disagree — strongly agree

TEACHING STYLE

1 The staff member was an enthousiastic teacher.

strongly disagree — strongly agree

2 The way of teaching held the attention of the students.

strongly disagree — strongly agree

STRUCTURE

1 The staff member's lessons were well structured.

strongly disagree — strongly agree

2 The course materials were well structured.

strongly disagree — strongly agree

APPROACHABILITY

1	The staff member maintained a correct attitude towards the students.	strongly disagree	strongly agree
2	The staff member was sufficiently approachable.	strongly disagree	strongly agree

EVALUATION

1	The methods of evaluating student work were fair and appropriate.	strongly disagree	strongly agree
2	Examinations/graded materials tested course content, as prioritised by the staff member.	strongly disagree	strongly agree
3	I was clearly informed about the evaluation methods in this course.	strongly disagree	strongly agree

COURSE MATERIAL

1	The course materials were readily available and easily accessible.	strongly disagree	strongly agree
2	The course was well supported by the course materials.	strongly disagree	strongly agree

EXERCISES

1	The exercises/practicals formed a useful part of or supplement to the subject matter.	strongly disagree	strongly agree
2	Effective guidance was provided for/during the exercises/practicals.	strongly disagree	strongly agree

ACTIVE LEARNING

1	The course requires students to actively engage with the material	strongly disagree	strongly agree
2	The course stimulates learning activities throughout the semester	strongly disagree	strongly agree

GENERAL

1	The lecturer was sufficiently proficient in Dutch.	strongly disagree	strongly agree
2	The lecturer was sufficiently proficient in English.	strongly disagree	strongly agree
3	The feedback about the evaluations was useful and relevant.	strongly disagree	strongly agree
4	The price of the course material was acceptable.	strongly disagree	strongly agree
5	The course was well supported by Minerva.	strongly disagree	strongly agree
6	Pace of delivery was:	much too slow	much too fast

7	How difficult was this course in relation to the other courses in your program?	very easy	very hard
8	In relation to the credits earned, the workload was:	very light	very heavy
9	How often did you attend the activities (class, exercises):	0 tot 29%	90 tot 100%
10	What is your overall assessment of this course?	very poor	very good

Teacher's reaction

The teacher didn't react.

GHENT UNIVERSITY

Educational evaluation 2017-2018 of 2017-2018 - Faculty of Psychology and Educational Sciences

Instructional Sciences (H002074), 6 credits - First semester

Teacher: Martin Valcke - lecturer-in-charge (801000456765)

Programs: Joint Section Bachelor of Educational Sciences; Linking Course Master of Educational Sciences: Pedagogy and Educational Sciences, Special Education, Disability Studies and Behavioral Disorders; Preparatory Course Master of Educational Sciences: Pedagogy and Educational Sciences, Special Education, Disability Studies and Behavioral Disorder

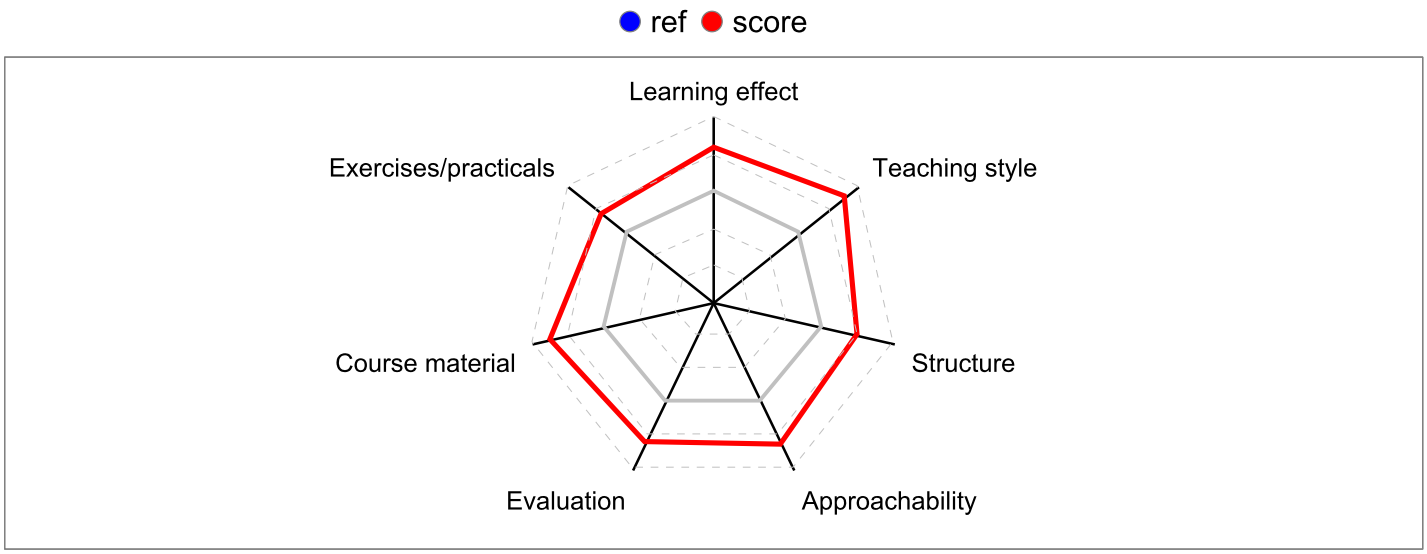
Participation: 189 of 192 students participated, 98.44% (inadmissible students: 4)

Relevant

Final rating

(empty)

Frame of Reference Faculteit Psychologie en Pedagogische Wetenschappen: Score "3"



	Learning effect	Teaching style	Structure	Approachability	Evaluation	Course material	Exercises/practicals
Your score	4.177	4.611	3.987	4.298	4.207	4.497	3.874
CI	0.09	0.071	0.11	0.09	0.084	0.076	0.114
Reference	NA	NA	NA	NA	NA	NA	NA
Signic. 0.05	NS	NS	NS	NS	NS	NS	NS
Effect size							

Overall assessment

What is your overall assessment of this course?

very poor	poor	average	good	very good	GA
0.0 %	1.1 %	15.4 %	56.9 %	26.6 %	# 1

N	avg	StdDev	CI	SE
188	4.09	0.68	0.096	0.049

Teacher's reaction

The teacher didn't react.

Appreciations/recommendations/remarks for the teacher

(Empty)

Appreciations/recommendations/remarks for the study programme committee

(Empty)

Appreciations/recommendations/remarks for the department

(Empty)

SECTION 2. Professional Development at Ghent University: approaches

FIRST ARTICLE

1. Introduction to different models in the literature
   Article:

Journal of In-service Education, Volume 31, Number 2, 2005

Models of Continuing Professional Development: a framework for analysis

AILEEN KENNEDY (see p.248)

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Increasing capacity for professional autonomy

Table I. Spectrum of CPD models.

SECOND ARTICLE

Teachers and Teaching: theory and practice, Vol. 8, No. 3/4, 2002 Carfax Publishing Taylor & Francis Group

Professional Development and Teacher Change

THOMAS R. GUSKEY

Part 3: Professional Development at Ghent University

Journal of In-service Education, Volume 31, Number 2, 2005

Models of Continuing Professional Development: a framework for analysis

AILEEN KENNEDY
University of Strathclyde, United Kingdom

ABSTRACT The area of teachers' continuing professional development (CPD) is of growing interest internationally. However, while an increasing range of literature focuses on particular aspects of CPD, there is a paucity of literature addressing the spectrum of CPD models in a comparative manner. This article therefore considers a wide range of international literature, together with some specific examples from the Scottish context, in proposing a framework built around key characteristics of individual models of CPD. The framework identifies nine key models, which are then classified in relation to their capacity for supporting professional autonomy and transformative practice. The article considers the circumstances in which each of the nine models of CPD might be adopted, and explores the form(s) of knowledge that can be developed through any particular model. It also examines the power relationships inherent in the individual models and explores the extent to which CPD is perceived and promoted either as an individual endeavour related to accountability, or as a collaborative endeavour that supports transformative practice. Finally, it is argued that there is a need for greater interrogation of both the purpose and the potential outcomes of CPD structures – the framework outlined in this article is offered as one way of supporting such analysis.

Introduction

The area of teachers' continuing professional development (CPD) is of growing interest in Scotland and internationally. However, while an increasing range of literature focuses on particular aspects of CPD, there is a paucity of literature addressing the spectrum of CPD models in a comparative manner (Hoban, 2002). This article examines a range of

models of CPD and proposes a framework through which they can be analysed. This analysis focuses on the perceived purpose of each model, identifying issues of power in relation to central control, individual teacher autonomy and profession-wide autonomy. The article proposes nine categories under which models of CPD might be grouped. These nine categories are then organised along a spectrum that identifies the relative potential capacity for transformative practice and professional autonomy inherent in each, the premise of this being that such conditions require teachers to be able to articulate their own conceptions of teaching and be able to select and justify appropriate modes of practice.

CPD can be structured and organised in a number of different ways, and for a number of different reasons. While most CPD experiences might be considered as means of introducing or enhancing knowledge, skills and attitudes, it cannot be assumed that this is uncontested. For example, Eraut (1994) argues that it is not merely the type of professional knowledge being acquired that is important, but the context through which it is acquired and subsequently used that actually helps us to understand the nature of that knowledge. Analysing the means through which CPD for teachers is organised and structured may help us to understand not only the motivation behind such structures, but also the nature of professional knowledge and professionalism itself. Eraut (1994) identifies three major contexts in which professional knowledge is acquired – the academic context, institutional discussion of policy and practice and practice itself (p. 20).

Clearly, knowledge acquisition is not situated exclusively within any one of these three contexts, but the identification of the different contexts is useful in analytical terms. Eraut does not give explicit consideration to the role of informal professional discussion and reading that takes place outwith the institutional context, yet this, too, is surely a relevant context. The models discussed in this paper reflect varying degrees of importance placed on each of these contexts as potential sites of knowledge acquisition, and their consideration aids the analysis of the underpinning agendas that are supported by the various models.

This article presents a framework in which the main characteristics of a range of models of CPD are identified and categorised. It considers the circumstances in which each particular model might be adopted and explores the form(s) of knowledge that can be developed through the particular model. In broad terms, nine are identified, which have been categorised into the following models:

- training;
- award-bearing;
- deficit;
- cascade;
- standards-based;
- coaching/mentoring;

- community of practice;
- action research;
- transformative.

Each of these models will be considered in turn, drawing on specific examples from the Scottish context, before moving on to discuss their interaction and their relative capacity for supporting transformative practice. However, it should be noted that the nine models are not proposed as necessarily exhaustive or exclusive; rather they are an attempt at identifying key characteristics of different types of CPD with the aim of enabling deeper analysis of, and dialogue about, fundamental issues of purpose.

The Training Model

The training model of CPD is universally recognisable (Little, 1994; Kelly & McDiarmid, 2002) and has, in recent years, arguably been the dominant form of CPD for teachers. This model of CPD supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. It is generally 'delivered' to the teacher by an 'expert', with the agenda determined by the deliverer, and the participant placed in a passive role. While the training can take place within the institution in which the participant works, it is most commonly delivered off-site and is often subject to criticism about its lack of connection to the current classroom context in which participants work. Day (1999) identifies one of the principal difficulties as being the failure of such training events to 'connect with the essential moral purposes that are at the heart of their [teachers'] professionalism' (p. 49).

The training model of CPD is compatible with, although not always related to, a standards-based view of teacher development where teachers strive to demonstrate particular skills specified in a nationally agreed standard. The model supports a high degree of central control, often veiled as quality assurance, where the focus is firmly on coherence and standardisation. It is powerful in maintaining a narrow view of teaching and education whereby the standardisation of training opportunities overshadows the need for teachers to be proactive in identifying and meeting their own development needs. The dominant discourse in Scotland, as in many other countries, supports this notion that the standardisation of training equates to improvements in teaching, learning and pupil attainment. Indeed, Kirk et al (2003), in outlining the context for the development of the chartered teacher programme in Scotland, link the standards-based approach with an associated training model of CPD when they say that:

> Statements of competence and standards, derived with the support of the profession should help to ensure that development and training are clearly related and effectively targeted at the skills and knowledge teachers require. (p. 3)

Despite its drawbacks, the training model is acknowledged as an effective means of introducing new knowledge (Hoban, 2002), albeit in a decontextualised setting. What the training model fails to impact upon in any significant way is the manner in which this new knowledge is used in practice. Perhaps even more significantly, though, in terms of the relative power of stakeholders, the training model provides an effective way for dominant stakeholders to control and limit the agenda, and places teachers in a passive role as recipients of specific knowledge.

The Award-bearing Model

An award-bearing model of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study – usually, but not exclusively, validated by universities. This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies.

The introduction of the chartered teacher programme in Scotland provides an interesting example of the way in which university validated award-bearing provision can become the bedrock of a particular CPD structure. While it has been argued that this, together with General Teaching Council for Scotland accreditation, provides a necessary element of quality assurance and continuity, in practice it also serves to limit the availability of other award-bearing provision (Purdon, 2003) and to standardise the experiences of those working towards chartered teacher status.

However, in current education discourse in Scotland, there is an emphasis on professional action that is not always supportive of what is perceived to be 'academic' as opposed to 'practical'. There is therefore a pressure for award-bearing courses to be focused on classroom practice, often at the expense of issues of values and beliefs (Solomon & Tresman, 1999).

The fundamental meaning of chartered teacher status has been the subject of extensive and public debate by high-profile individuals in the Scottish teacher education scene (for example, Henderson, 'Rift over path to chartered status', *Times Educational Supplement Scotland*, 15 March 2002). Arguments have centred round the emphasis on 'professional' as opposed to 'academic' routes. This discourse of anti-intellectualism has led to accusations of the irrelevance of the 'academic' work undertaken by universities and placed emphasis instead on the practice-based element of teaching. To interpret 'professional' and 'academic' as

antonyms conveys worrying messages about the conception of teacher professionalism in dominant education discourse.

What this particular example illustrates is the way in which the dominant discourse has influenced providers of award-bearing courses, in turn reflecting particular ideological imperatives potentially at the expense of academic and intellectual autonomy.

The Deficit Model

Professional development can be designed specifically to address a perceived deficit in teacher performance. This may well be set within the context of performance management, which itself is subject to debate over its fundamental purpose. Rhodes & Beneicke (2003) point out that performance management can be viewed as a means of raising standards or 'as an element of government intervention to exact greater efficiency, effectiveness and accountability' (p. 124). Nonetheless, performance management requires that somebody takes charge of evaluating and managing change in teacher performance, and this includes, where necessary, attempting to remedy perceived weaknesses in individual teacher performance. What is not always clear, however, is what the expectations are for competent performance, and whose notion of competence they reflect.

While the deficit model uses CPD to attempt to remedy perceived weaknesses in individual teachers, Rhodes & Beneicke (2003) suggest that the root causes of poor teacher performance are related not only to individual teachers, but also to organisational and management practices. Indeed, to attribute blame to individual teachers, and to view CPD as a means of remedying individual weaknesses, suggests a model whereby collective responsibility is not considered, i.e. that the system itself is not considered as a possible reason for the perceived failure of a teacher to demonstrate the desired competence. It also assumes the need for a baseline measure of competence, and once this has been committed to paper, it begins to adopt an authority of its own.

Boreham (2004) discusses this issue of individual and collective competence, arguing that in the school context, effective collective competence is dependent on leadership which promotes three particular conditions, namely:

- making collective sense of events in the workplace;
- developing and using a collective knowledge base;
- developing a sense of interdependency (p. 9).

This argument is clearly at odds with the notion of the deficit model which attributes blame for perceived underperformance on individuals and fails to take due cognisance of collective responsibility.

The Cascade Model

The cascade model involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues. It is commonly employed in situations where resources are limited. Although very popular in Scotland in the early 1990s, after local government reorganisation resulted in tighter resource allocations (Marker, 1999), this model is not quite as popular in Scotland now.

Day (1999) reports on a case study in which the cascade model was employed by a group of teachers as a means of sharing their own (successful) learning with colleagues. The group reported on what they had learned, but 'no detailed consideration was given to the very principles of participation, collaboration and ownership which had characterized their own learning' (p. 126).

In addition to such issues surrounding the conditions required for successful learning, Solomon & Tresman (1999) suggest that one of the drawbacks of this model is that what is passed on in the cascading process is generally skills-focused, sometimes knowledge-focused, but rarely focuses on values. This is an argument that is also articulated by Nieto (2003), when she claims that teacher education 'needs to shift from a focus on questions of "what" and "how" to also consider questions of "why"' (p. 395).

It could therefore be argued that the cascade model supports a technicist view of teaching, where skills and knowledge are given priority over attitudes and values. The cascade model also neglects to consider the range of learning contexts outlined by Eraut (1994), assuming that it is the knowledge per se that is the important part of the process and not necessarily the context in which it is gained or used.

The Standards-based Model

Before considering the characteristics of the standards-based model of CPD, it is worth giving some consideration to the terminology used. 'Standards' as opposed to 'competences' are now de rigueur in Scotland, with their most vigorous proponents extolling the relative virtues of standards as opposed to their predecessors – competences. However, while the language has changed, in analysing the difference between the two, it is difficult to discern any real difference in either practical or philosophical terms. While the language may have shifted to hint at issues of values and commitment, etc., the real test is in the implementation of standards. Within the Scottish chartered teacher programme, for example, the emphasis is firmly on the 'professional actions', which are seen as the way of demonstrating that the standard has been met. The emphasis on evidence-based, demonstrable practice surely renders the SCT competence-based, despite claims to the contrary. Indeed, Kirk et al (2003), in writing about their experiences as members of

the Chartered Teacher Project Team, state that the team was committed to the proposition that 'the assessment of potential Chartered Teachers has centrally to focus on competence in professional performance' (p. 38). It is therefore contested that, in real terms and in contrast to popular academic discourse, there is very little substantive difference between competences and standards, other than in linguistic terms.

The standards-based model of CPD belittles the notion of teaching as a complex, context-specific political and moral endeavour; rather it 'represents a desire to create a system of teaching, and teacher education, that can generate and empirically validate connections between teacher effectiveness and student learning' (Beyer, 2002, p. 243). This 'scientific' basis on which the standards movement relies limits the opportunities for alternative forms of CPD to be considered. It also relies heavily on a behaviourist perspective of learning, focusing on the competence of individual teachers and resultant rewards at the expense of collaborative and collegiate learning.

Smyth (1991) argues that externally imposed forms of accountability and inspection, such as standards, indicate a lack of respect for teachers' own capacities for reflective, critical inquiry. Indeed, this argument could be taken further to suggest that not only is it a lack of respect, but that it sets clear expectations regarding the extent to which teachers should take responsibility for their own professional learning and encourages them to be reliant on central direction, even in assessing their own capacity to teach.

There are many critics of the standards-based model of CPD. For example, Beyer (2002) criticises the lack of attention given to central and contentious questions regarding the purpose of teaching, claiming that 'teacher education must be infused with the kind of critical scrutiny about social purposes, future possibilities, economic realities and moral directions' (p. 240). He views the move towards increasing standardisation in the USA as narrowing the range of potential conceptions of teaching to focus on quality assurance and accountability. This narrowing of view is surely in direct contrast to the above expressed notion of critical scrutiny. Beyer (2002), among others, suggests that the move towards increasing standardisation in teacher education at both initial and continuing stages is in part a response to growing concerns about nation states' abilities to compete in the global economy. In this context standardisation can thus be equated to the pursuit of improved economic status.

Despite the existence of extensive literature which is critical of the standards-based approach to teacher education, policies that adopt this approach do present a justification for its use. For example, within the context of the chartered teacher programme in Scotland, members of the development team have argued that the participative approach to the development of the Standard for Chartered Teachers will result in

teachers being more willing to engage with it (Kirk et al, 2003). Arguably, standards also provide a common language, making it easier for teachers to engage in dialogue about their professional practice. However, Draper et al (2004) note the tensions inherent in the standards-based approach, warning that 'the Standard [Standard for Full Registration] itself may be seen as a useful scaffold for professional development or as a source of pressure for uniformity' (p. 221).

There is clearly capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers, but these advantages must be tempered by acknowledgement of the potential for standards to narrow conceptions of teaching or, indeed, to render it unnecessary for teachers to consider alternative conceptions outwith those promoted by the standards.

The Coaching/Mentoring Model

The coaching/mentoring model covers a variety of CPD practices that are based on a range of philosophical premises. However, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and mentoring involves an element of 'counselling and professional friendship' (Rhodes & Beneicke, 2002, p. 301). Indeed, mentoring also often implies a relationship where one partner is novice and the other more experienced (Clutterbuck, 1991).

The mentoring or coaching relationship can be collegiate, for example, 'peer coaching', but is probably more likely to be hierarchical, as in, for example, the new induction procedures in Scotland (General Teaching Council for Scotland, 2002), where every new teacher is guaranteed a 'supporter' who supports the CPD process and is involved in the assessment of the new teacher's competence against the Standard for Full Registration. Key to the coaching/mentoring model, however, is the notion that professional learning can take place within the school context and can be enhanced by sharing dialogue with colleagues.

In contrast to the novice/experienced teacher mentoring relationship, Smyth (1991) argues for a model of 'clinical supervision', which is collegiate in nature and is used by teachers for teachers. These two ends of the spectrum indicate a clear difference, in conceptual terms, of the purpose of mentoring. The novice/experienced teacher model is akin to apprenticeship, where the experienced teacher initiates the novice teacher into the profession. This initiation, while including support for the novice in gaining and using appropriate skills and knowledge, also conveys messages to the new teacher about the social

and cultural norms within the institution. In direct contrast, where the coaching/mentoring model involves a more equitable relationship, it allows for the two teachers involved to discuss possibilities, beliefs and hopes in a less hierarchically threatening manner. Interestingly, depending on the matching of those involved in the coaching/mentoring relationship, this model can support either a transmission view of professional development, where teachers are initiated into the status quo by their more experienced colleagues or a transformative view where the relationship provides a supportive, but challenging forum for both intellectual and affective interrogation of practice.

Robbins (cited in Rhodes & Beneicke, 2002) defines peer coaching as:

> A confidential process through which two or more colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas; conduct action research; teach one another, or problem solve within the workplace. (p. 298)

So, while Robbins acknowledges the key characteristic of the one-to-one relationship, his particular definition of the relationship focuses on confidentiality as opposed to accountability. This adds a very different dimension to the relationship as the introduction of the condition of confidentiality shifts the power relationship quite significantly from that described under the induction type relationship where the purpose is dual – support and assessment. Robbins' definition also militates against peer coaching as a form of accountability, instead placing it firmly within a transformative conception of CPD.

Regardless of the fundamental purpose of the coaching/mentoring model as mutually supportive and challenging, or hierarchical and assessment driven, the quality of interpersonal relationships is crucial. In order for the coaching/mentoring model of CPD to be successful, participants must have well-developed interpersonal communication skills (Rhodes & Beneicke, 2002). It is interesting to note, then, that while the new induction arrangements in Scotland require that each new teacher has a designated 'supporter', there are no requirements for that person to have particular strengths in terms of interpersonal communication or to be trained in the role of supporter. However, recent research into the experiences of probationer teachers in the new induction scheme in Scotland suggests that 'for the optimum relationship the supporter must want to do the job and should be trained' (Draper et al, 2004, p. 219).

So, while the key characteristic of the coaching/mentoring model is its reliance on a one-to-one relationship, it can, depending on its underpinning philosophy, support either a transmission or a transformative conception of CPD.

The Community of Practice Model

There is a clear relationship between communities of practice and the mutually supportive and challenging form of the coaching/mentoring model discussed above. The essential difference between the two is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality. However, the other form of the coaching/mentoring model of CPD discussed above – the hierarchical, assessment driven model – is perhaps not as closely related to the communities of practice model.

Wenger (1998) contends that, while we are all members of various communities of practice, learning within these communities involves three essential processes:

- evolving forms of mutual engagement;
- understanding and tuning [their] enterprise;
- developing [their] repertoire, styles and discourses (p. 95).

Central to Wenger's thesis is a social theory of learning, recognising that learning within a community of practice happens as a result of that community and its interactions, and not merely as a result of planned learning episodes such as courses.

However, participants' awareness of the existence of the community is surely central to their internalisation of such learning. Depending on the role played by the individual as a member of the wider team, learning within such a community could be either a positive and proactive or a passive experience, where the collective wisdom of dominant members of the group shapes other individuals' understanding of the community and its roles. Yeatman & Sachs (cited in Day, 1999, p. 183) highlight this in relation to a particular case study in Australia, where they observe that the successful community of practice 'has developed as a formal and explicit relationship between practising teachers and teacher educators'.

Although not using the term 'communities of practice', Boreham (2000) considers a social conception of learning in relation to the medical profession, when he argues that:

> When the professional activity is collective, the amount of knowledge available in a clinical unit cannot be measured by the sum total of the knowledge possessed by its individual members. A more appropriate measure would be the knowledge generated by the richness of the connections between individuals. (p. 505)

Boreham makes explicit the added value of learning in communities, viewing the existence of individual knowledge and the combinations of several individuals' knowledge through practice, as a powerful site for the creation of new knowledge.

Fundamental to successful CPD within a community of practice is the issue of power. Wenger (1998) argues that a community of practice should create its own understanding of the joint enterprise, therefore allowing the members of that community to exert a certain level of control over the agenda. For professional learning to take place within this context, it should be neither a form of accountability nor of performance management. Indeed, Wenger (1998) argues that 'negotiating a joint enterprise gives rise to relations of mutual accountability among those involved' (p. 81), therefore arguably promoting greater capacity for transformative practice than a managerial form of accountability would allow.

It is argued that while communities of practice can potentially serve to perpetuate dominant discourses in an uncritical manner, under certain conditions they can also act as powerful sites of transformation, where the sum total of individual knowledge and experience is enhanced significantly through collective endeavour.

The Action Research Model

Somekh (cited in Day, 1999, p. 34) defines action research as 'the study of a social situation, involving the participants themselves as researchers, with a view to improving the quality of action within it'. The 'quality of action' can be perceived as the participants' understanding of the situation, as well as the practice within the situation.

Advocates of the action research model (Weiner, 2002; Burbank & Kauchack, 2003) tend to suggest that it has a greater impact on practice when it is shared in communities of practice or enquiry, and indeed, many communities of practice will engage in action research. However, collaboration of the nature found in a community of practice is not a prerequisite of the action research model.

Weiner (2002) discusses one particular example of research-based professional development set within the particular national context in Sweden. Key to this national context is an agreement among partners (universities, government and professional groups) that national education research needs to be more relevant to practitioners, and that, in supporting teachers to carry out action-based research, the problem of relevance will be addressed. Weiner acknowledges that this agreement could potentially point to a number of agendas, but she concentrates primarily on this move as a means of supporting 'greater participation, relevance and democracy' (p. 3). Indeed, she claims that 'action research has practitioner development and transformation as its main aim' (p. 5). However, this particular move must be seen against a background of increasing decentralisation in the Swedish education system where local authorities and schools are responsible for their teachers' CPD, with no overall national strategy to adhere to. In addition, the move away from

universities as sole producers of research could be seen as an attempt to weaken their power base.

Burbank & Kauchack (2003) argue that collaborative action research provides an alternative to the passive role imposed on teachers in traditional models of professional development. They advocate teachers being encouraged to view research as a process as opposed to merely a product of someone else's endeavours. It is also, arguably, a means of limiting dependency on externally produced research, instead shifting the balance of power towards teachers themselves through their identification and implementation of relevant research activities.

Action research as a model of CPD has been acknowledged as being successful in allowing teachers to ask critical questions of their practice. However, Sachs (2003) queries the extent to which it allows teachers to ask such critical questions of the political determinants that shape the parameters of their practice. Nevertheless, an action research model clearly has significant capacity for transformative practice and professional autonomy.

The Transformative Model

What is termed in this article as a 'transformative model' of CPD involves the combination of a number of processes and conditions – aspects of which are drawn from other models outlined in this article. The central characteristic is the combination of practices and conditions that support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognises the range of different conditions required for transformative practice.

Hoban (2002) provides an interesting perspective on this notion of CPD as a means of supporting educational change. He draws comparisons between the knowledge focused and contextually void model of a training approach with the context-specific approach of a communities of practice model that does not necessarily embrace new forms of formal knowledge. He suggests that what is really needed is not a wholesale move towards the teacher-centred, context-specific models of CPD, but a better balance between these types of models and the transmission focused models. Hoban's description of the two ends of the spectrum do not, however, include communities of enquiry, which might be based on partnerships between teachers, academics and other organisations, and which can involve both the context, and the knowledge required for real and sustainable educational change. Such communities take 'enquiry' as opposed to merely 'practice' as their uniting characteristic, thereby asserting a much more proactive and conscious approach than is necessarily the case in communities of practice.

It could be argued, then, that the key characteristic of the transformative model is its effective integration of the range of models described above, together with a real sense of awareness of issues of power, i.e. whose agendas are being addressed through the process. While examples of this model might not be much in evidence, except for limited small-scale research activities (Nieto, 2003), it features increasingly in academic literature. Indeed, it appears to provide an antidote to the constricting nature of the standards, accountability and performance management agenda, and could arguably be categorised as a poststructuralist approach to CPD.

However, an explicit awareness of issues of power means that the transformative model is not without tensions, and indeed it might be argued that it actually relies on tensions: only through the realisation and consideration of conflicting agendas and philosophies, can real debate be engaged in among the various stakeholders in education, which might lead to transformative practice.

A Proposed Framework for Analysis

While each of the above models describes a set of characteristics, it is not suggested that the models will or should stand alone; rather they describe the dominant characteristics of particular approaches to CPD. This allows the creation of a framework through which CPD policies and practice can be analysed and compared.

What is critical to the analysis of CPD models is not just the obvious structural characteristics, but also the underpinning influences, expectations and possibilities. Five key questions used in the interrogation of literature on CPD in this article are therefore proposed as tools for the analysis of models of CPD:

- What types of knowledge acquisition does the CPD support, i.e. procedural or propositional?
- Is the principal focus on individual or collective development?
- To what extent is the CPD used as a form of accountability?
- What capacity does the CPD allow for supporting professional autonomy?
- Is the fundamental purpose of the CPD to provide a means of transmission or to facilitate transformative practice?

This fifth question provides a spectrum along which the nine models outlined in this article can be placed. The perceived purposes of CPD, as represented by either end of this spectrum, can be identified in literature which links CPD to reforms in education and schooling (Little, 1994; Villegas-Reimers & Reimers, 2000), namely, that it can serve either to equip teachers with the requisite skills to implement such reforms as decided by others (usually government) or to inform, contribute to and

provide critique of the reforms themselves. Little (1994) argues that because teachers' CPD is often viewed as a means of implementing reform or policy changes, this can serve to mask questions relating to the fundamental purpose of such activity. She therefore suggests that one test of teachers' CPD is 'its capacity to equip teachers individually and collectively to act as shapers, promoters, and well-informed critics of reforms' (Little, 1994, p. 1).

These two distinct purposes for CPD would necessitate very different models of CPD; for example, CPD which is conceived of as fulfilling the function of preparing teachers to implement reforms, aligns itself with the training, award-bearing and deficit models discussed earlier supporting a 'transmission' view of CPD. On the other hand, CPD which is conceived of as supporting teachers in contributing to and shaping education policy and practice would align itself more naturally with the action research and transformative models. The other three models outlined in this paper – the standards-based model, the coaching/mentoring model and the community of practice model – can be considered 'transitional' in the sense that that they have the capacity to support underlying agendas compatible with either of these two purposes of CPD. Table I presents the nine models organised into these three broad categories – transmission, transitional and transformative.

Model of CPD	Purpose of model
The training model The award-bearing model The deficit model The cascade model	Transmission
The standards-based model The coaching/mentoring model The community of practice model	Transitional
The action research model The transformative model	Transformative

Increasing capacity for professional autonomy

Table I. Spectrum of CPD models.

This categorisation and organisation of CPD models in Table I suggests increasing capacity for teacher autonomy as one moves from transmission, through transitional to transformative categories. While this can be justified on one level in terms of the potential opportunities available for teachers to influence the agenda, Burbank & Kauchak (2003) argue that even within many collaborative forms of CPD, which might be represented in the 'transformative' category above, the parameters of the activity are defined by some external party, usually in a position of power. So while the capacity for professional autonomy is greater in transformative models, this does not in itself imply that the capacity will necessarily be fulfilled.

It is not suggested that this is the only way in which models of CPD can be organised, or, indeed, that the above representation is exhaustive, but in proposing such a framework for the analysis of models of CPD, it is hoped that issues of purpose and power will form a greater part of policy debate: that the 'why' of policy will be given as much attention as the 'how'.

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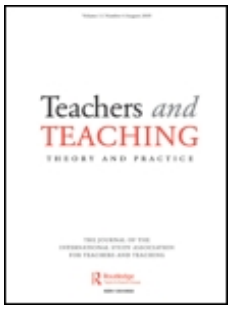

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Professional Development and Teacher Change

THOMAS R. GUSKEY

ABSTRACT *This article describes a model of teacher change originally presented nearly two decades ago (Guskey, 1986) that began my long and warm friendship with Michael Huberman. The model portrays the temporal sequence of events from professional development experiences to enduring change in teachers' attitudes and perceptions. Research evidence supporting the model is summarized and the conditions under which change might be facilitated are described. The development and presentation of this model initiated a series of professional collaborations between Michael and myself, and led to the development of our co-edited book,* Professional Development in Education: new paradigms and practices *(Guskey & Huberman, 1995), which was named 'Book of the Year' by the National Staff Development Council in 1996.*

Introduction

High-quality professional development is a central component in nearly every modern proposal for improving education. Policy-makers increasingly recognize that schools can be no better than the teachers and administrators who work within them. While these proposed professional development programs vary widely in their content and format, most share a common purpose: to 'alter the professional practices, beliefs, and understanding of school persons toward an articulated end' (Griffin, 1983, p. 2). In most cases, that end is the improvement of student learning. Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students.

This article presents a perspective on the nature of these three areas of change and the conditions under which they take place. It examines the order of occurrence of change events and how specific types of change might be facilitated and sustained. It proposes a model for viewing change in teachers in the hope of clarifying aspects of that change process. In addition, the implications of this model for the practice of professional development are considered in light of current research.

Historical Context

Despite the general acceptance of professional development as essential to improvement in education, reviews of professional development research consist-

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ently point out the ineffectiveness of most programs (see Cohen & Hill, 1998, 2000; Kennedy, 1998; Wang *et al*., 1999). A variety of factors undoubtedly contribute to this ineffectiveness. It has been suggested, however, that the majority of programs fail because they do not take into account two crucial factors: (1) what motivates teachers to engage in professional development, and (2) the process by which change in teachers typically occurs (Guskey, 1986).

Although teachers are generally required to take part in professional development by certification or contractual agreements, most report that they engage in these activities because they want to become better teachers. They see professional development programs as among the most promising and most readily available routes to growth on the job (Fullan, 1991, 1993)—not only as a way to combat boredom and alienation, but also as a pathway to increased competence and greater professional satisfaction (Huberman, 1995).

It is important to note that, for the vast majority of teachers, becoming a better teacher means enhancing student learning outcomes. In an early study of teachers' perceptions of success, for example, Harootunian & Yargar (1980) found that, 'regardless of teaching level, most teachers define their success in terms of their pupils' behaviors and activities, rather than in terms of themselves or other criteria' (p. 4). Other researchers since report similar findings (for example, Fullan, 1999; Fullan & Hargreaves, 1996).

What attracts teachers to professional development, therefore, is their belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with students. But teachers also tend to be quite pragmatic. What they hope to gain through professional development are specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms (Fullan & Miles, 1992). Development programs that fail to address these needs are unlikely to succeed.

A second important factor that many professional development programs fail to consider is the process of teacher change. Professional development activities frequently are designed to initiate change in teachers' attitudes, beliefs, and perceptions. Professional development leaders, for example, often attempt to change teachers' beliefs about certain aspects of teaching or the desirability of a particular curriculum or instructional innovation. They presume that such changes in teachers' attitudes and beliefs will lead to specific changes in their classroom behaviors and practices, which in turn will result in improved student learning.

This perspective on teacher change evolved largely from a model developed by early change theorists such as Lewin (1935), who derived many of his ideas about affecting change from psychotherapeutic models. More recent research on teacher change indicates, however, that the assumptions of this model may be inaccurate when considering professional development programs for experienced teachers (Huberman & Crandall, 1983; Huberman & Miles, 1984; Guskey & Huberman, 1995). An alternative model that re-examines the process of teacher change is needed to guide the creation of more effective professional development programs.

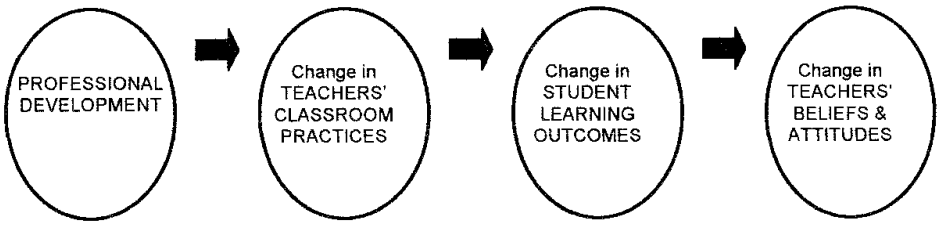

FIG. 1. A model of teacher change.

An Alternative Model

As stated earlier, the three major goals of professional development programs are change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students. Of particular importance to efforts to facilitate change, however, is the sequence in which these outcomes most frequently occur.

The relationship among these outcomes is detailed and highly complex, and numerous factors can snarl the change process (Fullan, 1991; Guskey & Sparks, 1996). Still, professional development programs are deliberate and purposeful endeavors, and the changes a professional development leader wishes to bring about can usually be well defined (Griffin. 1983). Although the relationship among desired outcomes is reciprocal to some degree, efforts to facilitate change can and should consider the order of outcomes most likely to result in desired change and the endurance of that change (see Guskey, 2000).

Professional development programs based on the assumption that change in attitudes and beliefs comes first are typically designed to gain acceptance, commitment, and enthusiasm from teachers and school administrators before the implementation of new practices or strategies. They involve teachers in planning sessions and conduct need surveys to ensure that the new practices or strategies are well aligned with what teachers want (Joyce *et al*., 1976). But, as important as these procedures are, they seldom change attitudes significantly or elicit strong commitment from teachers (Jones & Hayes, 1980).

The 'Model of Teacher Change' shown in Fig. 1 presents an alternative approach. This model suggests a different sequence among the three major outcomes of professional development. According to the model, significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in student learning. These improvements typically result from changes teachers have made in their classroom practices—a new instructional approach, the use of new materials or curricula, or simply a modification in teaching procedures or classroom format.

The crucial point is that it is not the professional development *per se*, but the experience of successful implementation that changes teachers' attitudes and beliefs. They believe it works because they have seen it work, and that experience shapes their attitudes and beliefs. Thus, according to the model, the key element

in significant change in teachers' attitudes and beliefs is clear evidence of improvement in the learning outcomes of their students (Guskey, 1985, 1986, 1989).

This model of change is predicated on the idea that change is primarily an experientially based learning process for teachers. Practices that are found to work—that is, those that teachers find useful in helping students attain desired learning outcomes—are retained and repeated. Those that do not work or yield no tangible evidence of success are generally abandoned. Demonstrable results in terms of student learning outcomes are the key to the endurance of any change in instructional practice.

Attitudes and beliefs about teaching in general are also largely derived from classroom experience. Teachers who have been consistently unsuccessful in helping students from educationally disadvantaged backgrounds to attain a high standard of learning, for example, are likely to believe these students are incapable of academic excellence. If, however, those teachers try a new instructional strategy and succeed in helping such students learn, their beliefs are likely to change. Again, the point is that evidence of improvement or positive change in the learning outcomes of students generally precedes, and may be a pre-requisite to, significant change in the attitudes and beliefs of most teachers.

Learning outcomes are broadly construed in the model to include not only cognitive and achievement indices, but also the wide range of student behavior and attitudes. They can include students' scores on teacher-made quizzes and examinations, as well as results from standardized assessments and achievement tests. But they can also include students' attendance, their involvement in class sessions, their classroom behavior, their motivation for learning, and their attitudes toward school, the class, and themselves. In other words, learning outcomes include whatever kinds of evidence teachers use to judge the effectiveness of their teaching.

Support for the Model

Support for this Model of Teacher Change comes from many sources. Ethnographic studies of teacher change show, for instance, that new ideas and principles about teaching are believed to be true by teachers 'when they give rise to actions that work' (Bolster, 1983, p. 298). This research demonstrates that experienced teachers seldom become committed to a new instructional approach or innovation until they have seen it work in their classrooms with their students.

The Study of Dissemination Efforts Supporting School Improvements (Crandall *et al.*, 1982) offers additional support. This study examined efforts to implement 61 innovative practices in schools and classrooms in 146 districts nationwide. Of particular interest to Crandall and his associates was the development of teachers' commitment to the new practices. In several instances, they found project managers tried to stimulate teachers' commitment to the new practices by involving them in problem-solving and decision-making prior to implementation. But, in most cases, this was discovered to have deleterious effects. The new practices

typically lost their effectiveness because they were altered by teachers beyond recognition.

In successful improvement efforts, on the contrary, teacher commitment was found to develop primarily after implementation took place. That is, teachers became committed to the new practices only after they had actively engaged in using them in their classrooms (Crandall, 1983). Again, this supports the idea that change in teachers' attitudes takes place primarily after some change in student learning has been evidenced.

Another example is Huberman's (1981) case study of one school district's efforts to implement the Exemplary Center for Reading Instruction (ECRI) program. According to Huberman, the first six months of program implementation were characterized by high anxiety and confusion among most teachers. Then came a period in which anxiety was reduced but teachers continued to have problems relating specific teaching behaviors to the underlying rationale of the new program. After six more months, the majority of teachers had cognitively mastered the individual pieces of ECRI, but still had 'little sense of integration of separate parts or, more globally, why certain skills or exercises are related to specific outcomes. Concern for understanding the structure and rationale of the program grew as behavioral mastery over its parts was achieved' (Huberman, 1981, p. 91). Thus, as Fullan (1985) notes in his summary of this study, changes in attitudes, beliefs, and understanding generally followed, rather than preceded, changes in behavior.

Still further support comes from studies of the separate effects of professional development and the use of new instructional practices on teachers' attitudes and beliefs (Guskey, 1979, 1982; Huberman & Miles, 1984). One particular investigation (Guskey, 1984) involved a large-scale professional development effort that focused on the implementation of mastery learning (Bloom, 1968; Guskey, 1997). Following initial training, most of the participating teachers used the mastery learning procedures in their classes and saw improvements in student learning. A few teachers, however, used the new procedures but noted no improvements. Several others took part in the training but never tried the procedures in their classes.

Results from affective measures showed that teachers who saw improvements liked teaching more and believed they had a more powerful influence on student learning outcomes. Similar changes did not occur among teachers who used the new procedures but saw no improvements in student learning, or among those who took part in the training but never attempted implementation. Thus, neither training alone nor training followed by implementation was sufficient for affective change. These particular attitude and belief changes occurred only when training and implementation were combined with evidence of improved student learning.

In some ways, this Model of Teacher Change overly simplifies a highly complex process, and exceptions to the model certainly exist. For example, participants' attitudes must at least change from 'cynical' to 'skeptical' for any change in practice to occur. Furthermore, the process of teacher change is probably more cyclical than linear (Huberman, 1992, 1995). In other words, changes in attitudes

and beliefs are likely to spur additional changes in practice that bring further change in student learning, and so on (Huberman, 1983, 1985). Still, the consistency of the results from diverse studies makes a strong case for the proposed model.

A Similar Model

Striking similarity exists between the sequence of change events suggested by this model and a change model proposed over 100 years ago to describe the temporal relationship between emotion and behavioral response. The psychologist William James (1890) theorized that the important factor in an emotion is feedback from the bodily changes that occur in response to a particular situation. His theory seemed to conflict with commonly held notions about emotion and human behavior. Simply stated, James suggested that we see a bear and run, therefore we are afraid. Or, if we slip while descending a staircase, we grab for the railing first, and then sense the fear of our near fall. This theory was also proposed by the Danish physiologist Carl Lange and is generally known as the James–Lange theory.

Similarly, the Model of Teacher Change outlined here might seem to conflict with commonly held notions about the nature of educational change. The model implies that change in teachers' attitudes and beliefs is primarily a result, rather than a cause, of change in the learning outcomes of students. In the absence of evidence of positive change in students' learning, it suggests that significant change in the attitudes and beliefs of teachers is unlikely.

Implications for Professional Development

Assuming that this Model of Teacher Change is accurate, what are its implications for professional development? The following three principles stem from the model. Consideration of these principles is believed to be essential in planning effective professional development programs that result in significant and sustained educational improvements.

Recognize that Change is a Gradual and Difficult Process for Teachers

Learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Any change that holds great promise for increasing teachers' competence and enhancing student learning is likely to require extra work, especially at first. The requirements of extra energy and time can significantly add to teachers' workload, even when release time is provided.

Furthermore, change brings a certain amount of anxiety and can he very threatening. Like practitioners in many other fields, teachers are reluctant to adopt new practices or procedures unless they feel sure they can make them work (Lortie, 1975). To change or to try something new means to risk failure. Not only would this be highly embarrassing, but it also runs counter to most teachers'

strong commitment to student learning. To change means to chance the possibility that students might learn less well than they do under current practices. Therefore, even when presented with evidence from the most carefully designed experimental studies, teachers do not easily alter or discard the practices they have developed and refined in the demanding environment of their own classrooms (Bolster, 1983).

It is also important to recognize that no new program or innovation will be implemented uniformly. Teaching and learning are influenced by a multitude of situational and contextual variables (Huberman & Miles, 1984; Fullan, 1985; Firestone & Corbett, 1987). Reforms based on assumptions of uniformity in the educational system repeatedly fail (Elmore & McLaughlin, 1988). Hence, an appropriate balance must be struck between program fidelity and mutual adaptation considerations (Griffin & Barnes, 1984). Close collaboration between program developers/researchers and teachers can greatly facilitate this process and can be accomplished in a variety of ways (Ward & Tikinoff, 1982).

Ensure that Teachers Receive Regular Feedback on Student Learning Progress

If the use of new practices is to be sustained and changes are to endure, the individuals involved need to receive regular feedback on the effects of their efforts. It is well known that successful actions are reinforcing and likely to be repeated while those that are unsuccessful tend to be diminished. Similarly, practices that are new and unfamiliar will be accepted and retained when they are perceived as increasing one's competence and effectiveness. This is especially true of teachers, whose primary psychic rewards come from feeling certain about their capacity to affect student growth and development (Bredeson *et al*., 1983; Guskey, 1989; Huberman, 1992). New practices are likely to be abandoned, however, in the absence of any evidence of their positive effects. Hence, specific procedures to provide feedback on results are essential to the success of any professional development effort.

In programs involving the implementation of mastery learning, for example, teachers receive this type of feedback through the regular administration of 'formative assessments' (Bloom *et al*., 1981). These assessments are used in mastery learning primarily to give students detailed information on their learning progress. They are paired with corrective activities designed to help students remedy their learning errors.

In addition to the feedback formative assessments offer students, however, they also offer teachers specific feedback on the effectiveness of their use of the mastery learning process. They provide teachers with direct evidence of the results of their efforts and illustrate precisely the improvements made in students' learning. Formative assessments can also be used to guide instructional revisions, when necessary, to increase teacher effectiveness (Guskey, 1997).

Students' scores on quizzes and class assessment are not the only type of feedback indicative of successful learning outcomes. Stallings (1980) found that providing teachers with regular feedback on student involvement during class

sessions could be very powerful in facilitating their use of new instructional practices. Giving teachers evidence on students' feelings of confidence or self-worth can also serve this purpose (Dolan, 1980). Whatever the student learning outcome considered, it is vitally important to include some procedure by which teachers can receive regular feedback on that outcome to assess the effects of their efforts. When teachers gain this evidence and see that a new program or innovation works well in their classrooms, change in their attitudes and beliefs can and will follow.

Provide Continued Follow-Up, Support and Pressure

If change in teachers' attitudes and beliefs occurred primarily before implementation of a new program or innovation, the quality of the initial training would be crucial. But since, as the model suggests, such change occurs mainly after implementation takes place and there is evidence of improved student learning, continued follow-up, support, and pressure following the initial training that is even more crucial.

Support coupled with pressure is essential for continuing educational improvement. Support allows those engaged in the difficult process of implementation to tolerate the anxiety of occasional failures. Pressure is often necessary to initiate change among those whose self-impetus for change is not great (Airasian, 1987; Huberman & Crandall, 1983), and it provides the encouragement, motivation, and occasional nudging that many practitioners require to persist in the challenging tasks that are intrinsic to all change efforts.

If a new program or innovation is to be implemented well, it must become a natural part of teachers' repertoire of teaching skills. Especially for program continuation and expansion, teachers must come to use the new practices almost out of habit. If this is to occur, continued follow-up and support are essential.

Of all aspects of professional development, sustaining change is perhaps the most neglected. It is clear that, to be successful, professional development must be seen as a process, not an event (Loucks-Horsley *et al.*, 1987, 1998). Learning to be proficient at something new or finding meaning in a new way of doing things is difficult and sometimes painful. Furthermore, any change that holds great promise for increasing individuals' competence or enhancing an organization's effectiveness is likely to be slow and require extra work (Huberman & Miles, 1984). It is imperative, therefore, that improvement be seen as a continuous and ongoing endeavor (McLaughlin & Marsh, 1978).

Future Research

The model of teacher change outlined in this article presents a variety of opportunities for future research. In particular, it will hopefully stimulate renewed interest in the various components of the change process, the nature of the relationship between components, and the transition from one component to the next.

For example, we need to find more creative ways to help teachers translate new knowledge into practice, keeping in mind the problems related to 'working on' rather then 'working with' teachers (Ward & Tikinoff, 1976). We need better and more efficient methods of providing teachers with regular feedback on the learning progress of their students. We need to explore the specific teacher attitudes and beliefs most crucial to professional growth and development, and to find better ways of measuring these variables. Studies on these issues offer exciting possibilities. The findings are likely to have implications for professional development efforts at all levels of education.

The model discussed offers a very optimistic perspective on the potential of professional development. It illustrates that, although the process of teacher change through professional development is complex, it is not haphazard. Careful attention to the order of change events described in this model is likely not only to facilitate change-making, but also to contribute to the endurance of change. As a result, professional development programs will be far more effective and much more powerful.

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EDUCATIONAL PROFESSIONALIZATION

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25

TEAM EDUCATIONAL PROFESSIONALIZATION







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26

WHAT ARE THE "EDUCATIONAL TASKS" OF OUR LECTURERS

Lecturing "big" groups

Supporting bachelor/master theses

Teaching practicals/seminars

Supervising Work Placement/internships /traineeships

Set up & Correct exams

Feedback conversations after the exams

Intermediate feedback

Instructional design

Thinking about/contributing to educational innovations

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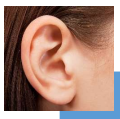
EDUCATIONAL QUALITY CONTROL OFFICE

Professionalization

- Teacher and assistant training sessions & workshops (basic, specifiic)
- Onderwijstips.ugent.be
- Active Learning
- Seminars/Webinars
- MOOCS
- Innovation projects
- Personalized teacher coaching
- COP internships

Quality control

- Internal quality control mechanisms
- Portfolio's
- Peer learning visits between chairs of Study programme committees
- Quality meetings faculties



Ombuds

- Institutional Ombudsperson

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28

CONTEXT & CHARACTERISTICS OF OUR PI'S

CONTEXT

Teaching vs. research

"Non – compulsory" but highly recommended

Various needs, preferences and degrees of willingness

Dutch / English

CHARACTERISTICS

- Needs based but supply oriented
- Based on scientific research and current educational models
- Focused on practical information
- Carry out UGent-context and -culture

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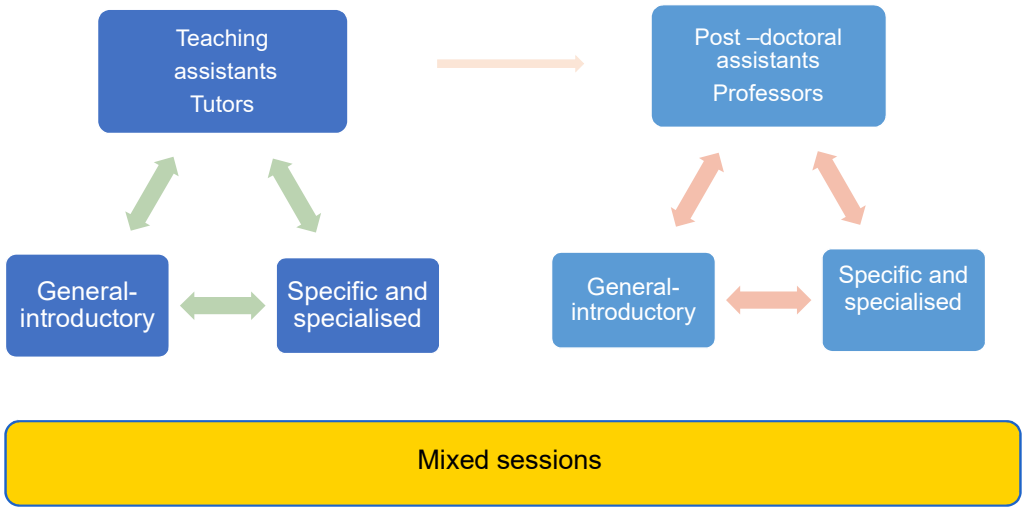
30

TEACHER AND ASSISTANT TRAINING SESSIONS



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31

TRAINING SESSIONS FOR TEACHING ASSISTANTS

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32

GENERAL/INTRODUCTORY TRAINING FOR TA'S: TRAJECTORY

½ day	2h/2h30	2h
Teaching @UGent: "the basics"	Min. 1 mandatory workshop	Intervision

- Active & qualitative teaching big groups
- The Power of Collective Feedback
- The Secrets of a succesful groupwork
- Motivating teaching

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TRAINING SESSIONS FOR TEACHING ASSISTANTS

The Feedback conversation

Organizing and conducting practicals

Supporting writing tasks

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36

TRAINING SESSIONS FOR LECTURERS

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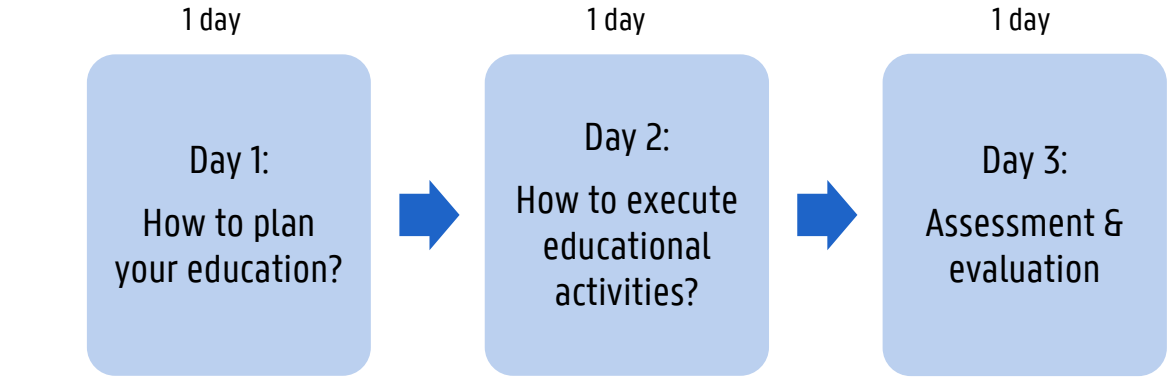
38

INTRODUCTORY TRAINING FOR LECTURERS/PROFESSORS



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OTHER TRAINING SESSIONS FOR LECTURES

Peer Assessment

Video

Turning Point: (online) stemsystemen

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40

DOCENTENTRAININGEN

Presentation Techniques Workshop (level 1 & 2)

Lecturing skills in English

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41

MIXED SESSIONS

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42

MIXED WORKSHOPS

Active & qualitative teaching of big groups

The Power of Collective Feedback

The Secrets of a Succesful groupwork

Motivating teaching

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43

TRAINING COURSES IN ENGLISH

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44

TRAINING COURSES IN ENGLISH

Introductory Teacher Training

The importance of correctly filled in course sheets (ECTS)

Presentation techniques workshop

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45

WHY DO LECTURERS FOLLOW OUR TRAINING SESSIONS?

Teaching in practice

More confidence in their teaching

Reflection about their own way of teaching and evaluation

Exchanging ideas, getting inspired, meeting colleagues

Certificate → career path

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48

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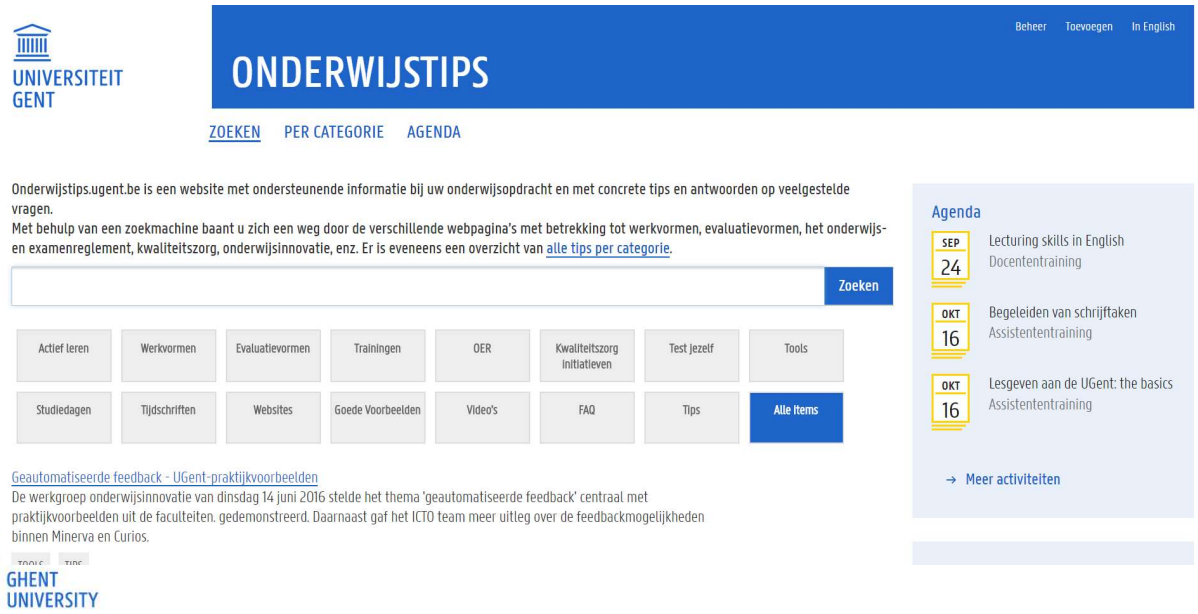

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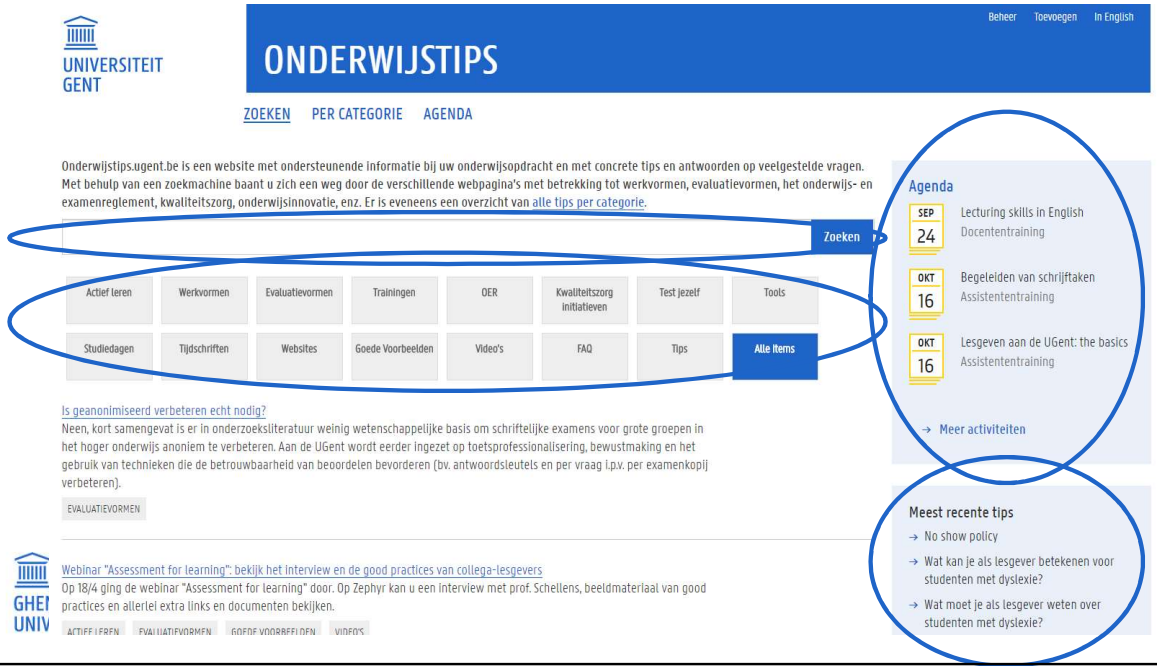

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URL'S

www.onderwijstips.ugent.be

www.ugent.be/taaladvies

www.motiverendlesgeven.ugent.be

www.ugent.be/videotraining

www.ugent.be/stage-docenten

www.mooc.ugent.be

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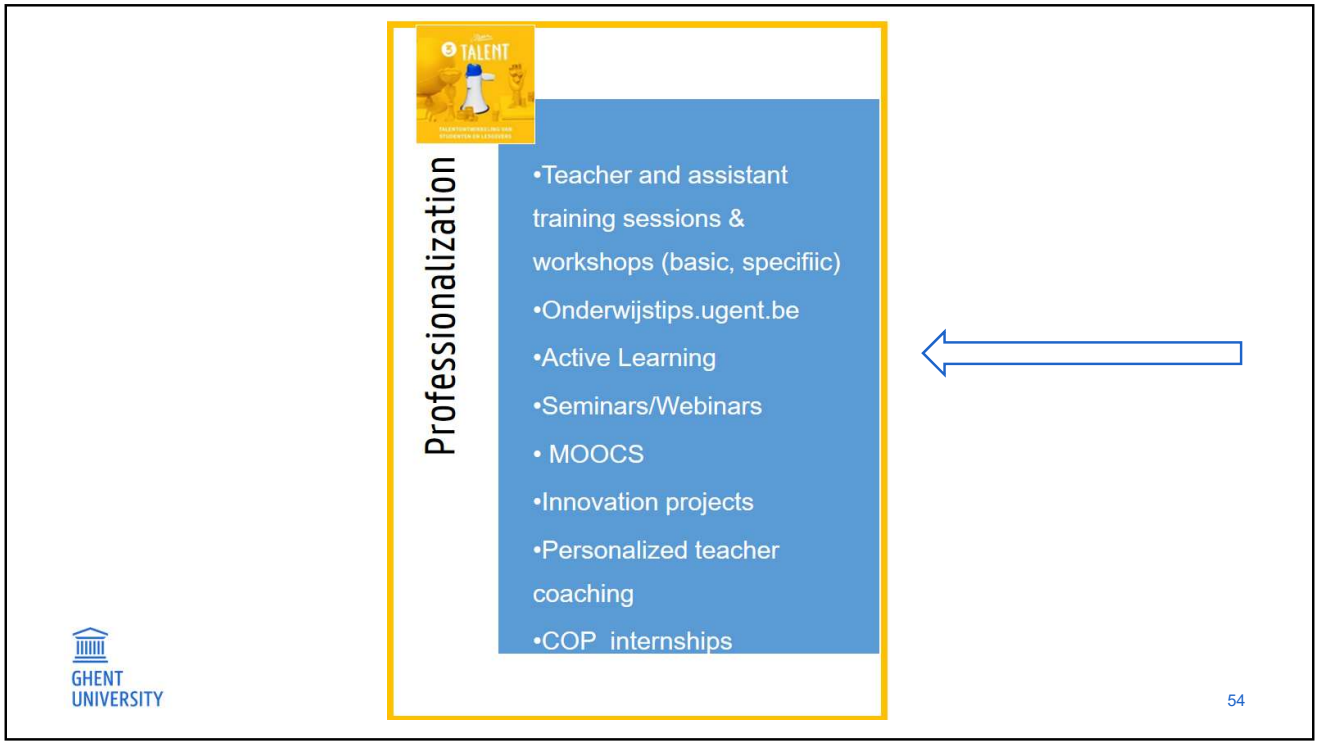
53


Professionalization
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•Seminars/Webinars
• MOOCS
•Innovation projects
•Personalized teacher coaching
•COP internships
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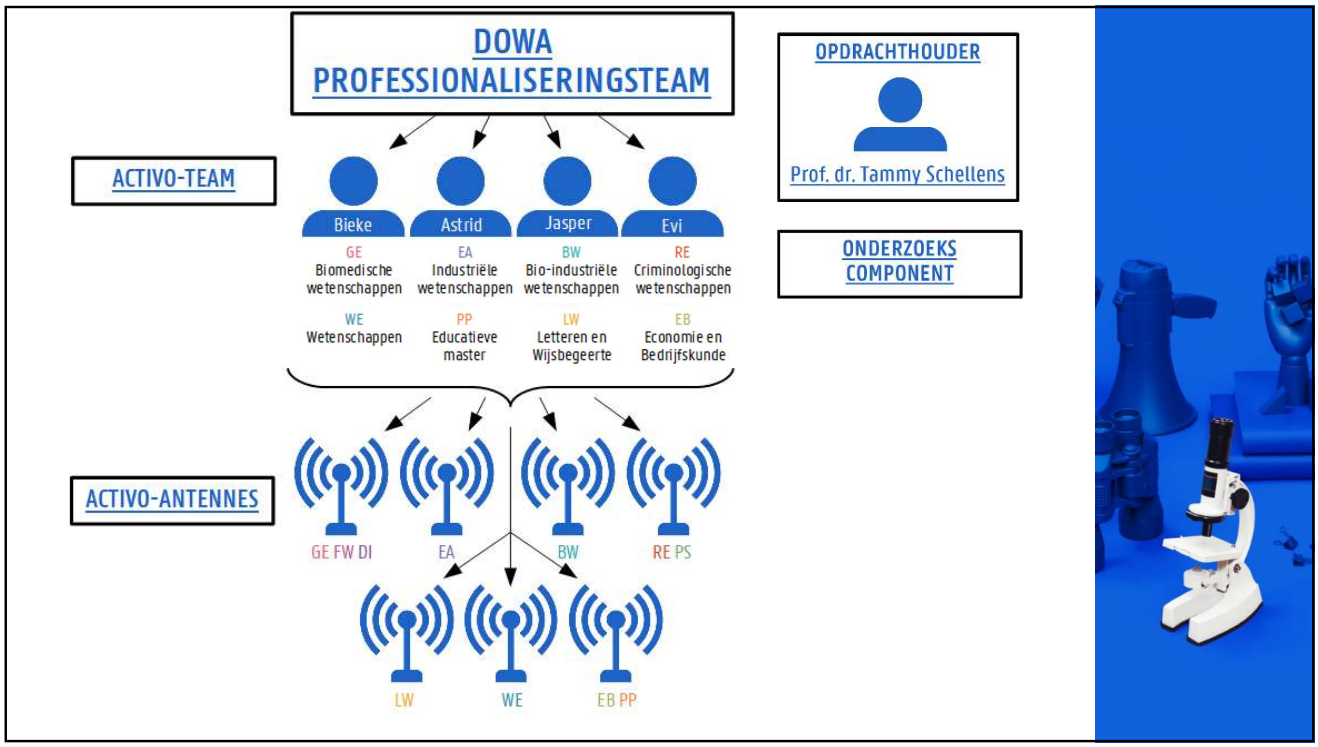
54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PROFESSIONALISERINGSTEAM
ACTIVO-TEAM
Bieke
Astrid
Jasper
Evi
GE Biomedische wetenschappen
EA Industriële wetenschappen
BW Bio-industriële wetenschappen
RE Criminologische wetenschappen
WE Wetenschappen
PP Educatieve master
LW Letteren en Wijsbegeerte
EB Economie en Bedrijfskunde
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Prof. dr. Tammy Schellens
ONDERZOEKS COMPONENT

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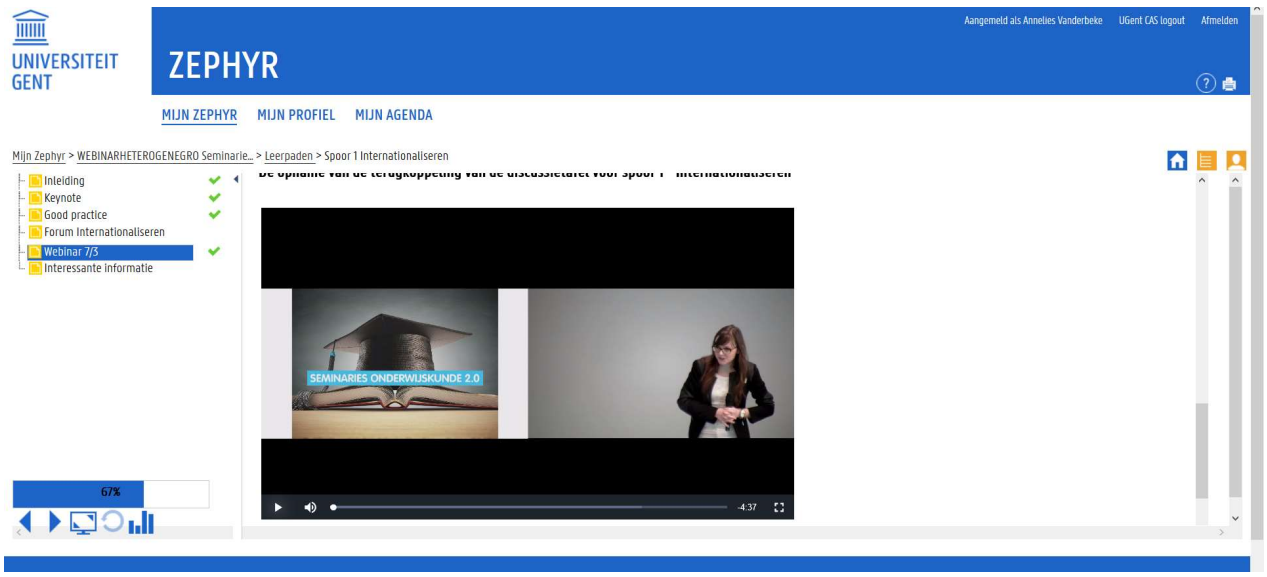
56



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57

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58

http://mooc.epotentia.com/wp/

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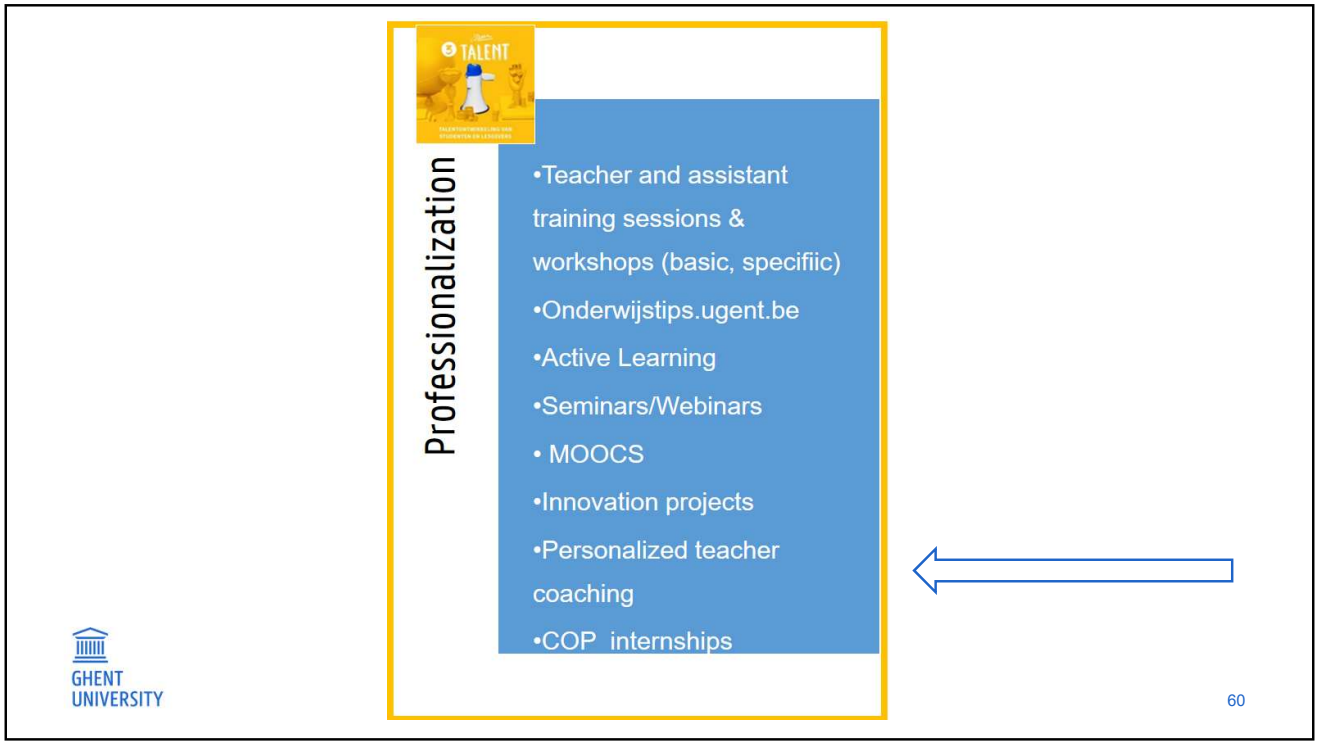
59


TALENT
Professionalization
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• MOOCS
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•Personalized teacher coaching
•COP internships
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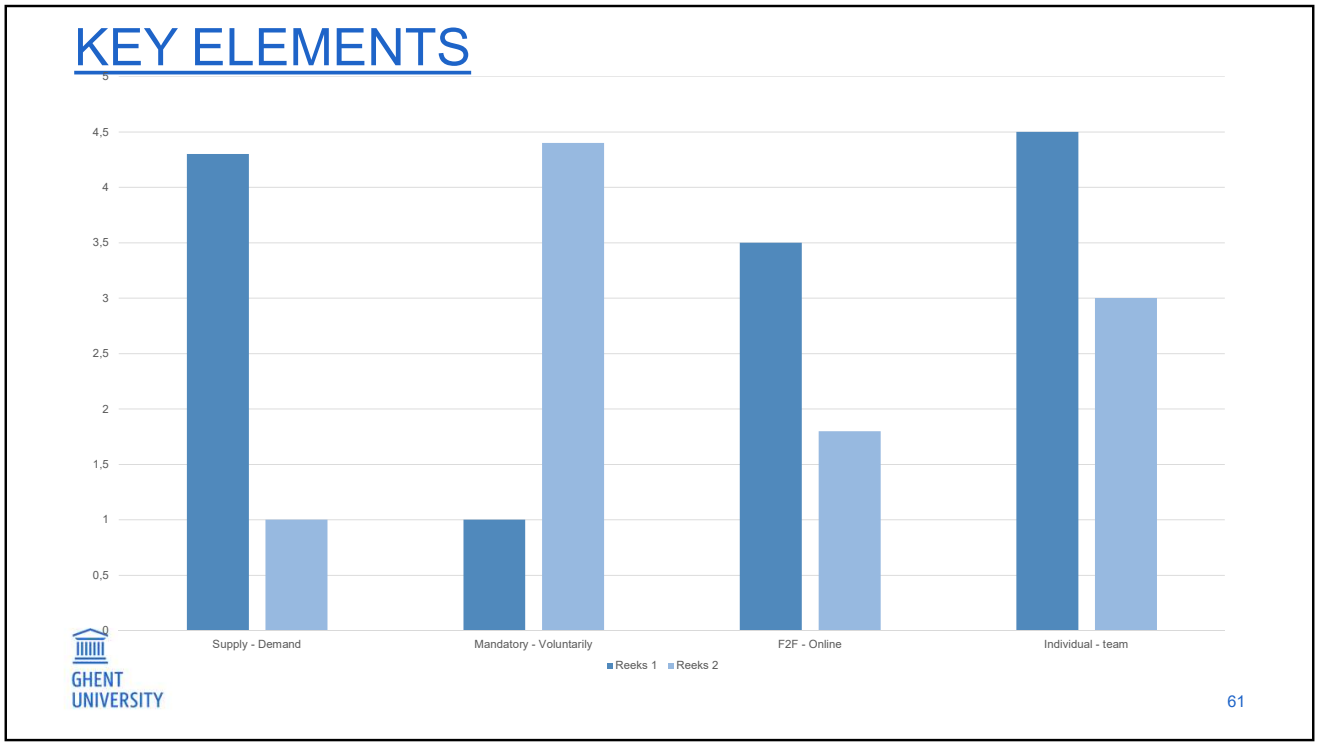
60


KEY ELEMENTS
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3,5
3
2,5
2
1,5
1
0,5
0
Supply - Demand
Mandatory - Voluntarily
F2F - Online
Individual - team
Reeks 1
Reeks 2
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61

- Onderwijstips.ugent.be

- Annelies.Vanderbeke@UGent.be
- Jan.Velghe@UGent.be

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62

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ONDERWIJSTIPS

On Onderwijstips.ugent.be you can find useful educational tips and answers on frequently asked questions. It is our aim to help you to get the most out of your teaching.
With these tips, members of the teaching staff can increase their professional development and make their teaching experience a lot more enjoyable.
Make use of the keyword search to find an answer to questions regarding teaching methods, evaluation methods, the education and examination code, quality assurance initiatives, educational innovation, etc.
On the website you can also find an overview of all educational tips by category.

Active learning	Teaching methods	Evaluation methods	Training sessions
Education and examination code	Quality assurance initiatives	Test yourself	Tools
Conferences	Journals	Websites	Good Practices
Videos	FAQ	Tips	

Avoid mistakes and fraud by properly organizing an exam.
Guidelines for the organisation of an exam.

NONE

How can you organise a good oral exam?

EVALUATION METHODS QUALITY ASSURANCE INITIATIVES

General information on completing the course sheet

TEACHING METHODS EVALUATION METHODS NONE

Is a student who is absent or hands in the exam blank still entitled to a resit examination?

NONE

How do I save time when correcting examinations / papers?
Below, a few suggestions to win time when correcting assignments and examinations.

NONE

Are religious symbols allowed in class?
Guideline for religious symbols at Ghent University

NONE

Can partial grades be rounded off?

EVALUATION METHODS EDUCATION AND EXAMINATION CODE QUALITY ASSURANCE INITIATIVES

OASIS code of conduct

TOOLS

How to avoid internal appeals?
Some tips and tricks on how to avoid an internal appeal and some trick on how to deal with an internal appeal.

NONE

What is an internal appeal?
On this site you find information regarding internal appeal at Ghent University. How does UGent deal with internal appeals and what are the possible outcomes.

NONE

An overview of all scheduled teacher training sessions in English
The UGent is working on a selection of teacher training sessions in English. Find here an overview of all scheduled teacher training sessions in English, more information about the content of the sessions and register.

TRAINING SESSIONS

How to proceed in case of a substantive error?
Resolving substantive errors. What and how?

EVALUATION METHODS EDUCATION AND EXAMINATION CODE NONE

The Institutional Appeals Committee: behind the scenes

EDUCATION AND EXAMINATION CODE NONE

Rubrics to garantee a reliable evaluation
Here, you can find more information regarding rubrics: what are they, for what purpose can they be used and what are important guidelines for good practice?

NONE

What is "constructive alignment" and why is it that important?
Constructive alignment means that the predetermined skills, the learning and teaching activities as well as the assessment tasks are all aligned. It is one of the most important principles in the design of education.

ACTIVE LEARNING TEACHING METHODS EVALUATION METHODS NONE

Dealing with threatening situations: UCare
Here, you can find recommendations on dealing with threatening situations or remarkable behaviour.

NONE

Dealing with large groups: encouraging students to take action with (online) voting systems
In the following video clip, a number of experienced Ghent University lecturers gives tips on how to use (online) voting systems can stimulate students.

VIDEOS

Avoid undesired effects during marking

Various undesired effects during marking can influence the examiner in a subjective, unintentional manner. Below, some recommandations are given to avoid these kinds of effects.

NONE

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17 UGent testing principles

Approved principles by the Education Board at 6/11/2014.

NONE

Training about practicals

What is is this training about? When are the organized and how can you subscribe?

TRAINING SESSIONS

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FOR FACULTY AND STAFF

Video in 4 steps

What do we want to achieve with this video training?

Create quality videos in 4 steps and use them as a lesson.

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ONDERWIJSTIPS

Using video in education

What?

Streaming video is defined as the technology which allows you to view a video file while it is temporarily being stored on your computer. The file is not first saved as a whole on your computer. There is a constant data flow which can already be viewed almost at the time of storing.

Two types of streaming are possible:

1. Broadcast streaming
   This refers to real-time or synchronous streaming. The event which is being filmed is being played back for the students at the same time. This is, for example, the case in Videoconferencing.
2. On-demand streaming
   This refers to asynchronous streaming. Video material, stored on the server, can be watched by a student or lecturer independent of time or place. Weblectures, web tutorials and other video excerpts can be offered in a streaming format.

Specific forms?

Videoconferencing

Videoconferencing is a communication system that allows a group or an individual at one location to synchronously communicate (at the same time) with a group or an individual at a different location via the Internet or a satellite connection. Usually, there is a connection between two locations, but a connection between multiple locations is also possible.

Teleclassing

A specific form of Videoconferencing is Teleclassing. Teleclassing is an advanced video-conferencing system which allows the lecturer to give a lecture at one location which is sent to multiple locations, and enabling a constant interaction between lecturer and students, and between students in different lecture halls. This particularly provides an answer to problems of lecturer and student mobility.

Weblectures (webinars)

Weblectures are recordings of, for example, a presentation, a lecture or a workshop

that can be viewed using a web browser. [7] A weblecture usually makes use of two screens. On one screen, you can see the slides of the lecturer, and on the other the lecturer, a website or a link to articles and additional material. A weblecture contains some interactivity: students can navigate through the course materials included at their own pace by clicking on a slide or going through the time bar.

A specific form of weblectures are web tutorials. Web tutorials focus on making exercises together. The lecturer builds up an exercise, a procedure or an application step by step.

Overflow hall

An overflow hall is an extra room used when the capacity of the hall or the auditorium where a lecture or event takes place has reached its limit. Sound and image are sent from one hall to the other so that all activities can be followed in both rooms. In contrast to Videoconferencing, interaction is not possible between the overflow hall and the other lecture location.

How to use?

Place weblectures or recorded lectures online in the electronic learning environment.

This offers several advantages:

1. Students are able to review specific parts in preparation for the exam.
2. Weblectures can be viewed by students who missed a lecture due to illness, concurrent courses, work commitments, etc.
3. The weblectures offers additional support for specific target groups, including students with disabilities, particularly dyslexia, ADHD or attention deficit disorders. They often need more time to simultaneously listen and take notes. Moreover, students with hearing impairment can adjust the volume when watching weblectures.
4. The weblectures provide support to students taking part-time or evening classes and helps them connect with the subject matter. [11]
5. The weblectures helps to prepare students for a new course or a new chapter. [2]
   Please note! Use short excerpts in an enriched learning environment. Consider a maximum attention span of between 5 and 10 minutes, and adjust the length of the weblectures accordingly. Also enrich the lectures with assignments, self-tests or discussion. Hence, students get the message that they should do something with the learning material.

Use video to promote education flexibility.

Videoconferencing can be used to simultaneously offer the same lecture at multiple locations. This solves problems of student mobility.

Furthermore, these video excerpts can be viewed by working students or students who take the course through distance learning. The streamed video clips help these students to stay focused on the material and create a sense of closeness with the lecturer among students. [5]

Counsel students online via Videoconferencing.

Use Videoconferencing to provide online counselling and feedback to students residing abroad or away at an internship. You can also organize online office hours with interested students to prepare them for the exam. [15][18]

Use Videoconferencing to facilitate (inter)national collaboration between institutions.

You can invite guest speakers without them having to come to the university. In addition, Videoconferencing can be used to conduct research together, to collaborate with international research groups, for PhD defences with an international jury or to participate in international workshops.

Add subtitles to lectures.

In the context of internationalization, it may be interesting to add English subtitles to recorded lectures to support foreign students. Subtitles may also be help if a lecturer's English is not up to scratch.

Make use of the possibility of reusing course materials.

The lecturer can use video streams for practicals, thus eliminating the need for repeated demonstration. [8] Learning materials can also be incorporated in the context of exchanging expertise between institutions when this expertise is not available in either institution.

Let it assist you in reflecting on your own professional activity.

Video can be used in education as proof of skilled actions of the student, for example in the teacher training programme. This technique can be used to complement work placement visits. In order to allow a standardization of the evaluation, it is important to select appropriate assignments that can be recorded on video. [15] The student must be clearly informed about which actions need to be filmed. The use of video ensures that the actions of the student can be assessed by multiple evaluators.

Lecturers can also use video to fine-tune their own lectures. By recording a lecture, the lecturers are confronted with their teaching and presentation skills and can make improvements accordingly.[10]

Have students prepare a lecture using a recorded lecture.

A lecture can be recorded in preparation for another lecture or even another course. On the one hand, this can add value for Erasmus students: it makes clear which level the students must have and achieve. On the other hand, the recording can serve as preparation for the lecture itself, in order to activate the students' existing knowledge on the topic. [6] As a result, the level of the lecture goes up because there is more room for qualitative contact. [17]

Use video as an illustration and in the context of (online) skill learning.

Use video material to demonstrate and discuss certain skills during a lecture. The use of such videos can be motivating. They attract the attention of the students and make the course more lively and realistic.[1][2][6]

Additionally, you can put these videos online, which allows students to go through them at their own pace. Weblectures are less suitable to practise skills or to discuss and experiment. [7]

Please bear in mind

Simply offering video material does not necessarily lead to better learning results.

Although the use of video results in new and interesting teaching scenarios that can support the learning process of the students, research has shown that simply offering video material does not lead to better learning results.

Make sure that videos contain not only visual, but also auditory stimuli.

Information is more easily stored and retrieved when the information transfer is supported by both auditory and visual stimuli. However, redundant information is detrimental to information processing.[14][17]

Do not replace lectures by putting recorded lectures online.

Class attendance remains the highest indicator for good exam scores. For students with low to zero attendance, the availability of an online version of the lectures has a positive effect. [4] However, this effect is not present for each course unit; for example, a mathematical course mainly requires insight. Repetition of the lecture only promotes memorization. [13]

Merely gathering groups in different locations and communicating with them via Videoconferencing does not guarantee an effective learning environment.

The students at the remote site do not experience the same quality of education and learning as the students at the local site. For example, they feel less involved, and there is a greater risk of disruptive behaviour at the remote site. Keep this in mind during your lecture. [4][9][12]

Make sure to add to the video content the option for students to interact with the learning material.

Particularly the instruction added to the video content is important.[3] In addition, you should be aware that the use of video requires a different classroom management and a different didactic approach in order to achieve an optimal learning environment, including the necessary guidance and support. [7] You could, for instance, shorten weblectures and video material in order to keep the attention of the students. [16]

Ghent University and video

→ To record the lectures, Ghent University uses Opencast Matterhorn.

→ Ghent University has several capture agents to record lectures, divided among the faculties. This will be further expanded.

→ Video excerpts can be uploaded and made available in Minerva. The platform used for this is MediaMosa.

→ In future, you will also be able to record weblectures from home through BigBlueButton. For more information about the functioning of BigBlueButton, please consult the following website: http://www.bigbluebutton.org.

→ Weblectures can currently be recorded in the Multimedia Room, which contains a permanent installation for automatic lecture recording. More permanent installations will be distributed at various locations. With one press of the button, lecturers will automatically be able to indicate whether a lecture should be recorded.

→ Ghent University also has a mobile set-up which enables the recording of lectures in other lecture halls.

More information

If you have any further questions, you can

→ contact Davy de Sloover for technical support: Davy.deSloover@UGent.be or call 09 264 47 30;

→ contact Jan Velghe for teaching support: Jan.Velghe@UGent.be or call 09 331 00 61;

→ consult the website icto.ugent.be (search: multimedia)

Attachments

→ nota-streaming-video-korte-versie.pdf

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Related tips

- → Qualitative feedback by means of screen capture videos (Good Practices)
- → Blended learning (Active learning)
- → Icto.Ugent.be, the website of the ICT Educational Technology Office (Websites)
- → Educational innovation project Arabic (Good Practices)
- → File your complaints about classroom equipment/infrastructure via the website 'urgent repairs' (Tips)
- → How do I make videos and upload them to my Minerva course? (FAQ)

Last modified March 8, 2019, 9:29 a.m.

TWEEDAAGSE VIDEOTRAINING

VOORBEREIDENDE INSTRUCTIES

Beste lesgever,

We kijken ernaar uit met jou aan de slag te gaan tijdens de tweedaagse videotraining! Om het maximale te halen uit deze training vragen we om de volgende informatie goed te lezen. Maak de twee voorbereidende opdrachten voor je naar onze training komt en gebruik hiervoor het invulformulier.

INTRODUCTIEVIDEO

Bekijk de introductievideo en kom meer te weten over de videotraining (1 minuut en 50 seconden). Deze video open je best in een lokale browser en niet via Athena. Zet YouTube in jouw browser op HD-instelling om de video's in beste kwaliteit te bekijken.

OPDRACHT 1: FORMULEER HEEL CONCREET HET DOEL VAN JOUW VIDEO

Bekijk hieronder eerst de kennisclip 'Bepaal het doel van jouw video' (2 minuten en 31 seconden). Formuleer vervolgens zelf de doelstelling van jouw video. Gebruik hiervoor het Word-document dat als bijlage in de mail zit.

OPDRACHT 2: SCHRIJF HET SCRIPT VOOR JOUW DRIE MINUTEN DURENDE VIDEO

Bekijk hieronder eerst de kennisclip 'Waarom een script schrijven' (3 minuten en 24 seconden). Schrijf vervolgens zelf het script van jouw video. Gebruik hiervoor het Word-document dat als bijlage in de mail zit. Download als voorbeeld het script van deze kennisclip.

TOT SLOT: HAAL HET MAXIMALE UIT DEZE TRAINING!

DAG 1 – ONDERWERP & CAMERASET

Stuur ons zeker de voorbereiding (doel en script) door, alvorens je naar de training komt. Breng voor de opnames de outlines of PowerPoint mee op je laptop en breng desgewenst instructiemateriaal, foto's, … mee.
Optioneel: breng je beste camera, tablet of smartphone mee. Heb je een bijhorende microfoon of passend statief, breng dat zeker mee. Zorg voor opgeladen batterijen en voorzie voldoende lege diskruimte. Heb je geen materiaal, geen probleem. Je kan tijdens de training onze 4 kwalitatieve camerasets gebruiken.

DAG 2 – MONTAGE

Breng je **laptop** mee met daarop het programma **Camtasia**. De UGent heeft **licenties voor Camtasia** ter beschikking. Stuur een mail naar multimedia@ugent.be om een licentie te verkrijgen. Meer informatie vind je op http://icto.ugent.be/nl/content/kennisclips. Breng ook een **hoofdtelefoon** mee. Zorg er ten slotte voor dat het nodige videomateriaal reeds opgeladen is op jouw laptop.

PRAKTISCH

Dag 1: donderdag 18 oktober - 9u30 tot 16u - UFO - Tentamenruimte Open Universiteit (route)
Dag 2: dinsdag 23 oktober - 9u30 tot 17u - UFO - Tentamenruimte Open Universiteit (route)

Inschrijvingsgeld
Deelname aan de sessie is gratis voor de hierboven vermelde personeelscategorieën. Bij no show zonder tijdige annulatie (uiterlijk 5 dagen voor de start van de training) zal een onkostenvergoeding in rekening gebracht worden. Bekijk hier onze no show policy.

Vragen of bemerkingen kan je altijd mailen naar
Jan.Velghe@UGent.be of Annelies.Vanderbeke@UGent.be

Alvast bedankt en tot binnenkort,
Jan en Annelies

ONDERWIJSTIPS.UGENT.BE

Section 3. Professional Development as a service to structural partners in the academic network: The case of the "Master of Didactics" in collaboration with the Polish Ministry of Education

- Extract from design document for the Polish Ministry

Design and development of a professional development project for university staff
Target objective:

Tutoring oriented Professional Training and Development Program on Higher Education Didactics

STRUCTURE

Introducing the key aim of the professional development project:
Interpretation of "tutoring" in the context of Ghent University

In the literature, research and practice, "tutoring" is a container concept that overs a large variety of approaches in higher education. In the Ghent University context, we adopt a perspective that does not consider the teacher as a tutor, but the student as the key stakeholder. The student becomes a tutor and takes the lead. In figure 1, tutoring depicted as a key structural element in courses. This implies that – next to a teacher centered course design that could be set up via lecturing, workshops, … – there is a consistent part of the study time devoted to peer tutoring. In view of this tutoring activity, teachers decide on what goals are to be tackled with this instructional approach; this is translated in key tutoring activities; e.g., developing active research competences, developing communication competences, developing critical thinking competences, … .

Tutoring is set up in tutoring groups; group size varies according to the level of the student: larger groups at undergraduate level, smaller groups at graduate level. The tutor role is a temporary position, in reciprocal peer tutoring tutees and tutors switch role after a certain time. The tutors are trained and supervised by the teacher. This also allows for regular intervision to keep track of the tutoring activity at course level. Intervision allows tutors to share experiences, and concerns, to deepen tutoring skills. Tutors work on a regular base with tutees (e.g., once or twice a week). The activities are structure with tutor cards that push the group collaboration and can result in self and peer assessment and feedback development.

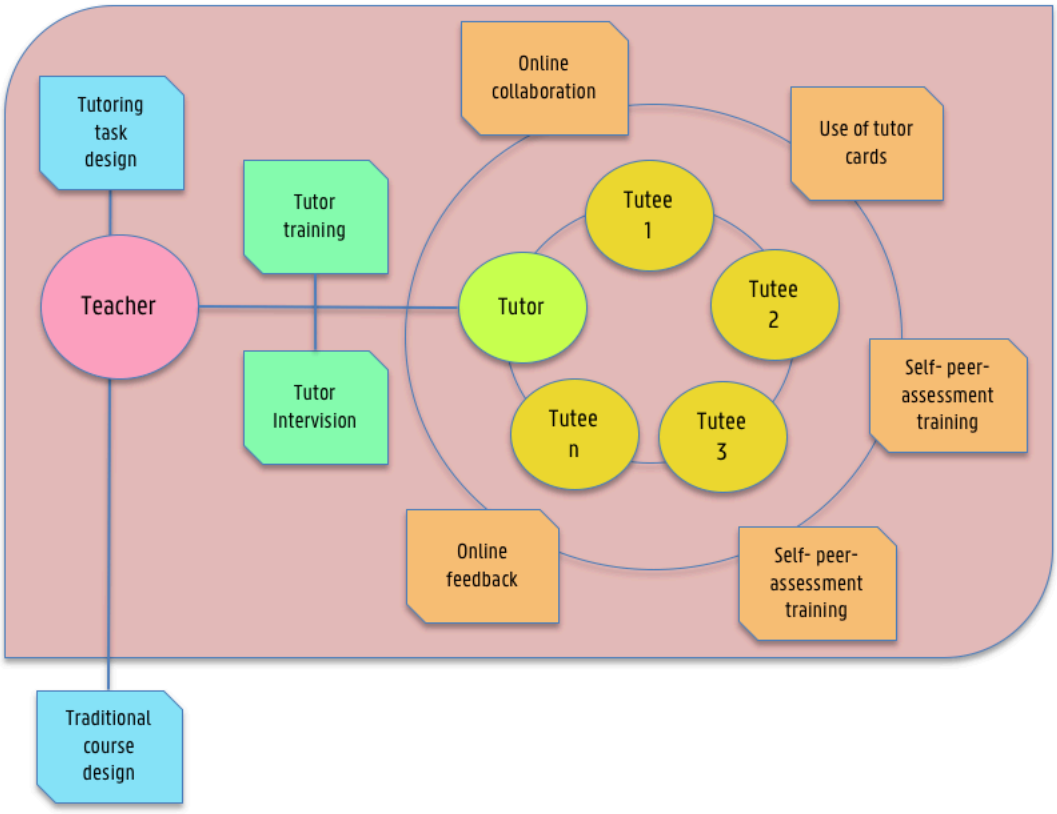

Figure 1. Projection of tutoring from the Ghent University perspective.

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The tutoring approach is a fundamental part of a course design and translates in a formal part of the evaluation, considering the tutor role evaluation, and the individual and/or peer group processes and products.

This Ghent University approach has influenced numerous curricula in the local university and beyond. For instance, in local honors programs top students take the tutor role in running anatomy classes in the anatomical dissection lab. In the pharmacy sciences program, online groups are tutored to tackle cases during the five-month internship at the end of the master's degree. Students in a teacher training program tackle online clinical simulations and give each other feedback.
All these examples have been set up in a research-based format and have resulted in research evidence to guide future practice.

Approach towards developing a professional development program for the universities

Building on our experiences and our research in the field of professional development, our team has developed a model to map the effects of professional development initiatives. This model integrates all processes and variables in specific stakeholders that are related to the outcomes of professional development. In other words, what we know from the research literature about "what works" has been incorporated in a set of interrelated clusters that cover steps in the design and implementation and evaluation of a Professional Development (PD) initiative (see Merchie, Tuytens, Devos & Vanderlinde, 2018). Figure 2 depicts the structural features in the framework.

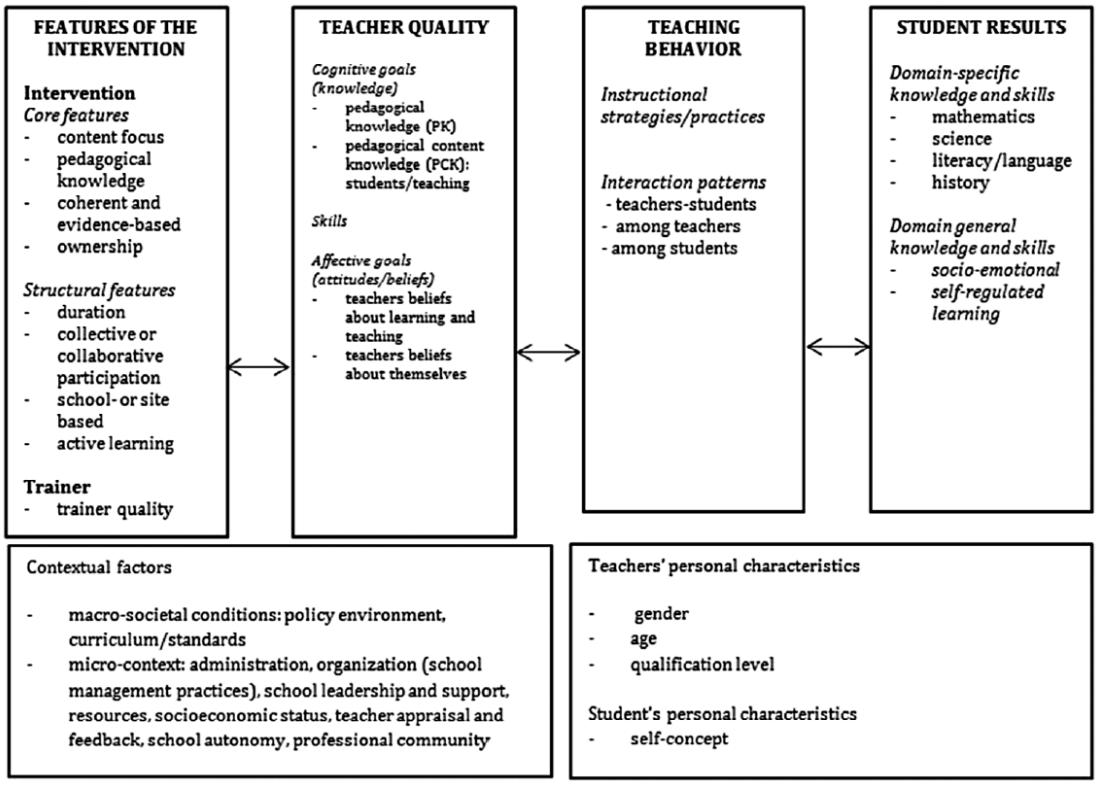

Figure 2. Framework integrating processes and variables that are related to the outcomes of professional development.

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We list below the key elements of this framework and how this guides the current PD-project. In this way we aim at increasing the fidelity of the professional development design:

- ## Features of the intervention

Core features

- The content of the PD will be specific and take into account the content domain of the target group. In other words, though a generic PD initiative will be developed, subsequent versions should consider the nature of the knowledge domain of the target group; e.g., a version for health sciences, a version for social sciences, etc.
- The pedagogical knowledge should be delineated. This is why we focus on a specific interpretation of tutoring that mainly puts the student at the center of the tutoring activity.
- The content will be evidence-based. All input for the PD will be based on evidence developed in the local setting or in collaboration with international partners (see our publication track record in this domain).
- The content will be developed initially by Ghent University, but in the plan, we foresee a gradual shift to the adoption of local examples, local ideas, local pictures, local video input. This increases ownership.

Structural features

- The duration of professional development is crucial. Single shot, one-shot training has proven not to be sustainable, effective and satisfactory. This brings us to a three-phase design that starts with
  - (a) a study visit based training at Ghent University (5 days x 8 hours = 40 hours), continue with
  - (b) an online booster session with feedback and online peer tutoring among a local group of teachers (20 hours) and followed up by
  - (c) a local good practice session where teachers meet one another and exchange real life practices (4 days x 8 hours = 32 hours + 8 hours preparatory work). The aim is to share hands-on practices, ideas, and to explore actively each other's materials. By preference video-based materials will enrich the demos and explorations to see teachers and students at work.

  The total cycle of one course takes (A) 40 hours + (b) 20 hours + (c) 40 hours = 100 hours. This training cycle is – for each cohort of a teacher team - set up during a one-semester period to guarantee a more continuous involvement and resulting in a more sustainable impact. In the project proposal, we will refer explicitly to these three phases or components in the "course".
- In terms of collective/collaborative participation, we opt for team-based participation at the level of a university and/or faculty cluster. This implies that we prefer working with people who also meet on a daily base or could at least get in touch in a local setting. The latter is critical for all phases in the training as described earlier. We propose that groups of 4 to 5 staff members of a local entity participate in the workshop.
- School- or site based: The initial training starts at Ghent University. This allows for an intensive immersion in the new ideas and to share a first implementation orientation with

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colleagues. But from the next phase on (b en c), all activities or set up, in the local university context. Moreover, we will strengthen the local university setting by developing a capacity building expertise center. This means that for each group of participants, a local point of contact will be approached by the Ghent University team to take up a local support role. The choice for this person/unit has to be made with the local partners. A specific strand of activities will be set up towards this person/unit in view of strengthening the local school- or site-based nature of the innovation. Extra resources, monitoring materials, monitoring activities, etc. will be set up through this person/unit. The focus on developing a local capacity building center can also be linked to the importance attached in the framework to "Contextual factors".
Lastly, this characteristic also implies that the activities will be linked to the local school/site. What is being developed or designed by teachers or teams will be specific for the local setting.

- In terms of "active training", this professional development initiative will reflect a hands-on approach; Every unit in the workshop will be activity based, will result in tools, products, … that will be added to a personal portfolio or a group portfolio.

Trainer quality

- This is a factor of paramount importance. Therefore, we propose involving post-doc researchers as trainers, that are experienced in setting up training, ecological valid interventions and have an established track record in approaching practice-questions from a flexible and contextualized angle.
- In addition, the project will be carried out with a supervisory team in the background. Above we introduced shortly the academic professors that are experienced in this field and that under scribe a active involvement in the project.
- Moreover, building on our experiences and the nature of the "peer tutoring" approach, we will also involve the participants as "experts" in the training. They will be required to take up tutoring roles for their group.

- ## Teacher quality

The framework emphasizes that teachers should be developed in a multidimensional way. This implies that we introduce the teachers to

- Relevant pedagogical knowledge related to collaborative learning (including group size, group composition, scripting, structuring), to assessment (levels in assessment, assessing tools, self and peer assessment, training for assessment, portfolio assessment), tutoring (types of peer assisted learning, peer tutoring (cross age and same age), student tutoring), feedback (types of feedback), online learning (groups, wiki's, online assessment). In addition, student tutoring fits approaches linked to flipped classrooms and blended learning. This knowledge base can be adapted considering local demands after the needs analysis session.
- Relevant skills. This refers to hands-on activities linked to implementing the above ideas in face-to-face and online settings. Take care, some of the skills will also be linked to

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administrative and logistic features of tutoring; often neglected in professional development.
    - Affective goals sound difficult to attain. But, motivation, self-efficacy, beliefs, can be boosted when teachers feel they are competent, autonomous and belong to a group. The team-based training approach in which we also share responsibilities and roles with participants has an established value in the research literature to become safe spaces where teachers are willing to experiment, to share to discuss success and failure.
- **Teaching behavior**
    - This section reiterates the focus on teacher "quality" but emphasizes now the actual monitoring of what changes in teacher behavior. A variety of instruments will be used to help teachers monitoring their own teaching behavior. This will partly be set up as part of the evaluative strand of the project. But, building on the present framework, we also transfer part of the responsibility for the monitoring and evaluation of the teachers themselves. Data will be collected to study together the quality in the changes in instructional strategies, as reflected in the recently implemented tutoring approaches. Typical (self-observational checklists that can be used are based on Van de Grift (2007).
    - In addition, we will also monitor change variables and how teacher react to the design of this specific professional development project.

- **Student results**
    - In the present project, we don't focus immediately on student outcomes. But, in the monitoring phase of the project, also students will be involved in a qualitative and quantitative study to monitor the impact on their self-efficacy, autonomous motivation and learning performance. In this way, we respect the focus on domain specific knowledge and skills and also ion socio-emotional and regulation features of their learning process as affected by the tutoring approach.

In the model, next to contextual factors also personal characteristics are stated as key conditions:

- **Contextual factors**
    - It is wise if teachers can refer to policy documents that already refer to educational innovations that are aligned with the current course content and orientation.
    - If the university already has established a professional development center and/or initiative, it is recommended this is linked up to the course involvement.
- **Personal characteristics teachers**
    - Key is that the participating teachers master English at a C1 level; this crucial to benefit from the oral and textual communication.
    - We expect teachers to have at least three years of teaching experience in their domain.

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Structure of the training offer

The project takes into account the following demands from the university:

1. *Creation of training programme for tutors*
2. *Conduct of trainings for tutors (number of courses/number of participants)*
   - *Number of the conducted courses under the project*
   - *Number of hours within framework of the courses*
   - *Proposed date and method of implementation of courses*
   - *Place of conducting intramural classes (address/es)*
   - *Place and number of proposed study visits*
3. *Participation in creation of the model/models of use of the tutoring method (initial and final version)*
4. *Support of the partner consisting in consultations/mentoring during the stage of testing and implementing the solution reached"*

In view of developing a professional development offer that meets these demands, we developed an extensive plan that we will – at the end of this document – collapse the tables projecting the implementation over time.

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WP1 Design and development of the "Tutoring oriented Professional Training and Development Program on Higher Education Didactics"

Aim: To underpin the content, structure and design of the professional development offer.
Timeline: September-December 2018

Activities and estimated number of days	Days
2018	
1.1 developing an online repository of materials to guide and document the design for the course offer. Collecting comprehensive workshop materials in view of designing the "Tutoring Professional Training and Development" course	4
1.2 Validation of assumptions as to feasibility of tutoring approaches in the HE context.	2
1.3 Developing a scenario for course component (a) full time training week; Estimated duration 5 working days; each half a day focuses on a specific topic; see appendix 1 for the content listing	12
1.4 Developing a scenario for course component (b) online course to foster implementation in local university settings	12
1.5 Developing for course component (c) Local hands-on workshop in the local university setting	12
1.6 Developing format for monitoring activities during implementation of participants (phase b)	10
1.7 Developing formats for local capacity center in the participating universityies.	10
1.8 Designing instruments, administration protocols and analysis guidelines in view of evaluating the course in target group.	3
1.9 Delivery of version 1.0 of the "Tutoring Professional Training and Development" course (component a)	15
1.10 Delivery of version 1.0 of the online course (component b)	15
1.11 Administrative and logistic work in view of implementing the "Tutoring Professional Training and Development" course (component a)	4
1.12 Working visit to other universities to discuss implementation phase in 2019	4
TOTAL	**103 days**

Additional costs:

Office materials (laptop (N 1), copies, storage, server usage, communication costs, copy costs	2000
Flight 2 trainers Brussels – xxxx (120 return flight)	240
Local hotel costs 2 trainers x 2 nights x 150/night	600
Per diem 2 trainers x 2 days x 84 Euro	336
Local travel cost 2 trainers x 100 Euro	200
TOTAL	**3376**

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WP2 Implementation of the "Tutoring oriented Professional Training and Development Program on Higher Education Didactics"

Aim:
2019-2021: To implement course (component a, b and c) for 7 cohorts per year. In 2021 only 4 cohorts will be involved in the courses.
Timeline: January-December 2019 and January-August 2020

The assumption is that each cohort of teachers consists of minimum 20 and maximum 25 teachers; teams of 4 to 5 teachers of one university. This brings the annual total of teachers following courses per year minimum 7 x 20 = 140 teachers.

Activities and estimated number of days	Days
2019	
2.1 Organizing logistics of one study visit 2 days x 7 cohorts	14
2.2 Running 7 study visits (15 working days per course)	95
2.3 Running 7 monitoring cycles (15 working days per course); this includes enhancing the component with local examples of participants	95
2.4 Running 7 hands-on workshops in the other universities (8 working days per course)	56
2.5 Evaluation of teachers: collecting data, follow-up, processing, feedback (140 x 0,5 day)	70
2.6 Integration evaluative data (wave 2019)	5
2.7 Integrating local examples in component a and b	7
2020	
2.7 Organizing logistics of one study visit 2 days x 7 cohorts	14
2.8 Running 7 study visits (15 working days per course)	95
2.9 Running 7 monitoring cycles (15 working days per course); this includes enhancing the component with local examples	95
2.10 Running 7 hands-on workshops in the local university context (8 working days per course)	56
2.11 Evaluation of teachers: collecting data, follow-up, processing, feedback (140 x 0,5 day)	70
2.12 Integration evaluative data (wave 2019-2020)	5
2021	
2.13 Organizing logistics of one study visit 2 days x 4 cohorts	8
2.14 Running 4 study visits (15 working days per course)	60
2.15 Running 4 monitoring cycles (15 working days per course); this includes enhancing the component with local examples and content	60
2.16 Running 4 local hands-on workshops (8 working days per course)	32
2.17 Evaluation of teachers: collecting data, follow-up, processing, feedback (80 x 0,5 day)	40
2.18 Integration evaluative data (wave 2019-2021)	5

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TOTAL	**875 days**

The planning includes an evaluation component. This implies explicit data collections (paper, survey, video-based), monitoring activities and related reporting As to the planning, a strict planning is followed during which the first semester four cohorts follow the three components of the course and in the second semester three cohorts. At the end of each semester - June-July and December – a large workshop is set up at a local university bringing together all teachers of the specific cohort involved in component a and b of that specific semester (see planning).

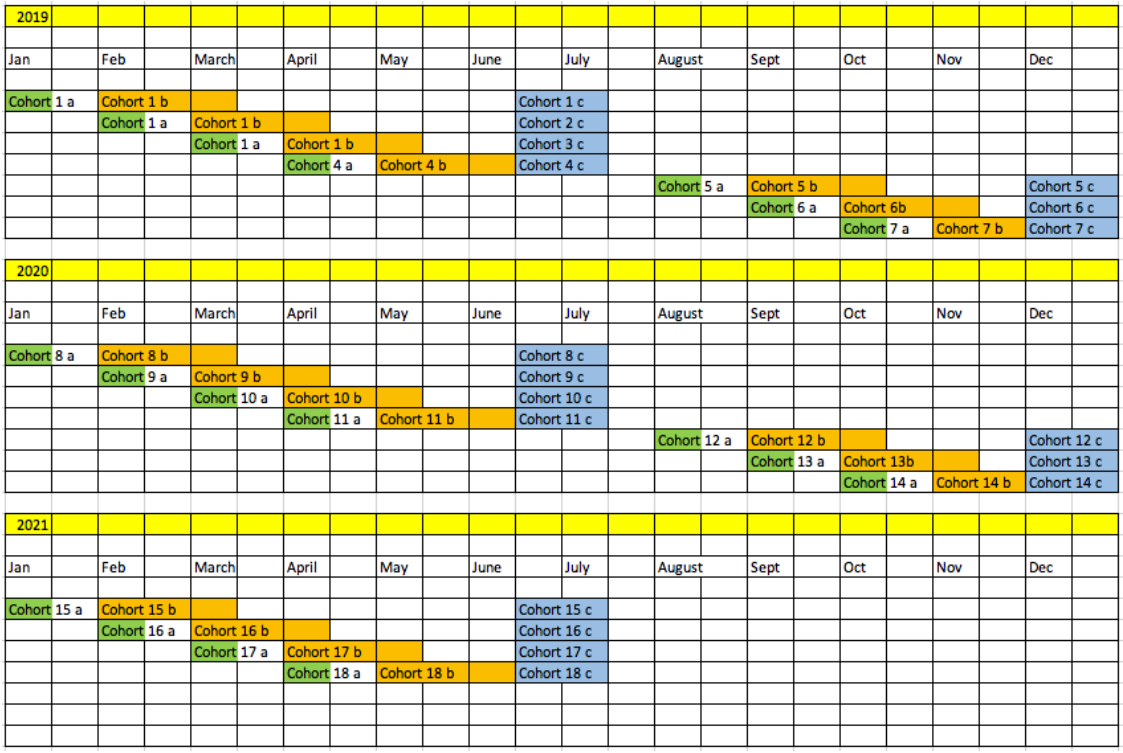

Figure 3. Planning overview to implement the Tutoring Professional Training and Development".

Additional costs

2019	
Component a	
All costs related to travel from the local university Belgium are covered by the partner (local travel costs in Belgium, plan tickets, hotel costs, per diem)	
Local logistics and administration cost to organize the workshop: copies of docs and learning materials, coffee, lunch (bread/sandwich) cleaning up, administrative follow up: 20 Euro/day x 5 days local workshop x 7 cohorts x 20 teachers	14000
Component c	
Flight 2 trainers Brussels – xxx (120 return flight) x 2 local workshops in the partner university	480
Local hotel costs 2 trainers x 5 nights x 150/night x 2 local workshops in the partner university	3000
Per diem 2 trainers x 4 days x 84 Euro x 2 local workshops in the partner university	1344

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Local costs related to teacher participation to attend the local workshops in the partner university (local travel, hotel, per diem)	
2020	
Component a	
All costs related to travel from xxx to Belgium are covered by the partner (local travel costs in Belgium and xxx, plan tickets, hotel costs, per diem)	
Local logistics and administration cost to organize the workshop: copies of docs and learning materials, coffee, cleaning up, administrative follow up: 20 Euro/day x 5 days local workshop x 7 cohorts x 20 teachers	14000
Component c	
Flight 2 trainers Brussels – xxx (120 return flight) x 2 local workshops in the partner university	480
Local hotel costs 2 trainers x 5 nights x 150/night x 2 local workshops in the partner university	3000
Per diem 2 trainers x 4 days x 84 Euro x 2 local workshops in the partner university	1344
Local costs related to teacher participation to attend the local workshops in the partner university are covered by the partner universities (local travel, hotel, per diem)	
2021	
Component a	
All costs related to travel from xxx to Belgium are covered by the partner universities (local travel costs in Belgium and xxx, plan tickets, hotel costs, per diem)	
Local logistics and administration cost to organize the workshop: copies of docs and learning materials, coffee, cleaning up, administrative follow up: 20 Euro/day x 5 days local workshop x 4 cohorts x 20 teachers	8000
Component c	
Flight 2 trainers Brussels – xxx (120 return flight) x 1 local university workshop	240
Local hotel costs 2 trainers x 5 nights x 150/night x 1 loc al university workshop	1500
Per diem 2 trainers x 4 days x 84 Euro x 1 local workshops in the partner university	672
Local costs related to teacher participation to attend the local workshops in the partner university are covered by the local partner (local travel, hotel, per diem)	
TOTAL	**48060**

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WP3 Creation of a tutoring model in cooperation with partner university experts

This WP builds on the specific requirements of the partner universities who brings together the different international stakeholders putting forward a course offer and each develop the training on the base of their experiences and conceptions of tutoring in higher education. In developing the plan, we will actively build on the initiative of the local partners to deliver ideas, discussions, cases, … helping to make explicit a shared understanding of tutoring in the local university context.

Aim:
To develop a shared higher education model for tutoring.
Timeline: January 2019 - December 2020

Activities and estimated number of days	Days
2019	
3.1 Developing a first version of the integrated model	10
2020	
3.2 Working towards a final version of the model	10
TOTAL	**20**

Additional costs:

2019	
Flight 2 trainers Brussels – xxx (120 return flight)	240
Local hotel costs 2 trainers x 2 nights x 150/night	600
Per diem 2 trainers x 2 days x 84 Euro	336
Local travel cost 2 trainers x 100 Euro	200
2020	
Flight 2 trainers Brussels – xxx (120 return flight)	240
Local hotel costs 2 trainers x 2 nights x 150/night	600
Per diem 2 trainers x 2 days x 84 Euro	336
Local travel cost 2 trainers x 100 Euro	200
TOTAL	**2752**

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WP4 Support of the partner consisting in consultations/mentoring during the stage of testing and implementing the solution reached

Aim:
Transfer of the experience to the local partners
Timeline: January 2019 - December 2020

Activities and estimated number of days	Days
2020	
3.1 Consultation and mentoring session start-up phase	10
2021	
3.2 Consultation and mentoring session transfer phase	20
TOTAL	**30**

Additional costs

2019	
Flight 2 trainers Brussels – xxx (120 return flight)	240
Local hotel costs 2 trainers x 2 nights x 150/night	600
Per diem 2 trainers x 2 days x 84 Euro	336
Local travel cost 2 trainers x 100 Euro	200
2020	
Flight 2 trainers Brussels – xxx (120 return flight)	240
Local hotel costs 2 trainers x 2 nights x 150/night	600
Per diem 2 trainers x 2 days x 84 Euro	336
Local travel cost 2 trainers x 100 Euro	200
TOTAL	**2752**

Summarizing the Ghent University offer:

- In view of reading tables in the next sections, we build on the following calculation: One year = 1558 hours = 205 days. The average all-in wage for a junior post-doc is 90.000 Euro (all-in cost and costs related to finishing contract; period September 2018-August 2021). This is about 57,89 Euro/hour. This 440 Euro/day (7,6 hours/day).
- A return flight Brussel – xxx is about 100/120 Euro
- Extra local transport expenses airport-locality course = 100 Euro
- Hotel cost 150/Euro
- Per diem (extra costs for food and subsistence) is 84 Euro

2018	Days	fte cost x 440 Euro/day	Additional costs	TOTAL	Total / teachers

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WP1 Design and development of the "Tutoring Professional Training and Development"	103,00	45320,00	3376,00	48696,00	152,00
WP2 Implementation of the "Tutoring Professional Training and Development"					
2019	335,00	147400,00	18824,00		
2020	335,00	147400,00	18824,00		
2021	205,00	90200,00	10412,00		
TOTAL	875,00	385000,00	48060,00	433060,00	1353,00
WP3 Creation of a tutoring model in cooperation with local partners					
2019	10,00	4400,00	1376,00		
2020	10,00	4400,00	1376,00		
TOTAL	20,00	8800,00	2752,00	11552,00	36,00
WP4 Support of the partner consisting in consultations/mentoring during the stage of testing and implementing the solution reached					
2019	10,00	4400,00	1376,00		
2020	20,00	8800,00	1376,00		
TOTAL	30,00	13200,00	2752,00	15952,00	49,00
TOTAL		452320,00	56940,00	509260,00	1590,00
Overhead cost 20%		90464,00	11388,00	101852,00	318,00
		542784,00	68328,00		1908,00
GRAND TOTAL				**611112,00**	

The current planning runs from September 2018 till August 2021. This is the shortest possible "run" of the project. A key assumption is that it will be possible to involve as sufficient number of cohorts for each semester. The costs developed in the present stay the same; even if the number of participants is lower per training cohort, or even when there are no participants for a specific cohort.

References

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Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers' professional development initiatives: towards an extended evaluative framework. Research Papers in Education, 33(2), 143-168.
Van de Grift, W. (2007). Quality of teaching in four European countries: a review of the literature and application of an assessment instrument. Educational research, 49(2), 127-152.

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Appendix 1

Course content overview

- This course content is the backbone for the content of the 5-day study visit at Ghent University
- The course content aims at developing the relevant pedagogical knowledge and to link this to the personal content knowledge base.
- On average two topics will be covered during one half a day.
- Instructional strategies: guided lecture, individual work, group work, peer tutoring, peer assisted learning, team teaching, prototype development, observation, classroom visits, discussions with Ghent University staff and local students.

1. Nature of peer tutoring: concepts, types, key concepts, advantages, failures, key authors, review studies,
2. Characteristics of cooperative groups in peer tutoring: group composition, group dynamics, same age and cross age, evolving roles, role switching
3. Developing a tutor session format: scripts formats
4. Developing tutor activities in line with specific course content domain
5. The need for structuring group work: tutor cards
6. Designing a tutor training
7. Designing an intervision session, self-reflection activities
8. Feedback as a key dynamic element for learning: types of feedback, eliciting feedback,
9. How to train students for self and peer assessment
10. Designing rubrics and other assessment instrument (e.g., video-based)
11. How to measure the impact of peer tutoring
12. How to give feedback to tutors, tutees and groups
13. How to develop a supportive context for peer tutoring: flipped classrooms, blended learning
14. What kind of learning objectives are central in a peer tutoring context

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Section 4. Demonstration of the professional development "Master of Didactics" by dr. B. Adams and dr. L. Thomas

Screenshots, ppt and examples from the actual course run 2020-2021

Masters of Didactics

A tutoring model for Polish Universities

Dr. Martin Valcke
Department of Educational Studies

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Structure

- What can we offer? Background of the department
- Aim VC: discussion of elements to develop full offer
  - Needs analysis?
  - Interpretation of “Tutoring”
  - Interpretation “Master of Didactics”
  - Interpretation target group
  - Interpretation concepts: training, study visit
  - Interpretation of numbers
  - Interpretation of results
  - Organisational setup
  - Interpretation “period”
  - Interpretation “aims”

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Background

Department of Educational Studies

- Track record? Check: https://biblio.ugent.be/organization/PP06
- According to QS World Rankings top 100 educational research institutions
- Large focus on
  - Innovation in Higher education (peer tutoring, student tutoring, peer assessment, collaborative learning, online learning, flipped classroom)
  - Evidence-based practices
  - Also application in our own setting

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Background

Department of Educational Studies

- Track record
  - Capacity building in many countries worldwide (Ecuador, Peru, Uganda, Mozambique, South Africa, Pakistan, India, Vietnam, Cambodia, …)
  - Model: investment in developing of local capacities to take over their own further development – NOT consultancy, but development of evidence-based local professional development capacities

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Aim VC

- Basis: description in Partnership Agreement
- Discussion of elements to develop full offer
  - Interpretation of assumptions, concepts, numbers
  - Organisational setup
  - Period
  - Concrete outcomes
  - …
- Follow-up: 2 weeks full offer to be discussed again with Polish partner

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Needs analysis?

- Selection of tutoriung as key focus: what is the base?
- Accepted by all universities?
- How will they react when “outsiders” come to solve “the problem”?

- Re-analysis, co-creation of solutions?
- E.g., adaptation tutoring model to domain, setting, level

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Interpretation “Tutoring”

- Concept has different meaning
  - Teacher becomes a tutor for students (all?)
  - Teacher involves students as tutors for each other (peer assisted learning) – cross-age / same-age
- Both approaches build on same theoretical base and pursue comparable goals: active learning, student engagement, focus on metacognition, …
- In agreement tutoring for “students” versus “talented students” (Art 3.3.1.b en Art 4.3.3)

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Interpretation “Master of Didactics”

- Ma = 60 credits?
- Aim is involving academic staff in training in view of attaining their “Ma in didactics”?
- No clear understanding of time for individual staff member to be involved in the training/workshops/study visits?
- 1 credit = 25-30 hours of work
- What is base to state staff member achieves the goals?

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Interpretation ”target group”

- Art 3: Polish academic staff
  - to apply tutoring method
  - To verify skills in “students”; enabling the support of “highly talented students”,
  - To develop model for working with “students”
- But our focus is student tutoring!
- Art 4.2 “employees” (4.3.1 = tutors).

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Interpretation “training/study visit/testing”

- In contract: training, study visit?
  - Training is a hands-on training in a Polish university (size?)
  - Study visit: attending a good practice session in another Polish university (size)
  - Testing: actual implementation of tutoring model in local Polish university setting (size)

Or different meaning?

See Art 4.2.1: 1000 taking part in trainings/study visit

Art 4.3.4 trainings/study visits at foreign partner universities

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a Interpretation “numbers” (art 4)

- Implementation tutoring in 35 universities
- Number of employees improved skills ? .....
- Number take part in trainings/study visits .... 1000?
- Number employees testing model 850
- Number of universities with employees take part in trainings/study visits 40 ?

Difference

- Implementation and testing
- Taking part in training/study visit

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b Interpretation “numbers” (art 4)

- 1 model for the tutoring method
- 1 recommendation for implementation of the model(s)

- Co-creation of a tutoring model(s) in at least six areas
  - Partner not in the lead, but collaborates in working group
  - Partner contributes to two conferences

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Interpretation “results” & “IP”

- See Art 9
  - Materials, documents, information … owned by the party responsible for creating it

  BUT

  - ART 4.3.1 = the tutor training programme of training/study visits free USE by leader

  - Art 9.4 results for Leader (working group results)

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Organisational model?

- Leader – 35 (40?) universities – partner
- Leader - 7 clusters of 5 universities – partner

- To have a step by step impact: working with regionally clustered universities?

- In Art 4.3: training of tutors of universities
- In Art 4.3.4 Working group

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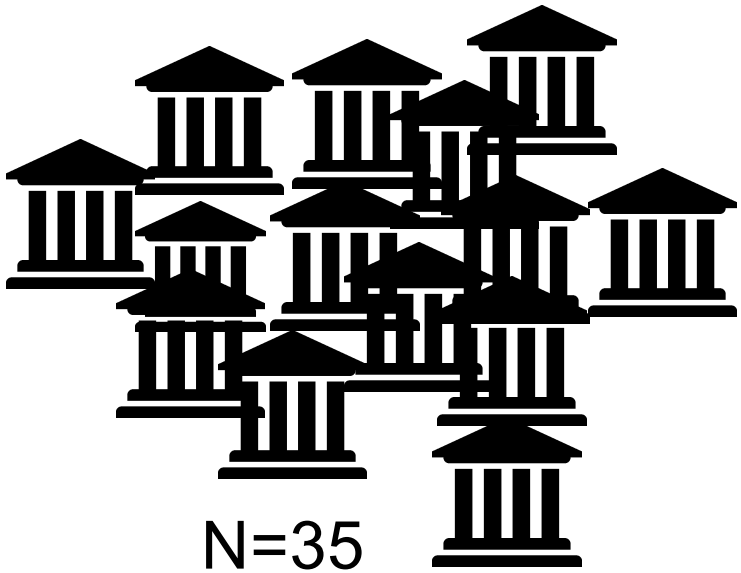

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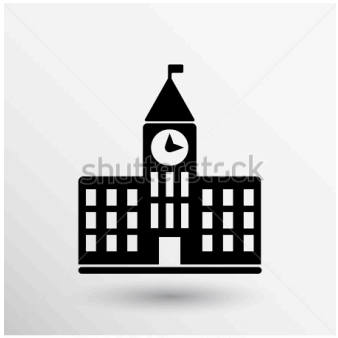

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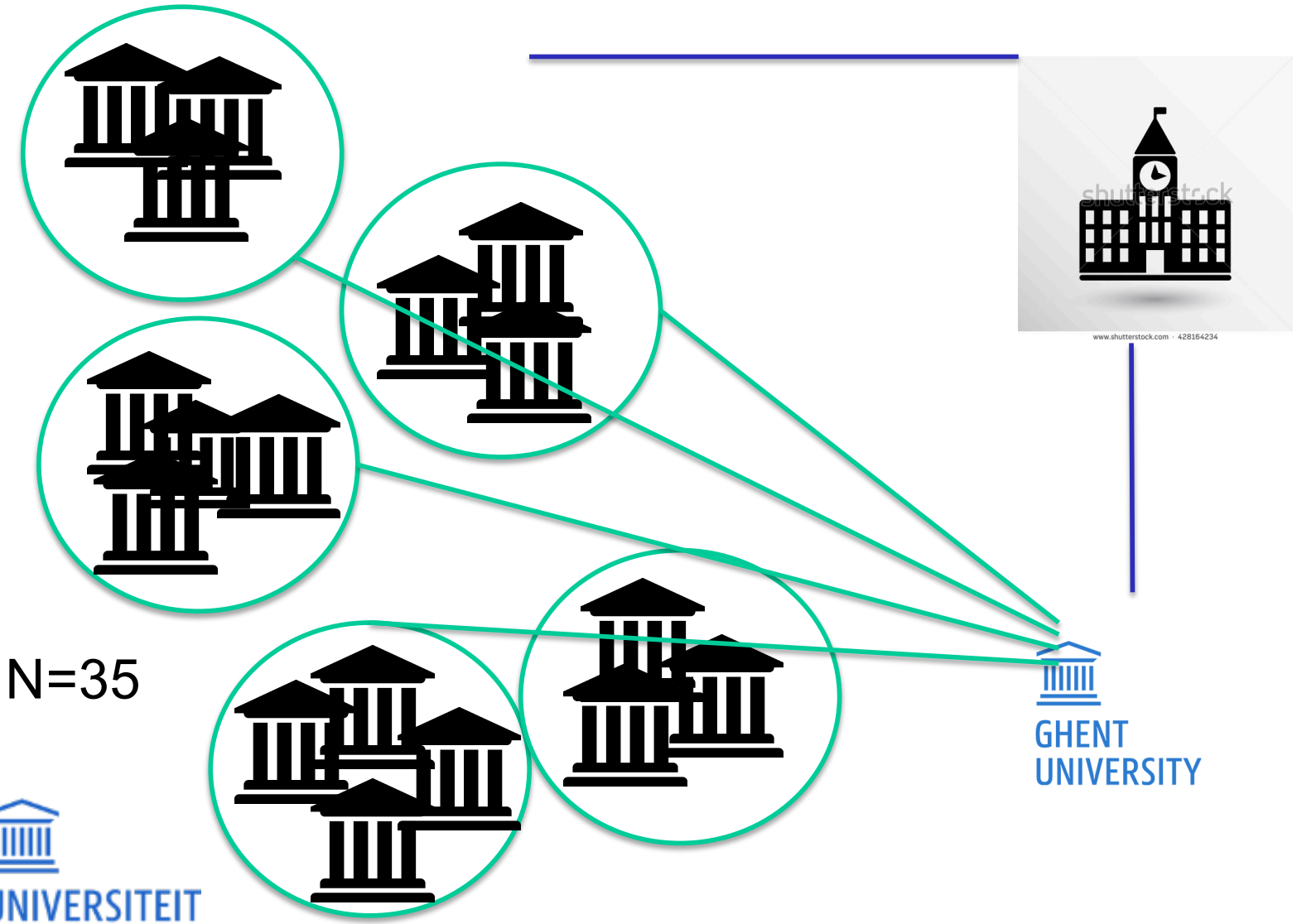
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Interpretation “period”

- Contract till 31 december 2022
  - Project should cover 2018-2019-2020-2021-2022?
    - First impression: immediate start of training in 2018 - not feasible
  - Our approach
    - Design period
    - Try-out
    - Local development of parallel versions (F2F – MOOC)
    - Upscaling
    - Implementation and development

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Article 3.2 “Your aim”

1. development and implementation of new solutions within the tutoring method, aimed at supporting highly talented students;
   - Not all students! Kind of honours programme? Ideas for selection; 90 percentiel students in specific programmes?
2. exchange of information and experience between the Leader and the Partner using the Partner's potential and experience in the process of co-creating the tutoring model.
   - Co-creation is KEY: our input will be generic model and next in try-outs redesign in context of six different knowledge domains (see 4.3)

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Article 3.3 “Your aim”

for the **Leader**, the aim is to use the Partner's experience in the field of:

- good practices concerning the application of the tutoring method used in a foreign partner university,
  - We transfer our experiences to Polish university context
- methods and techniques for verifying the practical skills of students in the teaching process, enabling the support of highly talented students,
  - The tutoring methodology will also incorporate ways of monitoring tutor quality
- development of the model(s) for working with a student;
  - The model will be generic, and next “adapted” to fit the specifics of 5 knowledge domains

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Masters of Didactics

A tutoring model for Polish Universities

Dr. Martin Valcke
Department of Educational Studies

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Section 5. Demonstration of the professional development "Capacity Building Centers for Higher Education", in collaboration with 6 Indian Universities

Screenshots, ppt and examples from the actual course design 2019-2020

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DEPARTMENT OF EDUCATIONAL STUDIES

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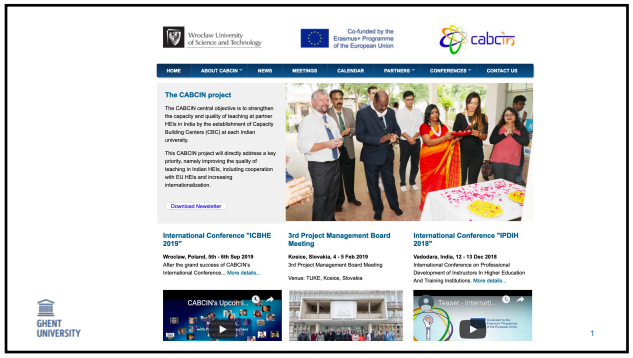

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1

- North Maharashtra University, Jalgaon, Maharashtra
- Amity University, Manesar, Gurgaon, Haryana
- Parul University, Vadodarra, Gujarat
- RK University, Rijkot, Gujarat
- SAL Institute of Technology & Engineering Research, Ahmedabad, Gujarat

Belgium: Ghent University, Ghent

Cyprus: Frederick University, Lefkosia

Poland: Wroclaw University of Science and Technology, Wroclaw

Portugal: Universidade Nova de Lisboa, Lisbon

Slovakia: Technical University of Kosice, Kosice

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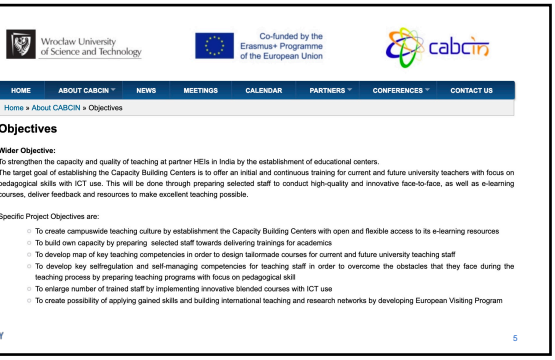

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Deliverable 4.3. E-learning courses developed
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WP 5 Development: Establishment the European Visiting Program (EVP)
Deliverable 5.1. The European Visiting Program for Indian staff conducted
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New!
- January 21, 2018 Update PPTs
- January 19, 2018 Update of all webpages
- January 7, 2018 All videoclips added at the start of the themes.
- January 5, 2018 Theme 10 redeveloped in view of focus on curriculum design
- December 26, 2017 Themes released for general public
- December 27, 2017 First train themes activated
- December 26, 2017 CABCIN UGent site has been launched
You can search the entire website with this function. Explore!
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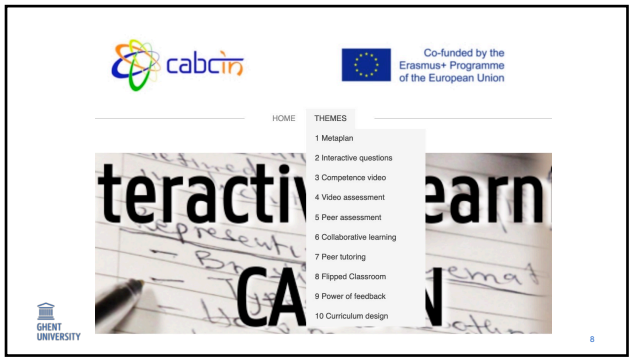
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7 Peer tutoring
8 Flipped Classroom
9 Power of feedback
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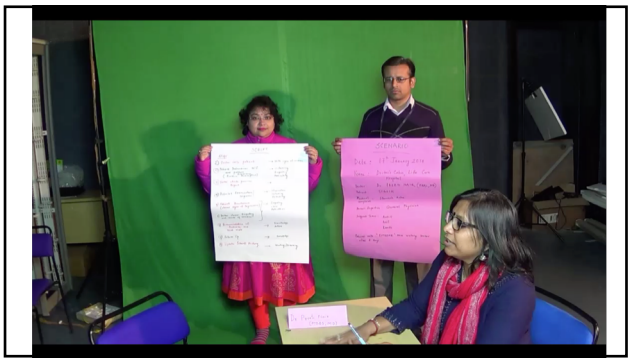

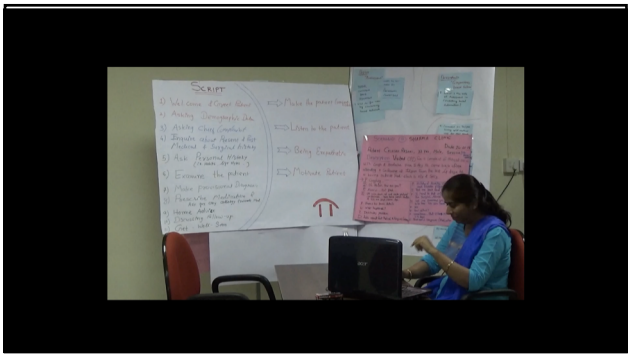
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11


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Teacher: CABCIN: Nikoletta Christodoulou
Teacher: Panos Constantinides
Teacher: Constantinos Kounnis
Teacher: Panayiotis Louca
Teacher: Costas Mantzalos
Teacher: Petroula Mavrikiou
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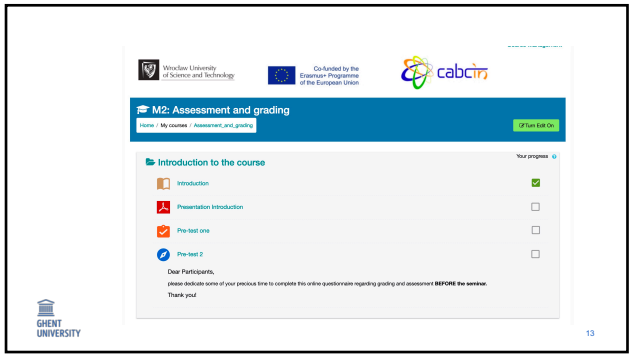
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Your progress
Introduction
Presentation Introduction
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Pre-test 2
Dear Participants,
please dedicate some of your precious time to complete this online questionnaire regarding grading and assessment BEFORE the seminar.
Thank you!
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Turn editing on
Why assess?
TABLE OF CONTENTS
1. Topic 2: Clear purposes - Why assess?
1. Topic 2: Clear purposes - Why assess?
Having a clear purpose for assessment, thus, being able to explain why we assess, is the first key to assessment quality.
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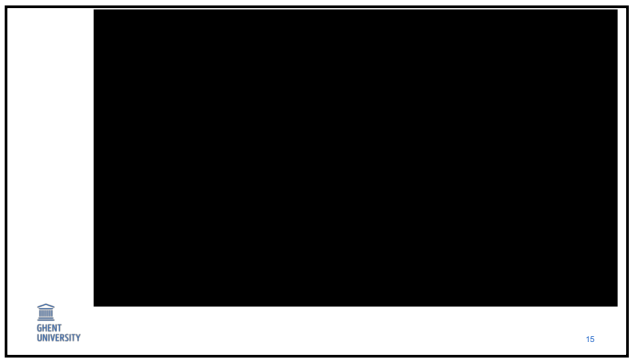

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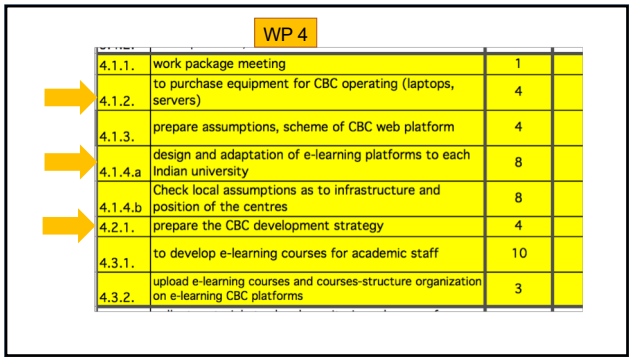

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WP4 Deliverable 4.2 CBC Development Plan

- September 2017
- bleuprint CBC Development Plan Document
- each university checked their approach towards CBC DEVELOPMENT PLAN
- final version blueprint after discussion and set up in Indian universities; see report of meeting

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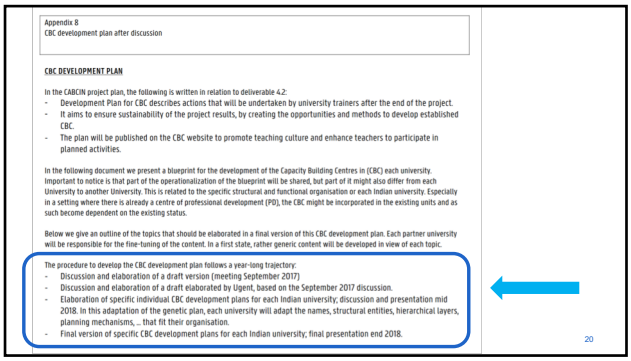
Done

19



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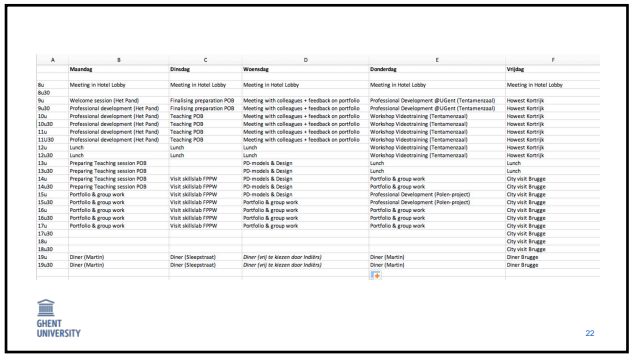

	Maandag	Dinsdag	Woensdag	Donderdag	Vrijdag
8u	Meeting in Hotel Lobby	Meeting in Hotel Lobby	Meeting in Hotel Lobby	Meeting in Hotel Lobby	Meeting in Hotel Lobby
8u30					
9u	Welcome session (Het Pand)	Finalising preparation POB	Meeting with colleagues + feedback on portfolio	Professional Development @UGent (Tentamenzaal)	Howest Kortrijk
9u30	Professional development (Het Pand)	Finalising preparation POB	Meeting with colleagues + feedback on portfolio	Professional Development @UGent (Tentamenzaal)	Howest Kortrijk
10u	Professional development (Het Pand)	Teaching POB	Meeting with colleagues + feedback on portfolio	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
10u30	Professional development (Het Pand)	Teaching POB	Meeting with colleagues + feedback on portfolio	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
11u	Professional development (Het Pand)	Teaching POB	Meeting with colleagues + feedback on portfolio	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
11U30	Professional development (Het Pand)	Teaching POB	Meeting with colleagues + feedback on portfolio	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
12u	Lunch	Lunch	Lunch	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
12u30	Lunch	Lunch	Lunch	Workshop Videotraining (Tentamenzaal)	Howest Kortrijk
13u	Preparing Teaching session POB		PD-models & Design	Lunch	Lunch
13u30	Preparing Teaching session POB		PD-models & Design	Lunch	Lunch
14u	Preparing Teaching session POB	Visit skills lab FPPW	PD-models & Design	Portfolio & group work	City visit Brugge
14u30	Preparing Teaching session POB	Visit skills lab FPPW	PD-models & Design	Portfolio & group work	City visit Brugge
15u	Portfolio & group work	Visit skills lab FPPW	PD-models & Design	Professional Development (Polen-project)	City visit Brugge
15u30	Portfolio & group work	Visit skills lab FPPW	Portfolio & group work	Professional Development (Polen-project)	City visit Brugge
16u	Portfolio & group work	Visit skills lab FPPW	Portfolio & group work	Portfolio & group work	City visit Brugge
16u30	Portfolio & group work	Visit skills lab FPPW	Portfolio & group work	Portfolio & group work	City visit Brugge
17u	Portfolio & group work	Visit skills lab FPPW	Portfolio & group work	Portfolio & group work	City visit Brugge
17u30					City visit Brugge
18u					City visit Brugge
18u30					City visit Brugge
19u	Diner (Martin)	Diner (Sleeptraat)	*Diner (en) te kiezen door indiënj*	Diner (Martin)	Diner Brugge
19u30	Diner (Martin)	Diner (Sleeptraat)	*Diner (en) te kiezen door indiënj*	Diner (Martin)	Diner Brugge

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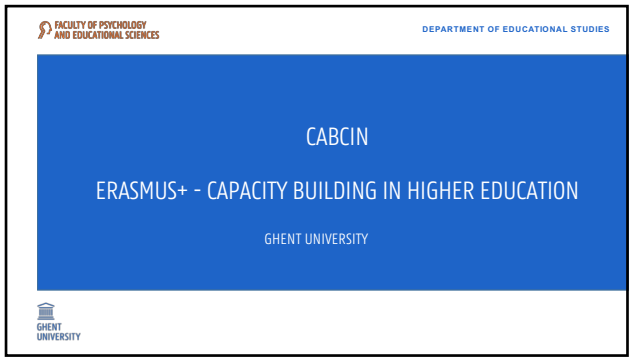
22



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