



**GHENT
UNIVERSITY**

LEARNING OUTCOMES AS GUIDING PRINCIPLE IN PROFESSIONAL DEVELOPMENT

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DEPARTMENT OF EDUCATIONAL POLICY?

- Central administration:
 - Research Department
 - Department of Personnel and Organization
 - ...
 - **Department of Educational Policy:**
 - Student counselling
 - Enrolment and student administration
 - International relations
 - **Educational quality assurance office:**
 - Internal quality control
 - External quality control
 - Institutional ombudsservice
 - Open University
 - **Permanent Education**



LEARNING OUTCOMES FOR ACADEMIC STAFF

- different roles linked to different learning outcomes
- Based on preparing the class, teaching the class and evaluating the class

DIFFERENT TEACHER ROLES...

- Preparing for teaching
- Teaching the class
- Guiding students
- Evaluating
- Developing and designing teaching activities
- Working as part of a team

... WITH DIFFERENT LEARNING OUTCOMES

ROLES		LEARNING OUTCOMES
1.	PREPARING FOR TEACHING	<ul style="list-style-type: none"> ➤ Being able to design a powerful learning environment, taking the diversity and knowledge of the student group into account, in line with recent scientific research and international educational expectations
2.	TEACHING THE CLASS	<ul style="list-style-type: none"> ➤ Providing appropriate learning activities, using varied and activating teaching methods promoting collaborative learning and student interaction. ➤ Creating a safe learning environment for all students, having a positive attitude and positive expectations, demonstrating enthusiasm for the teaching activities
3.	GUIDING STUDENT	<ul style="list-style-type: none"> ➤ Ensuring balance between control and promoting independence among students, providing understandable, concrete and adequate feedback
4.	EVALUATING	<ul style="list-style-type: none"> ➤ Use valid and reliable assessment methods and evaluation forms, in accordance with the evaluation policy of Ghent University ➤ Formulating clear key questions, representative of the intended learning outcomes ➤ Ensuring transparent communication about evaluation procedures, criteria and forms
5.	DEVELOPING AND DESIGNING TEACHING ACTIVITIES	<ul style="list-style-type: none"> ➤ Being able to critically reflect on the own teaching ideas, teaching practices and personal quality of teaching, making necessary adjustments, trying out innovative teaching methods ➤ Being committed to continue to work on the own professional development as a teacher
6.	WORKING AS PART OF A TEAM	<ul style="list-style-type: none"> ➤ Collaborating and consulting with colleagues, contributing to shape the course program ➤ Use the facilities offered by the university to teach and test students (online tools) and to contribute to the own professionalization ➤ Lead teaching assistants in their educational mission

OUR TRAINING SESSIONS

Training sessions are organized several times per semester. Ghent University staff eligible for a particular training are informed of the dates by email.

- Introductory training for academic teaching staff
- Training about practicals
- Presentation techniques
- Peer assessment training
- Lecturing skills in English
- Basic training for teaching assistants
- Basic training Smartboard – Smartpodium
- Voice training for lecturers
- Multiple choice training
- Turning point workshop

HOW TO ENSURE PARTICIPATION

- Obligatory for new professors – part of their personal goals to be promoted after five years
- Quality indicators on program level
 - Three levels
 1. introductory course → 100%
 2. Advanced teaching competence → 50%
 3. Scholarship of teaching → 10%
- Delivering quality - competence oriented

TEACHING TIPS

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](#).

dealing with large groups

Search

Teaching methods

Evaluation methods

Training sessions

Education and
examination code

Quality assurance
initiatives

Test yourself

Tools

Conferences

Journals

Websites

Good Practices

Videos

FAQ

Tips

All items

[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

[Rubrics to guarantee 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?

TIPS

[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.

TEACHING METHODS

EVALUATION METHODS

FAQ

[What's new in the 2016-2017 Education and Examination Code?](#)

Enkele handvatten bij de procedure zoals vastgelegd in artikel 78 van het Onderwijs- en Examenreglement

EVALUATION METHODS

EDUCATION AND EXAMINATION CODE

FAQ

TIPS

Recent tips

- www.ugent.be/taaladvies, enhancing students' academic literacy skills
- What's new in the 2016-2017 Education and Examination Code?
- What's new in the 2016-2017 Education and Examination Code?
- How to proceed in case of a substantive error?
- What is "constructive alignment" and why is it that important?

Most read (1 month)

- Negative marking is replaced with "standard setting"
- Flipping the classroom
- 17 UGent testing principles
- Vote, the new online voting system of Ghent University
- What is "constructive alignment" and why is it that important?



INTRODUCTORY TRAINING TEACHING STAFF

What?

Since 1998, this training has been organized six times a year, each time with circa 18 participants.

The training contains three sessions of a day each and is given by an expert in education.

It is important to note that, during this training, the results of recent educational research are taken into account and referred to at all times.

When?

These training sessions are organized six times per academic year. All Ghent University staff members who qualify for these training sessions are automatically informed of the dates by e-mail.

Who?

The target group consists of all post-doc lectures of the university. The language of instruction of those sessions is Dutch.

TEACHING ABOUT PRACTICALS

useful tips and tricks to organize a practical as efficiently as possible, ensuring that the learning effect among students is as high as possible. It covers the preparation, process and evaluation of the practical.

Apart from general didactic principles, this training also centres on the specific needs of the individual participants. The participants are expected to take part in a proactive manner: the training is accompanied by a brief assignment and a return time is organized.

PRESENTATION TECHNIQUES

In this one-day workshop, referred to in full as Theatre-based Presentation Techniques level 1, we practice and discuss theatre techniques to get a message across to the audience and that lecturers can draw on to improve their teaching methods.

The following topics will be covered: body language, eye contact, silence and use of voice. Participants are familiarized with an approach that has clear roots in theatre and are required to actively participate in these exercises. The exercises address their lecturing scope but aren't confined to it.

PEER ASSESSMENT TRAINING

Training sessions in the use of WebPA - Minerva's peer assessment tool. Not only is this a very user-friendly tool for students and teachers alike, it also addresses concerns like: how to gain insight in group processes and give students a fair mark, using peer assessment? How to map each student's individual contribution? How to make sure students are motivated to take peer assessment seriously? And how to avoid favoritism and/or keep them from retaliating?

Learning outcomes for teachers following this training are the following:

- decide when peer assessment is useful for you;
- understand the advantages and challenges of peer assessment;
- use WebPA - Minerva's peer assessment tool - in the educational learning process.

LECTURING SKILLS IN ENGLISH

What?

This series of eight interactive classes is organized in cooperation with the Ghent University Language Centre and is taught every week over a period of three months.

The aims of this training are, among other things, as follows:

- being able to express yourself in various professional contexts (e.g. teaching in English, dealing with questions, formulating remarks).
- being able to qualify and adjust a statement to the context;
- being aware of intercultural differences so as to avoid any misunderstandings;
- improving speaking skills;
- revising grammar in order to meet the communicative objectives.

Various teaching methods are used, such as the following:

- group discussions;
- role-plays;
- discussions.

BASIC TRAINING FOR TEACHING ASSISTANTS

What?

This training introduces assistant academic staff to a number of basic competencies. In particular, it focuses on skills that are indispensable for staff engaged in teaching activities.

The following topics are covered:

- What teaching methods can I use?
- How do I evaluate students?
- Briefly: how do I make sure that students prepare for class? How do I retain students' attention?

This training makes use of various teaching methods, such as discussions, group work and case-studies.

INTRODUCTORY TEACHER TRAINING: TOPICS

In these three days, the following topics are covered:


Day 1

- Acknowledging the strengths and weaknesses of your own teaching approach.
- Gaining insight into the teaching strategies that are considered to be the most effective ones according to Ghent University lecturers as well as educational research.
- Being aware of the Flemish (and European) regulations on the competencies that need to be developed in university study programmes.
- Recognizing that each study programme should not only strive to achieve disciple-specific competencies, but also general skills, such as critical thought or a sense of independence.

Day 2

- Completing your own course sheets in accordance with the Ghent University competency model and the booklet “How to complete course sheets”.
- Applying tips and tricks in your own classes to retain students’ attention, create interaction and stimulate students to think actively.

Day 3

- Critically evaluating the validity, reliability and transparency of your own exams, as well as making the necessary changes.
 - Gaining insight into the impact of the Education and Examination Code on everyday teaching practices.
-  Understanding the factors that affect the course evaluations by students.

BASIC TRAINING SMARTBOARD - SMARTPODIUM

What?

This training is specifically designed for anyone who is not familiar with the use of a Smartboard or a Smartpodium. Its aim is to offer a short introduction to the basic techniques and opportunities of a Smartboard and a Smartpodium.

The following topics are covered, among other things:

- How to start and calibrate a Smartboard - Smartpodium
- An introduction to the hardware of the Smartboard - Smartpodium
- How to make meaningful use of the Smartboard - Smartpodium in the learning and teaching process.

The language of instruction of those sessions is Dutch but lecturers that master Dutch passively can participate in a comfortable manner. In the mean while, the UGhent Office of Educational Quality Assurance is working on training sessions in English.

VOICE TRAINING FOR LECTURERS

- When lecturers often speak in front of large groups, there is a risk that they will either overexert their voices or use them incorrectly.
- In collaboration with the Open University, the Educational Quality Control Office offers university lecturers a voice session. Speaking language is Dutch.

MULTIPLE CHOICE TRAINING

Multiple-Choice Training takes half a day and covers the following questions:

- Is multiple-choice an appropriate form for your course unit?
- How do you make sure that your multiple-choice questions are a fair reflection of the content of your course unit?
- How can you design multiple-choice questions that probe more than mere knowledge reproduction?
- What are the rules of thumb in formulating clear and effective multiple-choice questions?
- How can you prevent students who do not understand the content of the question from being guided to the correct answers by clues in the format?
- Is guess correction always the best way to deal with random guessing?
- How can you check the quality of the questions you prepared?

TURNING POINT WORKSHOP

It is a challenge to keep the students' attention when teaching big groups. How can you, as a lecturer, encourage the students to take action, transfer your knowledge and test the insights your students have gained in a next step? There are a number of technical tools available that can simplify the answer to those questions ... or not?

After attending the workshop, lecturers will be able:

- to decide when the use of (online) voting systems is meaningful;
- to frame the benefits and challenges of (online) voting systems;
- to include these (online) voting systems (such as Turning Point, Vote - the online voting system of Ghent University and Presenter) in the learning process.

This workshop is open to professorial staff, post-doctoral assistants, research staff members and post-docs who fall within the Research Foundation Flanders's remit. Participants from different faculties follow the same workshop. The language of instruction of those sessions is Dutch but lecturers that master Dutch passively can participate in a comfortable manner. The Educational Quality Control Office has 350 Turning Point voting systems and 4 receivers that can be collected and used by all Ghent University teachers.

17 GHEENT UNIVERSITY ASSESSMENT PRINCIPLES

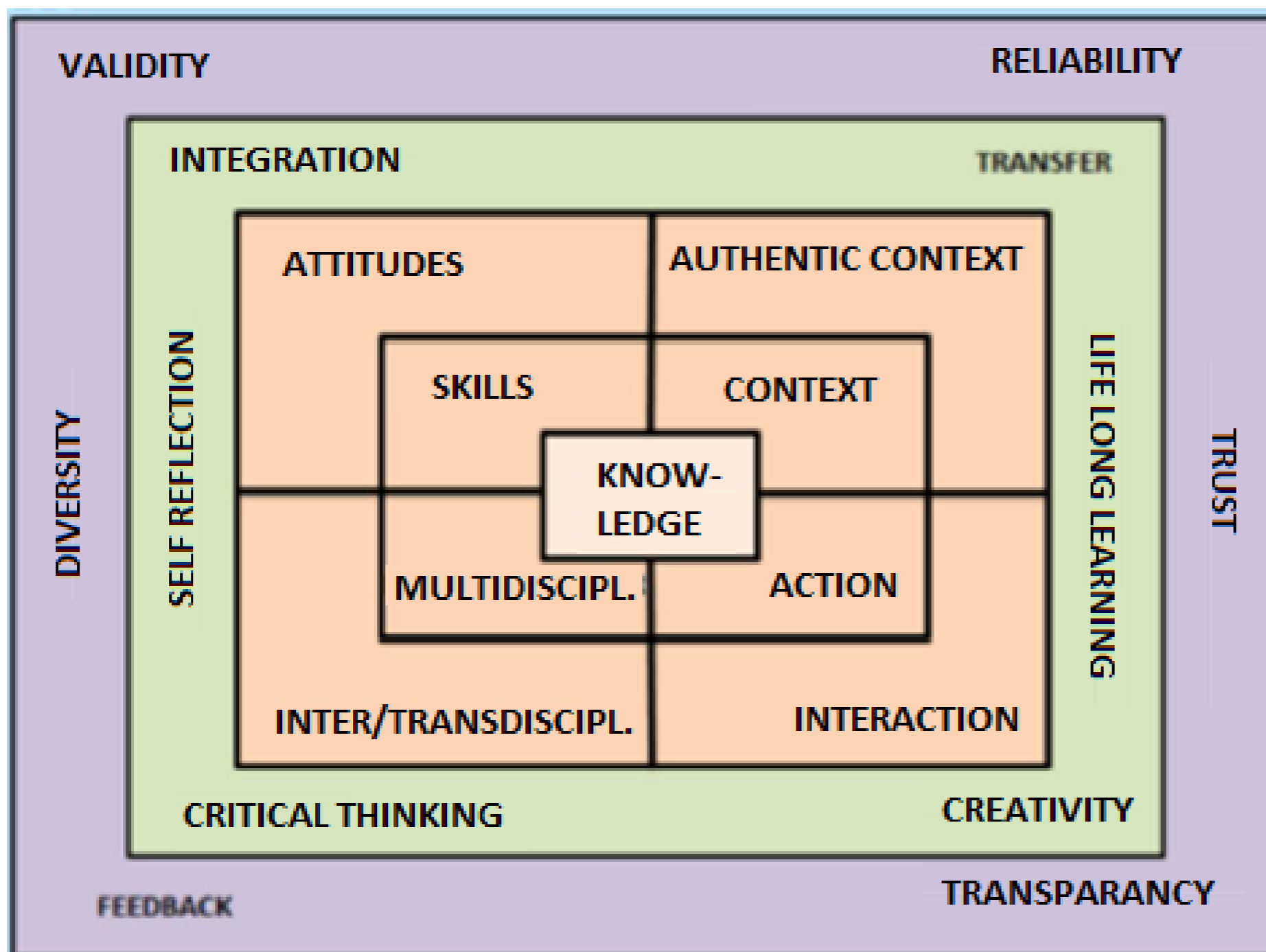
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2. Within a course unit, the learning outcomes are strived for and tested to the best of our possibility
3. Throughout the programme, all programme competences are strived for and tested in several course units
4. The choice for adequate evaluation methods is crucial
5. Good quality testing starts with a common vision on testing and responsibility
6. Confidence in the testing expertise of lecturers and programmes
7. Transparent evaluation procedures and expectations regarding content
8. No overly stringent relation between teaching and learning material, education and evaluation
9. Attention for (interim) feedback
10. Opportunities and facilities, but the same expectations regarding content for all students
11. Serenity at an examination is safeguarded
12. Attentive to fraud and irregularities
13. Students' proper performances count and not their position within the group
14. An evaluation does not take previous results or achievements into account
15. The lecturer-in-charge of a course unit is finally responsible for the evaluation
16. Wide resolution in grades
17. The right to two examination opportunities

NEW PLANS

- Peer observation (free)
- Communities of Practice
- Follow-up training (to introductory training)
- Training for full professors who missed the introductory training
- Introductory training in English
- Training for our Global Campus South Korea
- Instant online course for teaching assistants (based on self determination theory)
- Training for program directors

ASSESSMENT MODEL & CONCEPT

Measurement of integrated Knowledge Competences”



17 ASSESSMENT PRINCIPLES



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Scope of training

Organising training sessions about internationalisation

Activating lectures

Intercultural

Assessment

Writing support

Writing support

Assessment

Intercultural

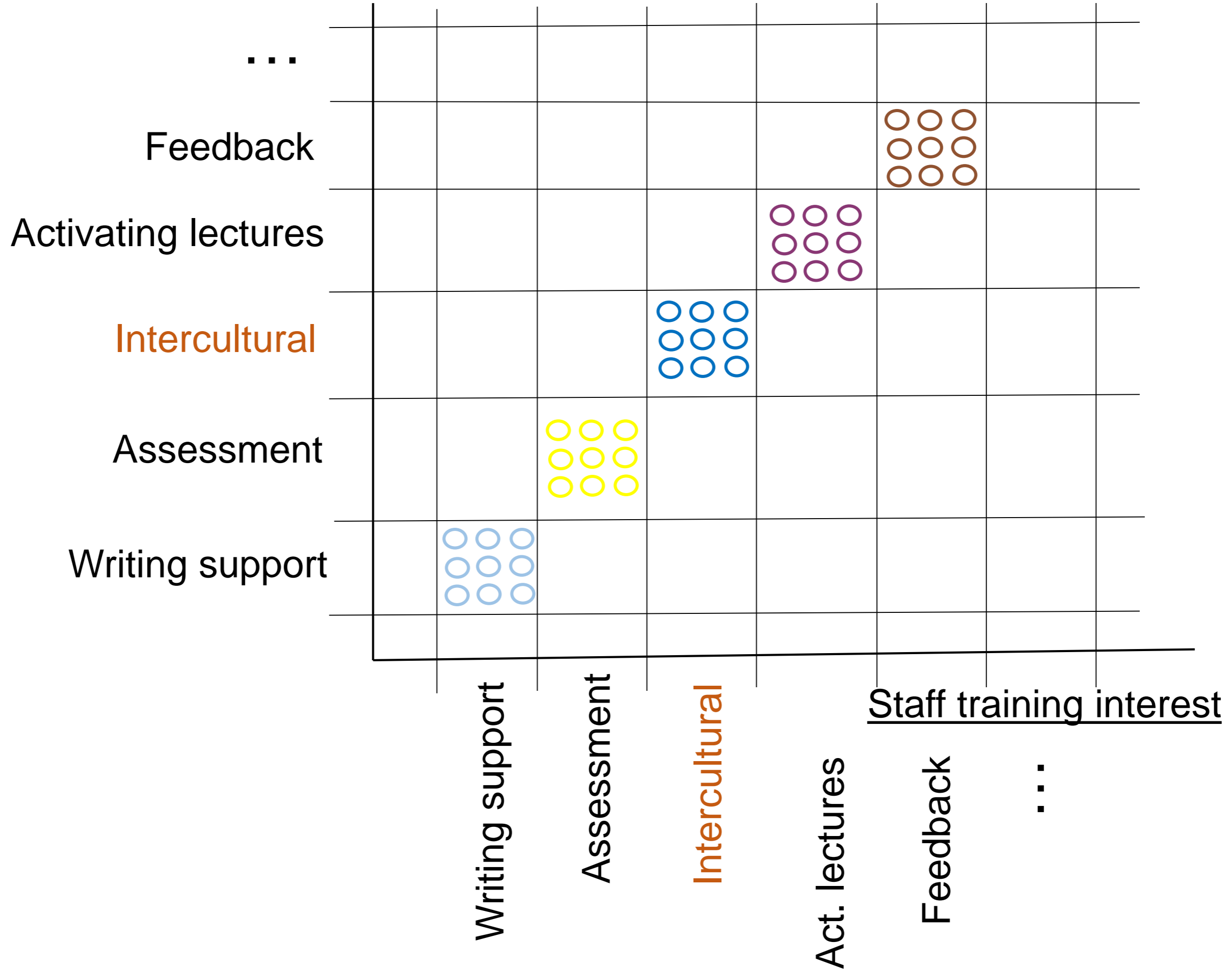
Act. lectures

Feedback

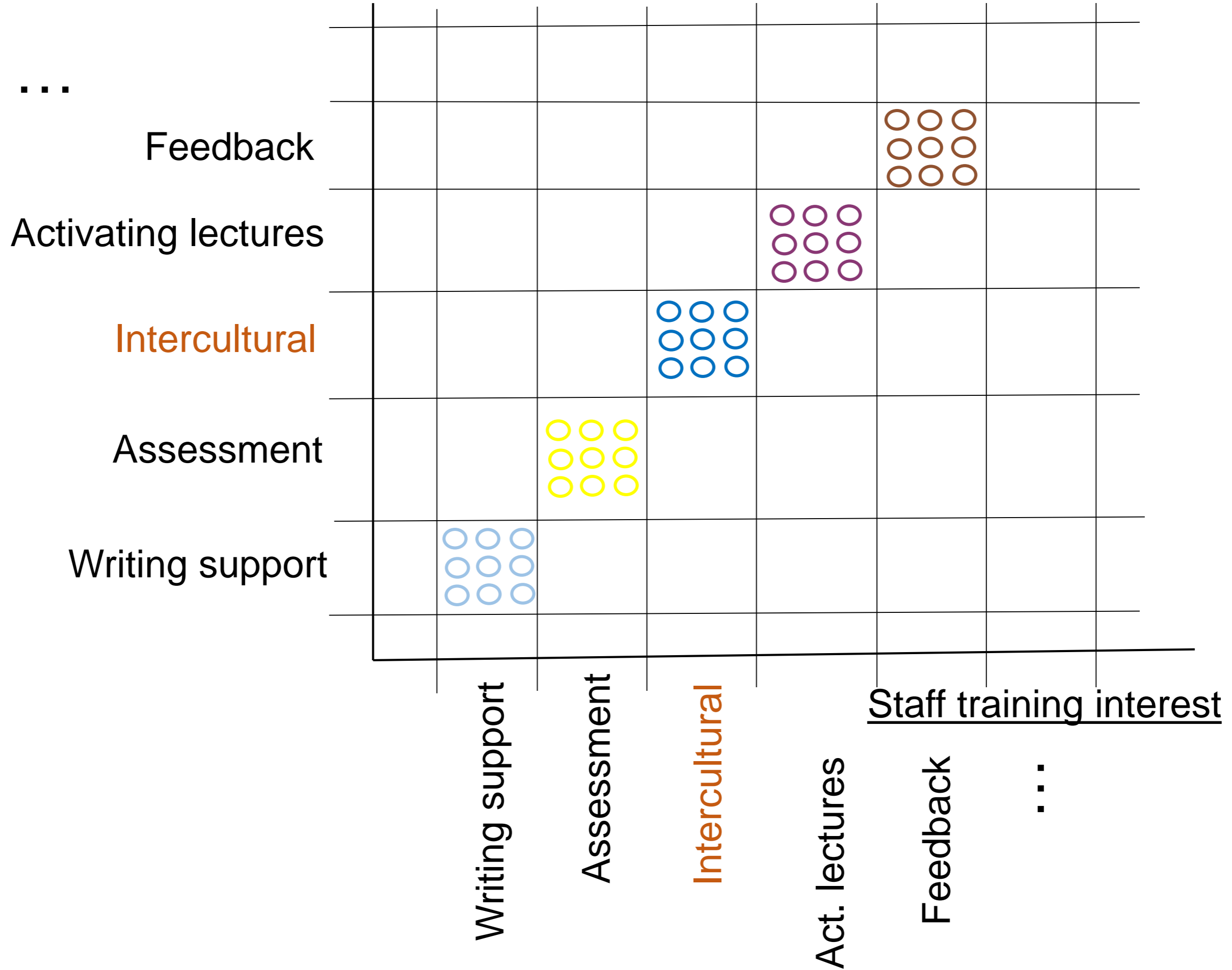
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Staff training interest

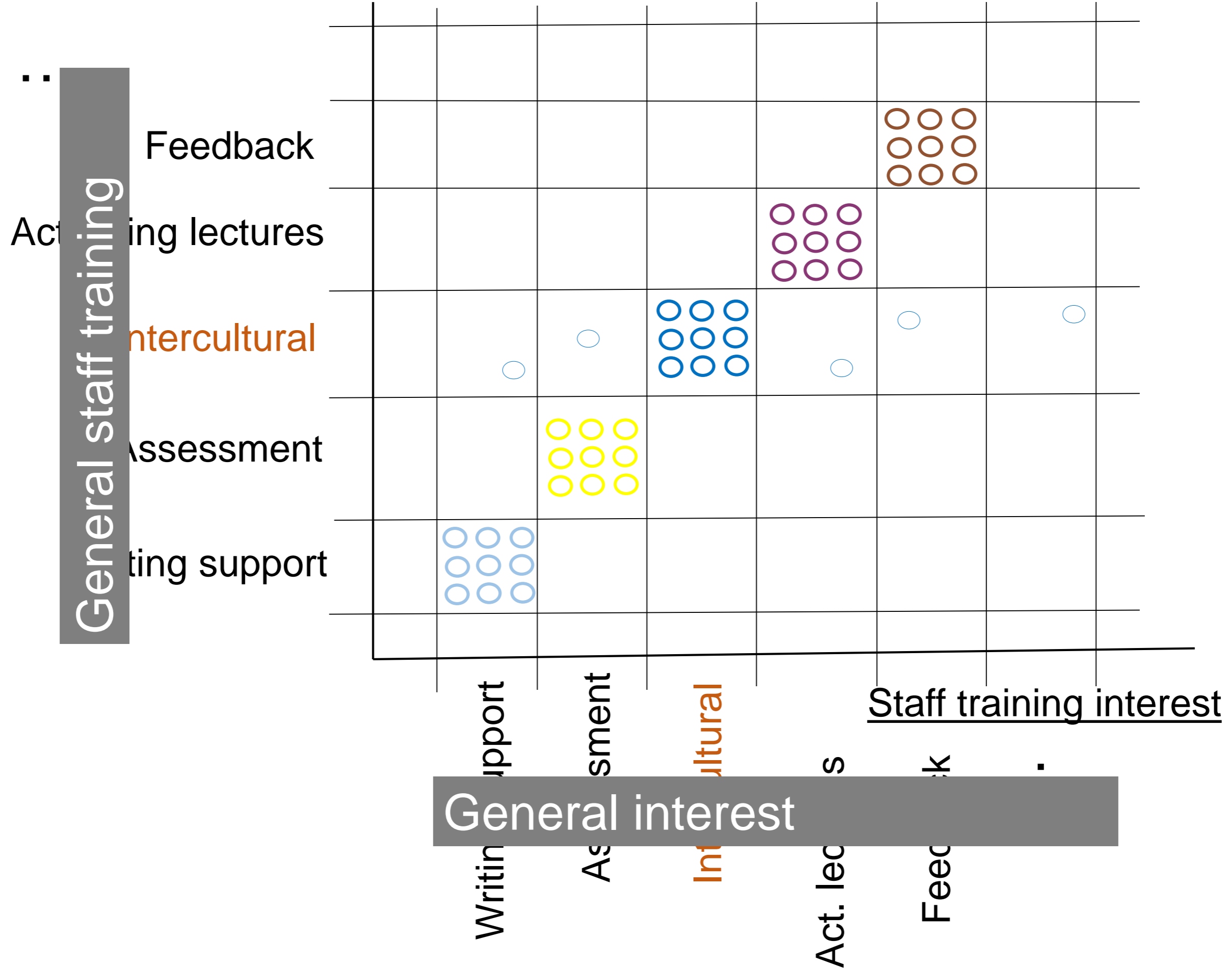
Scope of training



Scope of training



Scope of training

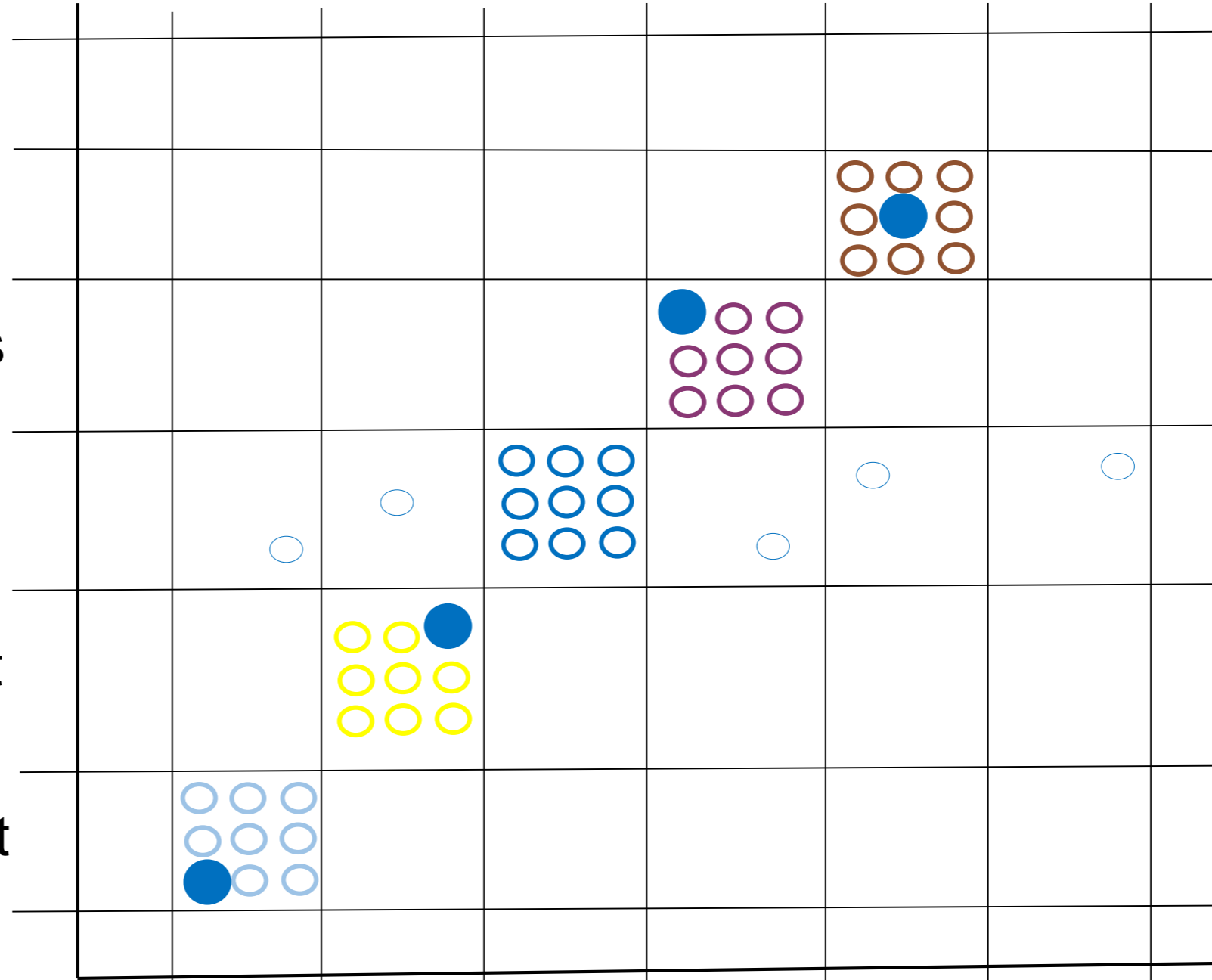


Scope of training

General staff training

...

Feedback
Activating lectures
Intercultural
Assessment
Writing support



Staff training interest

Writing support
Assessment
Intercultural
Activating lectures
Feedback
...

General interest



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