

## Teaching Methodology: Cultural Sciences (H002559)

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

**Credits 9.0**

**Study time 270 h**

### Course offerings and teaching methods in academic year 2026-2027

| J (Year) | Dutch | Gent |                  |      |
|----------|-------|------|------------------|------|
|          |       |      | lecture          | 0.0h |
|          |       |      | peer teaching    | 0.0h |
|          |       |      | seminar          | 0.0h |
|          |       |      | group work       | 0.0h |
|          |       |      | independent work | 0.0h |

### Lecturers in academic year 2026-2027

|              |      |                    |
|--------------|------|--------------------|
| Aerts, Koen  | LW03 | lecturer-in-charge |
| Rombaut, Eef | LW17 | staff member       |

### Offered in the following programmes in 2026-2027

|                                                                                                                                     | crdts | offering |
|-------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| Master of Science in Teaching in Languages(main subject African Languages and Cultures)                                             | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (main subject Archaeology)                                                     | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)                     | 9     | J        |
| Master of Science in Teaching in Languages(main subject East European Languages and Cultures)                                       | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (main subject History)                                                         | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (main subject Moral Sciences)                                                  | 9     | J        |
| Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)                                            | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (main subject Philosophy)                                                      | 9     | J        |
| Master of Science in Teaching in Languages (abridged programme)(main subject African Languages and Cultures)                        | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)                                 | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Art History, Musicology and Theatre Studies) | 9     | J        |
| Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)                  | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)                                     | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)                              | 9     | J        |
| Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)                       | 9     | J        |
| Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)                                  | 9     | J        |

### Teaching languages

Dutch

### Keywords

cultural studies, multiperspectivity, didactic design, pre-service training, group work, interdisciplinarity.

### Position of the course

This course contributes to the realisation of the basis professional teacher

competencies as stated in the course description and in the matrix of competencies that can be consulted on [www.lerarenopleiding.ugent.be](http://www.lerarenopleiding.ugent.be)

## **Contents**

The course focuses on an integrated approach to the following contents:

- For the theoretical part:
  - A vision of the uniqueness of cultural sciences in the secondary education curriculum from their multiperspectival character
  - Situation of the subject cultural sciences in the curriculum of the direction Human Sciences (secondary education).
  - Attention to the specific minimum objectives for Human Sciences with in particular the research competences
  - Attention to attainment targets from different key competences.
  - Specific teaching methods for the subject Cultural Studies, with attention to diversity in the student population.
- For the assignments section:
  - The ability to transform (specific) minimum objectives into lesson objectives into a well thought-out lesson design.
  - Conducting a self-designed lesson (micro-teaching) for peers.
  - Each year, specific themes are addressed. One individual assignment and one group assignment are attached to each theme.

## **Initial competences**

Students are expected to have acquired sufficient domain-specific knowledge before starting the course unit. The entry requirements to the subject didactics are regulated. More information can be consulted at [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

Since attendance in classes is mandatory, the course unit cannot be included in the curriculum from lesson week 3 onwards.

## **Final competences**

- 1 Understand and analyse (specific) minimum objectives and curricula linked to the cultural studies using reference frameworks provided.
- 2 When designing and delivering a didactic (lesson) design, select, organise and translate (specific) minimum goals and curriculum objectives into appropriate lesson objectives, learning content, work formats, grouping forms and (digital) powerful learning environments tailored to the learner's initial situation.
- 3 Analyse and apply domain-specific and subject-specific didactic knowledge, skills and attitudes in designing learning processes
- 4 Translate curriculum objectives/minimal goals into an elaborated lesson series.
- 5 Integrating the multi-perspective character of cultural sciences in didactic (lesson) design
- 6 Working together constructively in a multidisciplinary team on a subject-related basis. Working constructively with external partners to enrich the provision of education and training.
- 7 Apply digital methods, tools and strategies in didactic (lesson) design
- 8 Reflect on (current) social, cultural and educational themes and to apply these diverse-sensitive in a pedagogical context and in didactic (lesson) design.

## **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**

LIO guidelines can be found in the LIO manual.

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

## **Study material**

Type: Other

Name: Study materials available on UFORA (readers, PowerPoints,...) and curricula available on the websites of the various educational networks..

Indicative price: Free or paid by faculty

Optional: no

## References

ROMBAUT, E., MOLEIN, I., VAN SEVEREN, T., De herziene taxonomie van Bloom in de klas, Kalmthout, Pelckmans Pro, 2020, 320 p.

Rombaut, E., Van Mieghem, A., De Roover, T., & Troost, S. (2026). *Vakdidactiek Maatschappij- en Cultuurwetenschappen. Een inspiratieboek voor de leerkracht Humane Wetenschappen*. Pelckmans Pro.

Rombaut, E., Van Doorselaere, J., & Verbruggen, C. (2023). Multiperspectiviteit in de vakdidactiekcultuurwetenschappen. *Tijdschrift voor Lerarenopleiders*, 44(2), 37-51.

Leerplan Humane Wetenschappen Katholiek Onderwijs Vlaanderen

Leerplan Humane Wetenschappen Provinciaal Onderwijs

Leerplan Humane Wetenschappen Steden en Gemeenten

Leerplan Humane Wetenschappen Gemeenschapsonderwijs

## Course content-related study coaching

By email and by appointment.

## 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

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

Explanation non-periodic evaluation:

- Form: continuous evaluation based on assignments, cooperation and attitudes (peer evaluation).
- Frequency: attendance in the tutorials is compulsory. In case of absence, a replacement assignment will be provided in consultation with the teacher in charge.
- Description second examination opportunity: a second examination opportunity is possible. However, it must be taken into account that some exercises or practicals cannot be compensated by a replacement assignment.
- Feedback: during seminars and by appointment.

## Calculation of the examination mark

100% non-periodic evaluation:

Students who eschew one or more parts of the assessment and/or students who are not cooperating in group assignments can no longer obtain a pass mark for the course unit. Should the final mark be higher than 10/20, it will be reduced to the highest non-tolerable mark (i.e. 7/20).

## Facilities for Working Students

To be determined in consultation with responsible teacher.

LIOs discuss their pathway with the responsible teacher.