

Digital Learning Environments (H002150)

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

Credits 3.0

Study time 90 h

Course offerings and teaching methods in academic year 2026-2027

A (semester 1)

Dutch

Gent

group work

independent work

peer teaching

Lecturers in academic year 2026-2027

Schellens, Tammy

PP23

lecturer-in-charge

De Wever, Bram

PP23

co-lecturer

Offered in the following programmes in 2026-2027

crdts

offering

Bachelor of Science in Psychology(main subject Education)

3

A

Bachelor of Science in Psychology(main subject Personnel Management and Industrial Psychology)

3

A

Master of Science in Communication Science(main subject New Media and Society)

3

A

Linking Course Master of Science in Psychology(main subject Personnel Management and Industrial Psychology)

3

A

Preparatory Course Master of Science in Psychology(main subject Personnel Management and Industrial Psychology)

3

A

Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)

3

A

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)

3

A

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)

3

A

Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)

3

A

Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)

3

A

Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)

3

A

Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)

3

A

Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)

3

A

Master of Science in Teaching in Economics (abridged programme)(main subject Economics)

3

A

Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)

3

A

Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	3	A
Master of Science in Teaching in Economics (abridged programme)(main subject Public Administration and Management)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)	3	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A
Master of Science in Teaching in Behavioural Sciences (abridged programme)	3	A
Master of Science in Teaching in Economics (abridged programme)	3	A
Master of Science in Teaching in Health Sciences (abridged programme)	3	A
Master of Science in Teaching in Physical Education (abridged programme)	3	A
Master of Science in Teaching in Science and Technology (abridged programme)	3	A
Master of Science in Teaching in Social Sciences (abridged programme)	3	A

Teaching languages

Dutch

Keywords

Digital learning environments, online learning and instruction, technology-enhanced learning and instruction, educational technology: trends and research

Position of the course

Education and training are common at almost every workplace. The industrial psychologist will regularly be confronted with these training sessions. The development and implementation of training programs are therefore part of the job for an industrial psychologist. This course responds to the increasing importance of digital learning tools in training settings.

Due to its focus on educational principles, it also provides a good basis for the Bachelor of Psychology- main subject education.

Contents

This course introduce students into the field of digital learning environments and provide students with an overview of the important issues with regard to technology-enhanced learning and instruction:

- The concepts 'lifelong learning' and '21st century skills' and their relevance for

training in industrial settings.

- An overview of the most important educational concepts, models and learning theories relevant for the development of digital learning environments.
- The evolution and importance of Learning Analytics
- An overview of important technological applications in education, such as learning management systems, learning paths, weblectures, MOOCs, business simulation games, VR/AR, serious games,...
- An overview of important acceptance, development, implementation and evaluation models with regard to educational technology.
- An overview of important instructional strategies on how to organize instruction in a digital learning environment, such as blended learning and flipped classroom.

In this course, there is also attention for the presentation of a (demo) training session and for cooperative teamwork.

Initial competences

Final competences

- 1 To indicate the importance of developing and evaluating (digital) training in business settings (e.g. in the context of industrial psychology).
- 2 To use adequate educational models and learning theories to develop good digital learning environments.
- 3 Choosing adequate educational technologies from a given set of technological developments in education and training to develop a suitable training.
- 4 To develop an effective and realistic (digital) training based on evidence-based characteristics and based on acceptance-, develop-, and implementation models.
- 5 Choosing adequate instructional strategies to develop good digital learning environments.
- 6 To evaluate a developed training based on evaluation criteria and using evaluation models.
- 7 To present a developed (digital) training in an interesting and engaging manner.
- 8 Working as a team to develop a training.

Conditions for credit contract

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

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Group work, Seminar, Lecture, Independent work, Peer teaching

Extra information on the teaching methods

No class recordings.

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

Study material

None

References

Course content-related study coaching

Intervision and feedback meetings

Assessment moments

continuous assessment

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

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

Examination methods in case of permanent assessment

Oral assessment, Participation, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

Details on permanent evaluation:

Method:

- Participation in teamwork and seminars.
- assignment (developed training)
- report with description of process (analysis and critical reflection)
- oral presentation of the developed training
- peer assessment

When there is a significant difference in input of the team members, the individual scores on the group assignment can be different.

Frequency: at least 1 time intermediate feedback and evaluation after completion

Feedback: after completion (on official feedbackday) and once in between

As a second examination opportunity, there is a written examination with open questions. This exam can include a question on reflection of the group assignment.

Calculation of the examination mark

Permanent evaluation counts for 100% of the evaluation.

In case of a second examination opportunity (written examination with open questions), the score on the exam counts for 100% of the evaluation. However, participation in the group assignment is obligated to pass the course, whatever the obtained score on the group assignment is.

In order to pass the course students have to obtain a final score of at least 10/20.

If a score of 10/20 or more is obtained, while the student did not participate in the group assignment, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20)