

Teaching Methodology: Psychology and Educational Sciences (H002325)

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 2026-2027

A (semester 1)	Dutch	Gent	lecture seminar peer teaching
B (semester 2)	Dutch	Gent	lecture peer teaching seminar

Lecturers in academic year 2026-2027

Decuyper, Aron	PP23	lecturer-in-charge
Schellens, Tammy	PP23	co-lecturer
Vanderlinde, Ruben	PP23	co-lecturer

Offered in the following programmes in 2026-2027

	crdts	offering
Master of Science in Teaching in Behavioural Sciences(main subject Educational Sciences)	6	A, B
Master of Science in Teaching in Behavioural Sciences(main subject Psychology)	6	A, B
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Educational Sciences)	6	A, B
Master of Science in Teaching in Behavioural Sciences (abridged programme)(main subject Psychology)	6	A, B
Master of Science in Teaching in Health Sciences (abridged programme)(main subject Social Health Sciences)	6	A, B

Teaching languages

Dutch

Keywords

views on professionalism, professional profile for teachers, training paradigms, teacher thinking research, the reflective paradigm, classroom management, peer teaching, effective teaching practices, subject-specific didactics, differentiation, inclusion, values-based dialogue, media literacy, AI, self-regulated learning

Position of the course

This course contributes to the attainment of the basic teacher competences and the programme competences of Ghent University's Educational Master's programme, as described in the programme specifications and further elaborated in the competence matrix, which can be consulted at <https://www.ugent.be/nl/opleidingen/masteropleidingen/educatievemaster>.

The course is offered in both Semester 1 and Semester 2 in order to allow maximum flexibility for students. Students are advised to carefully consider in which semester they take this course unit. They will also benefit more from the course unit if they are already undertaking a teaching placement.

The course unit is organised every two weeks. A clear schedule is available on Ufora.

Contents

The course builds further on the foundation laid in Subject Didactics in Behavioural Sciences, but shifts the focus from subject-specific lesson design skills to broader subject-didactic and pedagogical themes that remain sustainably relevant for

future teachers of the behavioural sciences. The course supports students in deepening their professional practice and in developing an analytical and reflective perspective on their teaching.

Subject Didactics in Didactics in Psychology and Educational Sciences is designed according to a blended learning approach, with a view to sustainability and flexibility, and is structured around three interrelated pillars: theory, exercises, and video clubs. These pillars are aligned both in content and in didactic approach, and mutually reinforce one another.

The theoretical pillar is implemented through six online learning paths offered via Ufora. These learning paths form the conceptual foundation of the course unit and provide students with structured frameworks, key concepts, and research-based insights. The learning paths are designed with a uniform structure and comparable study load, which contributes to recognisability and coherence for students.

The exercise pillar takes shape during on-campus contact sessions, in which students actively engage with the theory provided. The emphasis lies on application, analysis, discussion, and deepening, rather than on knowledge transmission. Through exercises and case studies, students learn to use theoretical insights in a functional way to understand and substantiate educational practices. The video clubs form the third pillar and occupy a central place within the course. In these video clubs, students systematically analyse recordings of their own teaching. This working method is theoretically grounded in the concept of professional vision, through which students learn to identify, interpret, and evaluate relevant classroom events from a professional perspective. This perspective is supported by the ICALT framework (effective teaching behaviour), which provides a common language for analysing lesson quality and didactic practice.

In terms of content, the six learning paths are structured around the following broad subject-didactic themes:

- 1 Subject-didactic core principles
- 2 Scientific reasoning, inquiry-based learning, and social science methods
- 3 Controversial topics and values-based dialogue
- 4 Differentiation, inclusion, and cultural sensitivity
- 5 Media literacy, influence, and critical thinking, including artificial intelligence
- 6 Self-regulated learning (SRL)

Initial competences

Students are expected to have acquired sufficient domain-specific knowledge before starting this course unit. Admission requirements for the subject didactics courses are regulated. More information can be consulted at www.ugent.be/educatievemaester.

Final competences

- 1 Designing and justifying powerful learning environments for the behavioural sciences based on subject-didactic and pedagogical-didactic insights.
- 2 Analysing educational practices using theoretical frameworks and the ICALT framework in order to assess teaching practice professionally.
- 3 Reflecting systematically on one's own professional practice and purposefully adjusting one's teaching practice.
- 4 Guiding pupils in developing scientific reasoning, an inquiry-based attitude, and critical thinking within behavioural science topics.
- 5 Conducting classroom dialogue on societal, controversial, and values-related themes in a pedagogically responsible and culturally sensitive manner.

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

Seminar, Lecture, Practical, Independent work, Peer teaching

Extra information on the teaching methods

In line with the design of the course unit, several teaching methods are combined within a blended learning approach so that the course can also be taken flexibly, namely online learning paths, on-campus practice sessions, and video clubs.

The online learning paths can be completed freely. Attendance at the on-campus practical sessions and exercises is compulsory.

Guidelines for LIO students can be found in the LIO handbook.

This course unit is based on the responsible use of generative artificial intelligence (GAI). During the course series, it will be explained what is meant by this.

Given the compulsory attendance at the on-campus contact sessions, no lecture recordings are available. See also the Ghent University-wide framework: <https://www.ugent.be/en/ghentuniv/mission/genai/frameworkresponsibleusegenai>.

Study material

Type: Reader

Name: Reader Vakdidactiek voor de Psychologie en Pedagogische Wetenschappen

Indicative price: Free or paid by faculty

Optional: no

Language : Other

Oldest Usable Edition : Reader Vakdidactiek voor de Psychologie en Pedagogische Wetenschappen

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

Additional information: The reader consists of Dutch and English-language articles that are provided for each learning path.

References

Englehart, J. M. (2009). *Teacher–student interaction*. In L. J. Saha, & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 711–722). Boston, MA: Springer.

Maulana, R., Lorenz, M., & van de Grift, W. (2017). *Validating a model of effective teaching behaviour of pre-service teachers*. *Teachers and Teaching: Theory and Practice*, 23, 471–493.

Meirsschaut, M., & Ruys, I. (2018). *Teamteaching: beweegredenen, randvoorwaarden en implicaties voor leerlingen, leraren en hun school. Eindrapport*. Gent: Steunpunt Onderwijsonderzoek.

Pameijer, N., Denys, A., Timbremont, B., & Veire, H. V. D. (2018). *Handelingsgericht werken. Samenwerken aan schoolsucces. Vlaamse editie*. ACCO: Leuven/Den Haag.

Struyven, K., Coubergs, C., Gheysens, E., & Engels, N. (2015). *Ieders leerkracht: binnenklasdifferentiatie in de praktijk*. Gent: Acco.

Vanderlinde, R., Rots, I., Tuytens, M., Rutten, K., Ruys, I., Soetaert, R., & Valcke, M. (2013). *Essays over de leraar en de toekomst van de lerarenopleiding*. Gent: Academia Press.

van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of Technology and Teacher Education*, 10(4), 571–596.

Course content-related study coaching

Study guidance is provided by the lecturer in charge and the educational supervisor involved. Interactive support via Ufora is available. Individual feedback is always provided on the scheduled date and by appointment. General feedback is provided through the electronic learning platform Ufora.

Assessment moments

end-of-term and continuous assessment

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

Written assessment

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

Examination methods in case of permanent assessment

Participation, 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

The course is assessed through compulsory and active participation in the learning paths, the exercises, and the video clubs, as well as through a final examination in which students connect theory and practice analysis on the basis of a case.

Calculation of the examination mark

The final grade is composed of three partial scores:

- 50% written examination covering theory and exercises, based on a case, plus a reflective question on the exercises (period-bound)
- 25% Exercise 4: complex lesson preparation (non-period-bound)
- 25% video club, based on a rubric (non-period-bound)

If a student does not participate in the assessment of one or more components, they can no longer pass the course unit as a whole, and the final grade will be reduced to the highest non-compensable grade (9/20) if the final grade would otherwise be higher.

Facilities for Working Students

Contact the lecturer in charge.

LIO students discuss their trajectory with the lecturer in charge.