

## Powerful Learning Environments (H002169)

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

**Credits 6.0**

**Study time 180 h**

**Course offerings and teaching methods in academic year 2025-2026**

| Offering       | Language | Location | Teaching Methods                       |
|----------------|----------|----------|--|
| A (semester 1) | Dutch    | Gent     | lecture<br>independent work<br>seminar |
| B (semester 1) | Dutch    | Brugge   | seminar<br>independent work<br>lecture |
| K (semester 1) | Dutch    | Kortrijk | seminar<br>lecture<br>independent work |

**Lecturers in academic year 2025-2026**

|                |      |                    |
|----------------|------|--------------------|
| De Wever, Bram | PP06 | lecturer-in-charge |
| Rotsaert, Tijs | PP06 | co-lecturer        |

**Offered in the following programmes in 2025-2026**

| Programme   | crdts | offering |
|---|-------|----------|
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish) | 6     | A        |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, French, Turkish)  | 6     | A        |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, German, Turkish)  | 6     | A        |
| Bachelor of Science in Biology  | 6     | A        |
| Bachelor of Science in Geology  | 6     | A        |
| Master of Science in Teaching in Languages(main subject African Languages and Cultures)                                     | 6     | A        |
| Master of Science in Teaching in Languages(main subject Applied Language Studies)   | 6     | A        |
| Master of Science in Teaching in Arts and Humanities (main subject Archaeology)   | 6     | A        |
| Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)             | 6     | A        |
| Master of Science in Teaching in Languages(main subject East European Languages and Cultures)                               | 6     | A        |
| Master of Science in Teaching in Arts and Humanities (main subject History)   | 6     | A        |
| Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)  | 6     | A        |
| Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)                                    | 6     | A        |
| Master of Science in Teaching in Arts and Humanities (main subject Philosophy)  | 6     | A        |
| Master of Science in Speech Language and Hearing Sciences(main subject Audiology)   | 6     | A        |
| Master of Science in Electromechanical Engineering(main subject Control Engineering and Automation)                         | 6     | A        |
| Master of Science in Electromechanical Engineering(main subject Electrical Power Engineering)                               | 6     | A        |
| Master of Science in Speech Language and Hearing Sciences(main subject Logopaedics)   | 6     | A        |
| Master of Science in Electromechanical Engineering(main subject Maritime Engineering)                                       | 6     | A        |
| Master of Science in Electromechanical Engineering(main subject Mechanical Construction)                                    | 6     | A        |
| Master of Science in Electromechanical Engineering(main subject Mechanical Energy   | 6     | A        |

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|---|---|---------|
| Engineering)  |   | A       |
| Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)                        | 6 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)                              | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)                                 | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies) | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biochemistry and Biotechnology)           | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Bioengineering)                           | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Biology)                                  | 6 | A, B, K |
| Master of Science in Teaching in Economics (abridged programme)(main subject Business Administration)                               | 6 | A, B, K |
| Master of Science in Teaching in Economics (abridged programme)(main subject Business Economics)                                    | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Chemistry)                                | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)(main subject Communication Science)                           | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Computer Science)                         | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)(main subject Criminological Sciences)                         | 6 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)                  | 6 | A, B, K |
| Master of Science in Teaching in Economics (abridged programme)(main subject Economics)   | 6 | A, B, K |
| Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)                       | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Engineering and Technology)               | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geography and Geomatics)                  | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Geology)                                  | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)                                     | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)(main subject Laws)  | 6 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)                            | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Mathematics)                              | 6 | A, B, K |
| Master of Science in Teaching in Health Sciences (abridged programme)(main subject Medical Sciences)                                | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)                              | 6 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)                       | 6 | A, B, K |
| Master of Science in Teaching in Health Sciences (abridged programme)(main subject Pharmaceutical Sciences)                         | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)                                  | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)(main subject Physics and Astronomy)                    | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)(main subject Political Science)                               | 6 | A, B, K |
| Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)                                 | 6 | A, B, K |
| Master of Science in Teaching in Economics (abridged programme)(main subject Public   | 6 | A, B, K |

|  |   |         |
|--|---|---------|
| Administration and Management)   |   | A, B, K |
| Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences) | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)(main subject Sociology)              | 6 | A, B, K |
| Master of Science in Teaching in Health Sciences (abridged programme)(main subject Veterinary Medicine)    | 6 | A, B, K |
| Master of Science in Teaching in Arts and Humanities (abridged programme)                                  | 6 | A, B, K |
| Master of Science in Teaching in Languages (abridged programme)  | 6 | A, B, K |
| Master of Science in Teaching in Behavioural Sciences (abridged programme)                                 | 6 | A, B, K |
| Master of Science in Teaching in Economics (abridged programme)  | 6 | A, B, K |
| Master of Science in Teaching in Health Sciences (abridged programme)                                      | 6 | A, B, K |
| Master of Science in Teaching in Physical Education (abridged programme)                                   | 6 | A, B, K |
| Master of Science in Teaching in Science and Technology (abridged programme)                               | 6 | A, B, K |
| Master of Science in Teaching in Social Sciences (abridged programme)                                      | 6 | A, B, K |

### Teaching languages

Dutch

### Keywords

Didactical strategies, approaches towards learning and instruction, educational frame of reference, assessment and evaluation, individual differences and challenges for learning, educational goals, diversity, educational technology.

### Position of the course

This course contributes to the realization of the final competences of the specific teacher training program, based on the basic teacher competences determined by decree and the specific curriculum objectives.

### Contents

The course consists of the following 6 parts:

- Part 1 "Learning and instruction through a contemporary lens" about the frame of reference.
- Part 2 "Theoretical trends" about visions on learning and instruction.
- Part 3 "Educational goals of schools" about curriculum.
- Part 4 "You can learn to evaluate" about testing and evaluation.
- Part 5 "Everyone different? Diversity and inclusion" about individual differences.
- Part 6 "Digitalization in education" about educational technology.

### Initial competences

### Final competences

- 1 Analyzing situations of learning and instruction on the base of an educational frame of reference
- 2 Distinguishing and critically discussing perspectives on education
- 3 Use insights from learning theories and educational research to assess teaching practices and to create approaches for instruction, classroom management and a positive learning and living environment
- 4 Situate and formulate educational objectives at the different aggregation levels
- 5 Relating different assessment approaches and techniques to different goals and functions of evaluation
- 6 Recognize the impact of student characteristics and individual differences in learning and teaching processes and provide alternative courses of action.
- 7 Discussing critically the strengths, weaknesses, opportunities and threats of technological developments and the use of technology in education

### 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

Access to this course unit via an exam contract is unrestricted

### Teaching methods

Seminar, Lecture, Independent work

### Extra information on the teaching methods

Parts are tackled during working lectures, for which a preparation can be required (flipped classroom principle). A number of modules are offered online in view of blended learning.

In view of the exercises, students are split into several groups. During these group sessions, seminars and plenary excersies are being applied. The group sessions are a direct preparation for the individual tasks.

- LIO -

The student-teachers - teachers in training - in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio-trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, intervision and coaching.

A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with a teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) can not be admitted to the portfolio-trajectory. Such student must follow the normal learning-trajectory.

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

### Study material

Type: Handbook

Name: Valcke, M. (2023). Krachtig voor de klas. Je onderwijs succesvol afstemmen op diverse groepen. Gent: OWL Bergerhoff-Lamberigts.  
Indicative price: € 50  
Optional: no  
Language : Dutch  
Author : Martin Valcke  
ISBN : 978-9-46393-942-3  
Number of Pages : 605  
Oldest Usable Edition : 2023  
Online Available : No  
Available in the Library : Yes  
Available through Student Association : Yes  
Usability and Lifetime within the Course Unit : intensive  
Usability and Lifetime within the Study Programme : regularly  
Usability and Lifetime after the Study Programme : regularly  
Additional information: EAN 9789464759006; Link: <https://www.bergerhoff-lamberigts.be/owl-press/shop/boeken/krachtig-voor-de-klas?variant=89201>

### References

- Hattie, J. (2012). Visible learning for teachers. Maximizing impact on learning. London, New York: Routledge
- Mortier, K., De Schauwer, E., Van de Putte, I & Van Hove, G. (2010). Inclusief onderwijs in de praktijk. Garant: Antwerpen, Apeldoorn
- Nicaise, I. & Desmet, E. (2008). Gelijke kansen op school: het kan. Zestien sporen voor praktijk en beleid. Mechelen: Plantijn

### Course content-related study coaching

- By appointment: A teaching assistant is available for help with the exercises, the preparatory assignments and for feedback
- Interactive assistance through Ufora.
- Contact persons will be communicated via Ufora and during the first class.

### Assessment moments

end-of-term and continuous assessment

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

Written assessment with multiple-choice questions

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

Written assessment with multiple-choice questions

**Examination methods in case of permanent assessment**

Assignment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

Permanent evaluation: evaluation of practise-based tasks. For these tasks, a format and concrete description is made available via the electronic learning environment.

Periodic examination: Open book ritten exam (multiple choice) based on cases and statements. Items build on each part that has been treated in the lessons.

The student-teachers (teachers in training) in a LLO-trajectory are evaluated on a permanent basis, based on their assignments in their portfolio.

**Calculation of the examination mark**

A combination of periodic evaluation (75%) and permanent evaluation (25%). The final score is the weighted average of the components of the evaluation.

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year. Partial results will never be rounded.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

The student-teachers (teachers in training) in a LLO-trajectory must succeed in both parts.