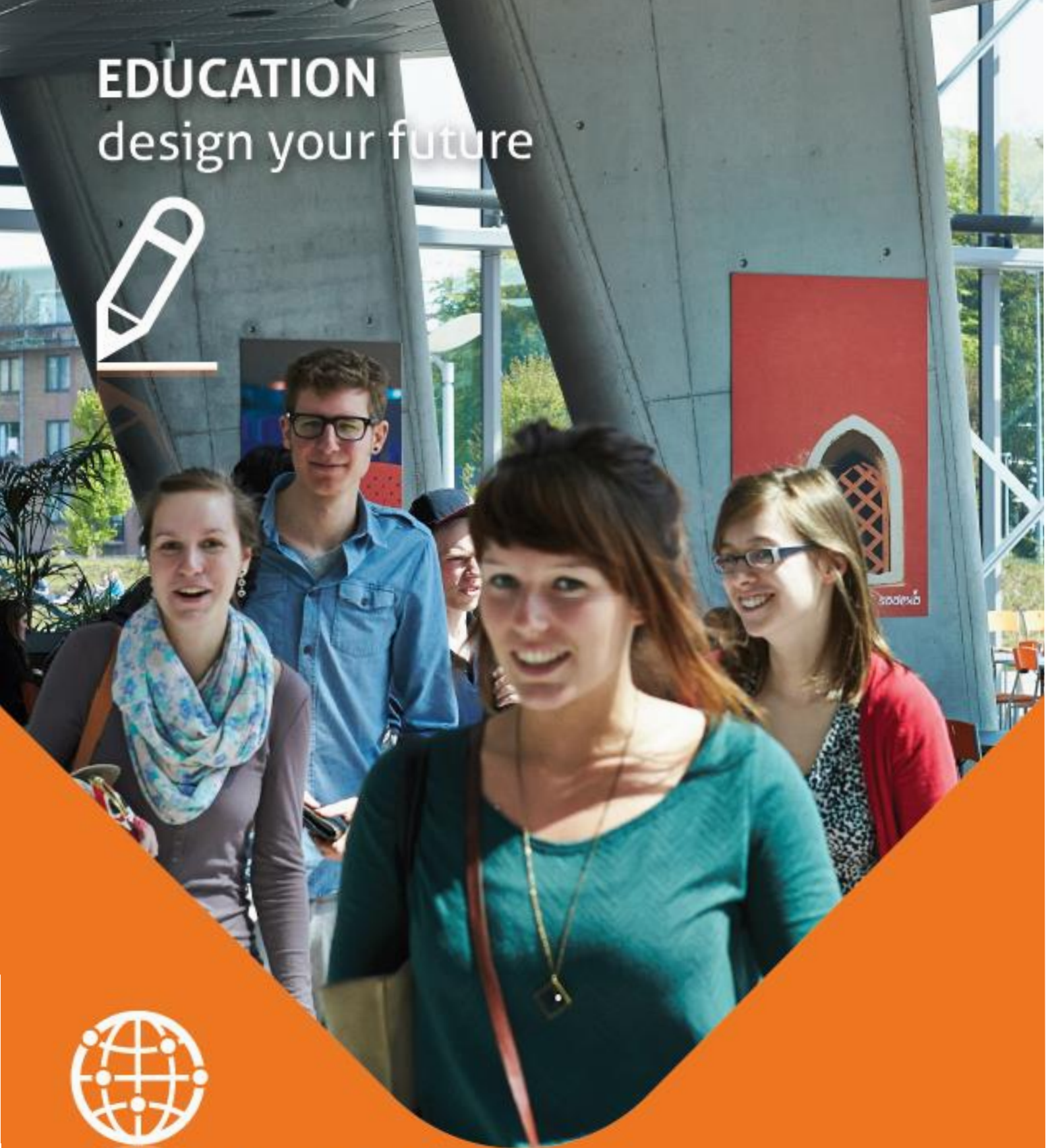


EDUCATION

design your future



International Erasmus+ module

VICKIE

VIVES International Classroom Keys In Education
in campus Brugge
SPRING SEMESTER

EDUCATION

Organised by campus Brugge, Kortrijk and Torhout.



Dear student

Welcome to VIVES department of Education! VIVES University of Applied Science is proud to present you the fifth edition of V.I.C.K.I.E, **VIVES International Classroom Keys in Education**. At all our different campuses (Kortrijk, Bruges and Torhout) we already had a tradition of small international classrooms. For this renewed module VICKIE, we put the best keys together with a focus on the teacher of the 21st century and his challenges.

In this brochure, you find information about your ERASMUS+ module VICKIE. Please read everything carefully.

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We wish you a very nice learning and living period in VIVES and in the wonderful city of Bruges in Flanders, Belgium, the centre of Europe.

Kind regards

Lien Van Eecke, programme coordinator (a.i.)

E-mail: lien.vaneecke@vives.be

Phone number: +32 472 76 07 77

1 Our department of education

We welcome you at our campus in Bruges where we have a department of education and teacher training. We also have a department of teacher training in Torhout and Kortrijk. In VIVES we offer teacher training on the bachelor level for preschool education, primary education and secondary education. These bachelor programmes take three years, in which students complete 180 credits.

In our teaching at the teacher department we use different methods of education. We offer day courses, evening courses, distance courses and workplace courses.

After their bachelor's degree students can also follow a bachelor after bachelor programme (60 credits). Students can make a choice between the bachelor after bachelor remedial teacher, special educational needs teacher or school development.

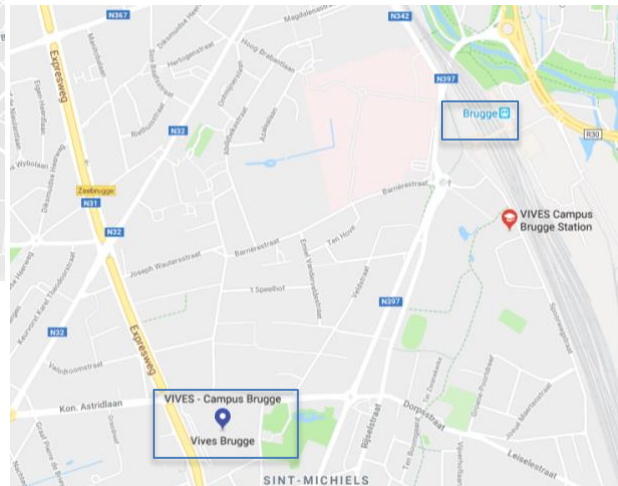
You can find an overview of our offer of bachelor's degrees underneath.

	Level	Bruges	Kortrijk	Torhout
Professionally orientated bachelor	Pre-school teacher (2,5 - 6-year-old children)	Day course	Day course (Kortrijk) Distance course (Kortrijk) Workplace course (Kortrijk)	/
	Primary school teacher (6 - 12-year-old children)	Day course	Day course (Kortrijk) Distance course (Kortrijk) Workplace course (Kortrijk)	Day course Evening course
	Secondary school teacher (12 – 16-year-old pupils)	Day course	/	Day course Evening course Distance course
Bachelor after bachelor	Pre-school children Primary school children Secondary school pupils	Remedial teacher	Special educational needs teachers	School development

2 VIVES campus Bruges and the coordinators for the incoming students



The campus is situated at the border of the city of Bruges (<https://www.visitbruges.be/en>). The campus is situated in the submunicipality of Sint-Michiels.



The building is very modern and is already in use for 9 years.





Ingang	Entrance, reception near entrance	☪	student restaurant
Bibliotheek	Library 1st floor	STUVO	
A, B, C and D	Classrooms on Floor 0, 1, 2, 3, 4	International Office	B104 (Block B, first floor, room 6)

Lien Van Eecke	lien.vaneecke@vives.be	Coordinator Internationalisation Education Programme coordinator V.I.C.K.I.E. (a.i.)
Els Callens	els.callens@vives.be	Coordinator Internationalisation Education Programme coordinator V.I.C.K.I.E.
Melanie Carbonelle Lien Grauwet Xaverianenstraat 10 Room B104	melanie.carbonelle@vives.be lien.grauwet@vives.be 00 32 50 30 52 33	Melanie: practical questions not related to your study programme (registration, insurance, public transport, ...). Presence: only on Tuesday from 9.00 h until 16.00 h. Lien: presence in the office on Monday, Tuesday, Wednesday and Friday.
Inge Eytorff Xaverianenstraat 3	Inge.eytorff@vives.be 00 32 50 30 52 93	Housing campus Bruges

3 The international competences and the competences of the 21st century

As we want to connect, drive and innovate in our mission, we want to focus on the international competences during your programme. The international competences are integrated in every course in a way in which you will grow in various domains. Here you find the list of international competences and the competences of the 21st century.

International competences www.internationalecompetenties.be	
1. Language <ul style="list-style-type: none"> • Skills: reading, writing, speaking, understanding • Learning a language: vocabulary 	4. Personal Growth <ul style="list-style-type: none"> • Be independent • Social and communicative skills • Be self-confident • Be flexible • Be open • Be creative • Have a good perspective of the future • Be emotional balanced
2. Intercultural competences <ul style="list-style-type: none"> • Cultural self-awareness • Cultural flexibility • Cultural sensibility • Open-minded • Cultural relational competence • Communicative competence • Cultural conflict management • Diversity in perspectives 	5. Professional knowledge <ul style="list-style-type: none"> • Put your discipline into an international context • To be aware that your discipline is culture-bound • To know the practice of a profession in another country
3. Global awareness <ul style="list-style-type: none"> • International orientation • Form an opinion • Engage in society • Engage with broader communities 	

7 VIVES 21st century skills

- 1) international skills
- 2) sustainability
- 3) interdisciplinary collaborations
- 4) entrepreneurial spirit
- 5) ethical and ideological awareness
- 6) media knowledge
- 7) dealing with diversity











4 The programme

4.1 The keys and the teachers: what and who?

Here you find an overview of the courses. Compare them with your Learning Agreement and find the courses you will follow.

20 ECTS from February until April		
5 ECTS	Global issues and focus on Flanders and Europe	Lies Verstraete
5 ECTS	Social and intercultural competences	Ann Debo & Koen Dekorte
4 ECTS	A broad view on education in Europe and Flanders	Barbara Bracke
LABS in education (choose only 1 lab)		
3 ECTS	Diversity in/and education	Kristof De Craene
3 ECTS	Digital media in education	Justine Pillaert
3 ECTS	Physical education and movement and recreation	Linda Decloedt (coordination)
30 ECTS (20 ECTS: see above + 10 ECTS) from February until June		
RESEARCH (from April until June)		
6 ECTS	Digital media in education research	Justine Pillaert
6 ECTS	Diversity in/and education research	Kristof De Craene
6 ECTS	Physical education and movement and recreation research	Tom Madou
PRACTICE (from the beginning of May until the middle of June)		
6 ECTS	Practice in pre-school	Liezelotte De Schryver
6 ECTS	Practice in primary school	Liezelotte De Schryver
6 ECTS	Practice in secondary school	Liezelotte De Schryver
LANGUAGE to choose (start February)		
4 ECTS	English	Bruno Leys
4 ECTS	Dutch	Sofie De Jonckheere (coordination) – Jana Wylin & Aisha Baert
English+ (start February)		
8 ECTS	Onderwijskunde: praktijk 2 Engels	Bruno Leys
5 ECTS	Engels: vakinhoud 4	Bruno Leys
Sport+ (start February)		
8 ECTS	Active leisure sector (exploring in depth)	Linda Decloedt (coordination)
5 ECTS	Physical Education (skills)	Linda Decloedt (coordination)

	name	e-mail
	<p>Selis Noël Dean of Education and Teacher Training</p>	<p>noel.selis@vives.be</p>
	<p>Callens Els V.I.C.K.I.E. – programme coordinator</p>	<p>els.callens@vives.be</p>
	<p>Van Eecke Lien V.I.C.K.I.E. – programme coordinator (a.i.)</p>	<p>lien.vaneecke@vives.be</p>
	<p>Bracke Barbara</p>	<p>barbara.bracke@vives.be</p>
	<p>Debo Ann</p>	<p>ann.debo@vives.be</p>
	<p>De Craene Kristof</p>	<p>kristof.decraene@vives.be</p>
	<p>Dekorte Koen</p>	<p>koen.dekorte@vives.be</p>

	De Schryver Liezelotte	Liezelotte.deschryver@vives.be
	Leys Bruno	Bruno.leys@vives.be
	Vaes, Stefan	Stefan.vaes@vives.be
	Verstraete Lies	lies.verstraete@vives.be
	Pillaert Justine	justine.pillaert@vives.be
	Wylin Jana	jana.wylin@student.vives.be
	Baert Aïsha	aisha.baert@student.vives.be

4.2 The keys and a short study guide for each key

Global Issues and focus on Flanders and Europe

Lies Verstraete

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website and on Toledo – the electronic learning platform we use.

ECTS

ECTS: 5

Hours of work: 125 hours

Hours of lessons: contact hours: about 30 hours

Rest of the hours personal and group work

Motivation

To contribute to a better world... isn't that, perhaps remote, but 'tangible' meaning of our existence?

Is there a more 'global' meaning to our efforts to study and to graduate than the mere selfish goal of 'a better world *for myself*'? And what is 'better' here? More money, less efforts, more comfort, less children, less worries, less 'others', more belongings...?

'Global Issues of the 21th century' is an 'agora' to stimulate or perhaps to initiate our thinking about global citizenship, to discuss, to search and hopefully to find solutions for a better world tomorrow. In this course, we pay special attention on the competencies of the 21th century in the picture such as international competencies, acting sustainable, working interdisciplinary, sense for entrepreneurship, dealing with diversity, media literacy and an ethical and philosophical approach.

There are a lot of questions and possible answers to them:

- What to think about our world's development? Is everything OK? Is nature OK? Is the partition of goods and money OK? Is social care, health care, education OK?
- Are we respectful enough towards our elderly? To our roots? To our language and to our children?
- Do we have good solutions for pollution? For traffic excesses? For the poor in our society?

- Can we still trust on our conventional 'authorities' like priests, judges, teachers, policemen, ministers, mayors etc.? And what if we don't?
- How must our, and our children's Europe develop? What does the enlargement bring along? Is it a good thing? Why? Will we become better citizens now?
- How is the partition of 'wealth' on our continent? And where are the borders of our continent?
- How and for whom and why will we vote in the years to come? Do we have any affiliation with politics? How far do we want to engage ourselves in this field?
- Does 'Sustainable Development' exist after all? Which is the role of the new Sustainable Development Goals, replacing the Millennium Development Goals from 2015 onwards. Do they make sense. Or is it just another fairy tale? How can 'the rich' share with 'the poor'? And why are the poor, poor and the rich, rich?
- Are 'values and beliefs' only there to justify wars and killings? Is 'the economy' the one and only authority left? How threatened is worldwide peace?
- How welcomed are newcomers from third countries on our labour market? Will we all have to learn Chinese in a few years? How much more 'culture' can we have from 'America'?
- And how can we approach 'Migration'? How can we deal with the big amount of 'refugees' entering Europe in search of a safe heaven?
- How can we become a 'World citizen' or a 'Global Citizen' and what does it mean?

Many questions with many ideas indeed and we cannot put them aside, as we are the new generation. In a few years, we or our colleague will be a state secretary or a headmaster, or a successful market leader, or a nurse in charge of a department. We will contribute to the world's development by working, by being a father or a mother, by participating in local or international networks. And what are my answers? Will I, and how will I contribute to a better world?

Content

A selection of global and world issues will be presented: Europe today and European Citizenship, Migration, BRICS-countries, Poverty in the world, Human Rights, Childrens' Rights, Flemish, European and International Institutions, World Citizenship, The world anno 2019, Sustainable Development, Fair trade, the USA today, ... You will reflect in transnational and interdisciplinary groups on these topics.

Group presentations by incoming Erasmus students on their country: social issues, economics, politics, cultural issues and places with focus on threats and challenges.

Group presentations by Flemish students on the local issues and policy in their region and the connection with world issues in both directions.

Organisation of an international and intercultural fair, using all senses to present the cultural aspects and attractiveness of your home country on a creative way: a real invitation to our VIVES students to study abroad and why not at your home institution of higher education. This fair will be organised during the international week study areas Health Care and Paramedical Sciences.

EVALUATION

COURSE	Way of evaluation	%
For some sessions, a preparatory task will be required. See Toledo Take Home task for each topic Global issues and some independent tasks for students returning to their country by the end of April.	Assignments Each assignment is evaluated by guest lecturer or coordinator	60%
Group presentation and stall at the international and intercultural fair	Content and presentation skills evaluated by co-ordinator and peer-evaluation	40%
Presence and active participation	Presence list and observation	Can increase, stabilise or decrease your over-all score

Materials:

Syllabus

- Handouts prepared by guest lecturers - see Toledo
- References, articles to further in depth study: see Toledo
- e-presentations by students – see Toledo

Books

- Hicks, D. en Holden, C., Teaching the Global Dimension; Key Principles and Effective Practice, Routledge, Taylor and Francis Groups, 2007.
- Claire, H. en Holden, C., The challenge of teaching controversial issues, Trentham Books, London, 2007, 190 p.
- Global issues, Selections from CQ researcher, CQ researcher, 2008 Edition, Washington D.C, 439 p.

Website

- <http://www.globalissues.org>

Assignments: Explanation in the lessons

ORGANISATION and SUPPORT

Organisation

The sessions are scheduled on Tuesday afternoon at VIVES UNIVERSITY OF APPLIED SCIENCES

Methods and coaching

Methods: lectures, debates, discussions, group work, creative presentations and fair.

Coaching: the coordinator Global issues is present at all sessions, ready to answer your questions. We will explain the tasks at the end of all sessions. The topic essential hand-out and background material will be placed on the e-platform Toledo immediately after each session. The tasks are consultable as well on Toledo. You will find links and guidelines. Feedback will be given as soon as possible, preferable within two weeks after each task, intermediate and at the end of the course. Results will be consultable online.

COMMUNICATION WITH THE TEACHER

E-mail: lies.verstraete@vives.be

Campus VIVES campus KORTRIJK Applied Social Studies (SAW)

Office L006 – Ground floor (campus Kortrijk SAW)

Social and intercultural competences

Ann Debo and Koen Dekorte

CONTEXT

ECTS-fiche

The key on social and intercultural competences starts from **the international competences** of personal growth, culture as a personal and social context and communication to cooperate and co-create activities. This way the intercultural skills and global engagement is upgraded in a wider community of both personal and professional values.

ECTS

ECTS: 5

HOURS of work in total: 125

40 hours of college / 85 hours of personal and group work

Motivation

Self-knowledge (ICOM **personal growth**) is the basic insight for every teacher. It comes before every content you teach. Therefore, focusing on our **personal and cultural identity** (ICOM **intercultural competences**) is not a kind of luxury. It gives a protection to ourselves and those we work and live with. (ICOM **professional knowledge**) It opens important windows to get sustainable relations and to cope with difficulties we experience in our personal and professional life. (ICOM **global awareness**) But above all: it's quite interesting. Maybe confronting. But nevertheless: interesting.

Content

The international competences are referred to in the text below by 1. Intercultural competences, 2. Global awareness, 3. Personal Growth, 4. Professional knowledge. You will learn skills for civic competence (1), starting from personal identity (3) and social awareness (3). Therefore, we focus in this key on self-knowledge and on facing diversity in our way of life (1). The qualifications we need to live as a citizen in the today's Europe, requires insight in the complex phenomenon of identity and the way we live as a human being in a group. We implement this on the teacher and his pupils (4). The theoretical framework we work starts from three different angles: a psychological, a philosophical and an artistic viewpoint. In order to achieve the depths of this theoretical framework, we share knowledge (as part of an intercultural group of teacher trainees) of

possibilities to play with body-language, drama, rhythm and melody in language in order to focus on the personal and social identity (3).

You are invited to develop intercultural activities starting from a visit to the Games archive. You acquire expertise in guiding pupils in exceeding their limits, fears in the domain of expressing their feelings and inner thoughts (3).

EVALUATION

COURSE	Way of evaluation	%
Personal paper reflecting on the progress and process that is followed throughout the sessions	Assignment (paper on the personal identity in the context of social and intercultural competences)	40%
Attendance, involvement	Permanent evaluation (contribution in all the sessions, a checklist will be provided)	40%
Intercultural skills	Group activity	20%

Materials:

- Debo, A.; Dekorte, K., Social and intercultural competences: a reader with an overview of contents, Vives, 2018
- Chen, Starosta, Dimensions and components of intercultural competence, 1998
- Hofman, E., Topoi: interculturele gespreksvoering, Bohn Stafleu van Loghum, 2002

Excerpts on the topic '**the Enneagram**' that you need will be provided during the sessions.

These excerpts are from the following books:

- Bergin E. & Fitzgerald E., An enneagram guide, a spirituality of love in Brokenness, Dublin, 1993
- Rohr, R., Discovering the Enneagram, Crossroad, New York, 1991.
- Callahan, J. W., The Enneagram for youth. Counselor's manual. , Loyola university press, Chigago, 1992
- Maitri, S., The enneagram of passions and virtues, Penguin group, New York, 2009
- Palmer, H. Enneagram. Understanding yourself and the others in your life, Harper one, New York, 1991
- Movie 'I'm not there' (Todd Haynes) on the life of Bob Dylan

Websites

- www.exactitudes.com
- www.internationalecompetenties.be

Assignment: paper on the personal and professional growth within the level of social and intercultural competences, group work stimulating intercultural communication

Explanation in the syllabus: the students are guided throughout the sessions to work on the paper and the group work.

The permanent evaluation is attendance and gives you the necessary coaching to deal with the assignments.

ORGANISATION and SUPPORT

Organisation

See planning and see Toledo

Methods and coaching

A mixture of lectures, guided exercises, observation, watching and listening to material, visit to the 'spellenarchief' (games archive), ...

COMMUNICATION WITH THE TEACHER

E-mail	ann.debo@vives.be koen.dekorte@vives.be
Skype	is possible if you send a mail to ann.debo@vives.be
Campus	Ann Debo campus Kortrijk , only in Brugge during the contact moments Koen Dekorte campus Brugge (parttime)
Office	mail to make an appointment in order to meet on campus or to Skype

A broad view on education in Europe and Flanders

Barbara Bracke

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES and THOMAS MORE website.

ECTS

ECTS: 4

HOURS of work in total: 100 about 30 hours of lessons, the rest is personal and group work

Motivation

Here you get a broad view on education in Flanders and Europe. We focus on the competencies and attitudes of the teacher of the 21st century. We focus on visions and missions on education. We make our own vision and mission. What is my vision and what do I go for? We compare educational systems with focus on approaches and good practices (best practices) from different countries. Guiding developmental and learning processes is very important in education. We focus on powerful environments for education and self-guidance of children and young people in learning situations.

As a teacher, you will be informed about different topics on education: (e.g. Inclusive education, equity topics, diversity, child orientated learning, experiential learning, alternative approaches...). Coping with diversity is also a challenge in education in Europe and Flanders. Diversity in/and education will also be worked on by means of the specific course 'Diversity in/and education' (see below).

Content

The competences of the teacher in the 21st century: a superman or woman?
My vision and mission on education. How to deal with it? How to deal with everything nowadays? Education in Flanders and Europe and the world? We don't need no education. How to deal with differences in a school? The M-decree in Flanders: what about inclusive education? What can we learn from Europe? How to meet children/youngsters with ADHD, down-syndrome, gifted talents, autism?

Presentation of topics chosen by transnational groups of students.

EVALUATION

COURSE	Way of evaluation	%
A broad view on education in Europe and Flanders	Discussion on topics in the lessons Permanent evaluation (contribution in all the sessions)	25%
	Paper: school visit and	25%
	Paper: design your own school + child with educational needs and presentation of your school	50%

Materials:

- Bracke, B. (2017). A broad view on education in Europe and Flanders, VIVES (see Toledo)
- Powerpoints /films/ links during the lessons (see Toledo)

Assignment: Explanation on Toledo

ORGANISATION and SUPPORT

Organisation

See planning and see Toledo

Methods and coaching

- Lectures and workshops
- Film and good practices
- Presentation of student's view on a specific topic
- Reflection on learning outcomes, individual or in group, about a topic or topics related to education

COMMUNICATION WITH THE TEACHER

E-mail	barbara.bracke@vives.be
Campus	office in campus Torhout
Office	present in campus Bruges during the moments of lessons

Diversity in/and education

Kristof De Craene

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website.

ECTS

ECTS: 3

HOURS of work in total: 75

MOTIVATION

This module aims to establish an understanding and awareness of equality and diversity, and to enable students to reflect critically on perceptions, attitudes and practices according diversity.

During this module participants will look into different aspects of diversity in our society, in schools and education and acquire the necessary knowledge, skills and attitudes to deal with diversity in an educational context.

They become aware about their own view on diversity and develop the attitude to understand and accept other perceptions and values.

Students develop their skills of speaking and writing in English, their cultural connectivity competence, international orientation, investigating other perspectives and co-operating.

CONTENT

Beside a theoretical introduction on diversity in/and education, students will also get the opportunity to practically experience and investigate diversity.

In the workshops they develop their insight and skills in different implementations of diversity in education.

Students will acquire some in-school experience, while observing classes in pre-primary, primary and secondary schools in Belgium.

Students share their ideas with other students, listen to their classmates (international engagement) and investigate topics according diversity in education (international disciplinary learning).

MATERIALS

The presentations that come with the course will contain all materials, sources and information related to the course.

Diversity in/and education

Brander, P., Cardenas, C., Gomes, R., Taylor, M., & de Vincente Abad, J. (1995) . *All different, all equal. Ideas, resources, methods and activities for informal intercultural education with young people and adults*. Strasbourg: Council of Europe, Youth directorate. Retrieved 13 January 2016 from

https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf

Clauss-Ehlers, C. (2006). *Diversity Training for Classroom Teaching: a manual for students and educators*. New York: Springer.

Clauss-Ehlers, C. (2014). Mission for the Journal of Multicultural Counseling and Development Special Issue. *Journal of Multicultural Counseling and Development*, Vol.42(2), p.66-68. Retrieved 13 January 2016 from <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:c11090>

Gorski, P. (2005). I don't want to live without them: twenty-five websites for educational equity. *Multicultural Perspectives*, Vol.7(3), p.24-27.

Honig, B. (1998). *10 Quick Ways to Analyze Children's Books For Racism and Sexism*.

Sacramento: California State Department of Education. Retrieved 13 January 2016 from <http://cmascanada.ca/wp-content/uploads/2011/11/article-10-ways-to-analyze-childrens-books-for-sexism-and-racism.pdf>

Masschelein, J. & Simons, M. (2013). *In defence of the school, a public issue*. Leuven: ACCO. Retrieved 13 January 2016 from

<https://ppw.kuleuven.be/home/english/research/ecs/les/in-defence-of-the-school/jan-masschelein-maarten-simons-in-defence-of-the.pdf>

EVALUATION

COURSE	Way of evaluation	%
Diversity in/and education	Assignments and/or presentation	100%

Intermediate and final individual or group report and/or presentation. Criteria will be explained in the beginning of the module. In case of a group-assessment there will be a peer-assessment.

ORGANISATION and SUPPORT

ORGANISATION

Lessons

METHODS and COACHING

- Lectures and workshops: lectures by Belgian teaching staff about diversity in/and education, classroom discussions, workshops
- Presentation of student's view on diversity
- Field experience and observation in pre-primary, primary and/or secondary schools in Belgium
- Reflection on learning outcomes, individual or in group, about a topic or topics related to diversity in education

PREREQUISITES

Students bring with them a selection of 20 photographs of diversity, made by themselves in a radius of approximately 10 km around their home. Please note that we want to focus on diversity in its broadest sense, based on a personal point of view.

COMMUNICATION WITH THE TEACHER

E-mail	Kristof.dekraene@vives.be
Skype	kristofdekraene
Campus	Torhout

Criteria of evaluation: see Toledo

LABORATORIUM

DIGITAL MEDIA IN EDUCATION

Justine Pillaert

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website.

ECTS

ECTS: 3

HOURS of work in total: 75 - 90 hours

Motivation

In this course, the use of media, and more specifically digital media, in preschool and elementary school is questioned. Nowadays, our society is digitalized. Digital media have a prominent place in our everyday life. Therefore, digital media are everywhere and cannot be left out in schools and in the education of children.

As a teacher, we play an important role in integrating different types of digital media in education. We are looking for a way in which media support the learning processes of children. Next to the development of technical and instrumental skills, we want to introduce children to different types of media and their function, and we want those children to use digital media in a safe and responsible way.

CONTENT

In this course, we first try to create a vision on the use of media. We investigate our own vision, skills and use of media in our private life and as a teacher. We try to get an overview of different views on the use of digital media in education in our own country and abroad. We take a closer look at what it means to be an e-generation – a term used for people growing up surrounded by digital media – and get an idea of today's children's overall digital competence.

Furthermore, we investigate the way in which children use digital media and what advantages and risks are related to the digital era.

In the last chapter, you will be introduced to different types of digital media that are used (or can be used) in preschool and elementary school.

EVALUATION

DIGITAL MEDIA	Way of evaluation	%
	Explore and compare the vision on digital media in different countries	25%
	Design two good practices with a strong educational value	60%
	Attitudes	15%

ASSIGNMENT

*Assignment 1 (25%): Explore and compare the vision on digital media in different countries:

- Search information about the Flemish vision on digital media in education.
- Analyse this vision.
- Search articles about the vision on digital media in education in your country.
- Analyse this vision.
- Compare those two visions and make a summary in which you discuss the differences and similarities.
- Discuss with your fellow students and try to create your own vision on digital media.
- Present your vision in “an Instagramwall” using photos accompanied by relevant hashtags. Always refer to the sources you used!

* Assignment 2 (60%): Design and present two good practices with a strong educational value:

Use two examples of digital media discussed in this course to design two good practices. The good practices will be presented in class by means of a presentation and a demonstration of the good practices. More information about the tasks will be communicated throughout the course.

Example: BeeBot, photo, Ipad ... (early childhood education)

Early childhood education	Elementary education/ Secondary school
<ul style="list-style-type: none"> • BeeBot or BlueBot or other coding toys (programming) 	<ul style="list-style-type: none"> • Web 2.0
<ul style="list-style-type: none"> • PenPal 	<ul style="list-style-type: none"> • Programming
<ul style="list-style-type: none"> • Photo 	<ul style="list-style-type: none"> • Ipad
<ul style="list-style-type: none"> • Video 	<ul style="list-style-type: none"> • Video
<ul style="list-style-type: none"> • Ipad 	<ul style="list-style-type: none"> • Photo

*Assignment 3 (15%): Attitudes: attendance to the lessons, being in time, participating in an active way, being prepared, expressing a critical view.

Materials:

- Caenen, L., & Pillaert, J. (2017). *Digital media in preschool and elementary school*. (Unpublished) course. VIVES Education Department, Campus Kortrijk.
- Electronic learning platform Toledo.
- Webquest: <http://vivesdigitalmedia.weebly.com/>

ORGANISATION and SUPPORT

ORGANISATION

- Read the course for Digital Media
- Lessons: check the calendar

METHODS and COACHING

- Theoretical lessons
- Coaching
- Feedback sessions
- Self-study, practice and group discussions during the lessons

COMMUNICATION WITH THE TEACHER

E-mail: justine.pillaert@vives.be

Skype: justine.pillaert

Campus: Campus Kortrijk

Send me an email to schedule an appointment.

Criteria of evaluation (see extra hand-out for a full overview of the criteria)

- Explore and compare the vision on digital media in different countries.
 - *You made a decent summary of the differences and similarities between your country and the Flemish vision on digital media in education.*
 - *You showed a critical way of thinking throughout the course and in your summary.*
 - *You presented your own view on digital media in education in a creative Instagram wall using 5-10 relevant photos accompanied by relevant hashtags.*
- **GOOD PRACTICE**
 - *You designed two good practices in which you use digital tools.*
 - *You selected relevant goals for the lesson in which you use your specific tool.*
 - *You thought about the educational value.*
 - *You voiced a critical and funded view of the educational use of the tool.*
 - *You discussed your good practices by means of a presentation and a demonstration, which was technically well executed.*
- **ATTITUDES**
 - *Attending the lessons, being in time, participating in an active way, being prepared and showing a critical point of view.*

Research Digital media

Justine Pillaert

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website.

ECTS

ECTS: 6

HOURS of work in total: 150

Motivation

Students must conduct a research project concerning Digital Media. They will be guided throughout the process. Students also present their report to fellow students and their teacher.

CONTENT

Topics: Digital Media

- Research about the positive and social effects of games in education (gamification)
- Research about sensitisation in order to decrease the digital gap
- Research about how to cope with cyberbullying at school
- Research about how to implement digital media in the classroom
- Research about a topic you suggested yourself

Research steps:

- Step 1: orientation: orientation on the research problem - building of hypotheses concerning the research problem
- Step 2: preparing: formulating research questions - research sources - study of literature - making a research plan
- Step 3: implementation: acquiring research data using data collection methods
- Step 4: processing the data - answering the research questions and formulating conclusions
- Step 5: reporting: transfer of the research results
- Step 6: evaluation: evaluating and adjusting the research process

EVALUATION

Digital Media	Way of evaluation	%
	Preparation	20%
	Implementation	35%
	Reporting (written)	35%
	Reporting (oral presentation)	10%

ORGANISATION and SUPPORT

ORGANISATION:

Choose topics by the end of March

Start of the research project: March

- contact moment at the end of March (decide on a topic) and in the month of May (guidance)
- presentation: beginning of June
- specific schedule will follow later

METHODS and COACHING:

Supervision and coaching: Justine Pillaert

COMMUNICATION WITH THE TEACHER

E-mail: justine.pillaert@vives.be

Skype: justine.pillaert

Campus: Campus Kortrijk and Bruges.

Send me an email to schedule an appointment.

Criteria of evaluation (see extra hand-out for a full overview of the criteria)

Digital Media	Way of evaluation	%
Preparation	Delimitation of the field of research Defining goals and research questions	20%
Implementation	Analysis and structuring of the sources used Methodology and application in a practical field Analysis and interpretation of the results found Planning, progress and regular consultations Social and educational relevance Use of different sources (articles, interviews ...) APA-references	30%
Reporting (written)	Structure and coherence Correct citation Fluent written language Content	35%
Reporting (oral presentation)	Structured and correct use of language Answering questions Visual support (PowerPoint-Prezi-...) Creativity To the point and interesting	15%

Research

Diversity in/and education

Kristof De Craene

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website.

ECTS

ECTS: 6

HOURS of work in total: 150

Motivation

Students must do a research project concerning Diversity in/and education.

CONTENT

Topics: Diversity in/and education

- Diversity in parenting and education
- Research on how diversity in holidays can be usefull in the classroom
- Variables that matter in working with a diverse student population
- The teachers as key actors in the process of transfer of knowledge, values, skills and competences
- Other proposals made by the students are possible as well.

Research steps:

- Step 1: orientation and preparation
 - orientation on the research problem - building of hypotheses concerning the research problem
 - formulating research questions - research sources – exploring the literature - constructing a research plan
- Step 2: actual research
 - acquiring data based on literature and own research.
 - processing the data - answering the research questions and formulating conclusions – adjust the research process if necessary
- Step 3: reporting: write a report based on the result of your research
- Step 4: oral report: make a presentation of your research

EVALUATION

Research Diversity in/and education	Way of evaluation	%
	Preparation	20%
	Research	40%
	Reporting (written)	30%
	Reporting (oral presentation)	10%

ORGANISATION and SUPPORT

ORGANISATION:

Choose topics by the end of March

Start of the research project: March

- contact moment at the end of March during the regular class of Diversity in/and education
- presentation: In May
- specific schedule will follow later

METHODS and COACHING:

Supervision and coaching: Kristof De Craene

COMMUNICATION WITH THE TEACHER

E-mail: Kristof.dekraene@vives.be

Skype: kristofdekraene

Campus: Campus Torhout and Bruges.

Send me an e-mail to schedule an appointment.

Criteria of evaluation

Diversity in/and education	Way of evaluation	%
Preparation	Delimitation of the field of research Defining goals and research questions	20%
Research	Analysis and structuring of the sources used Analysis and interpretation of the results found Planning, progress and regular consultations Use of different sources (articles, interviews ...) APA-references	40%
Reporting (written)	Well-structured text. Correct citation Fluent written language Content is relevant	30%
Reporting (oral presentation)	Structured presentation in English Attractive and creative presentation	10%

Practice

Liezelotte De Schryver

CONTEXT

ECTS-fiche

This official document is giving a short description of the course. You can read this on the VIVES website.

ECTS

ECTS: 6

HOURS of work in total: 150

Motivation

In this course, the following competences will be developed.

- Students use their own professional (educational, didactical, organizational) skills in different contexts;
- Students reflect critically on their own educational theories and practices;
- Students communicate (in a different language) in an international setting;
- Students guide their own practice, considering the feedback they get;
- Students work as a team player in a new challenging professional setting;
- Students take into account the diversity of the (learning) group in their ways of practice;
- Students observe advantages and weaknesses of different ways of teaching;
- Students describe differences/similarities in (school)organizational climates;

In addition, students will define, as part of a team and in cooperation with a mentor, their own goals and learning outcomes before starting teaching.

Content

In the month of May, the students will observe, participate and teach in a class and school. The age of the children will be according the study-level in the home institution.

EVALUATION

COURSE	Way of evaluation	%
Practice	Assignments	40 %
Practice	Internship in the school	60 %

Materials

The syllabus will contain all materials, sources and information related to the course, including the details about the assignments and the evaluation.

ORGANISATION and SUPPORT

Methods and coaching

- Explanation of the objectives, the methods and the evaluation of the course (2 sessions)
- Practice: observation, assisting teachers and teaching in pre-primary, primary and/or secondary schools in Belgium
- Intermediate supervision (1 session)
- Observation of the student's work in the school (1 session)
- Assignments: written reports, presentation, reflection
- The mentor is the coach in the school. Liezelotte De Schryver will be your lecturer and coach from the International class.

PREREQUISITES

- Students have already acquired some experience in teaching in their own country.
- Students have a basic level of English and Dutch for the practice

COMMUNICATION WITH THE TEACHER

E-mail	liezelotte.deschryver@vives.be
Skype/tel.	+32 494 89 43 68
Campus	Campus Bruges

English

Bruno Leys

CONTEXT

ECTS-fiche

ECTS

ECTS: 4

HOURS of work in total: 100 - 24 hours of lessons / 76 hours of work

Motivation

English is the most commonly spoken language in this increasingly globalised world. When people with different languages come together, they use English to communicate. English has become the lingua franca in many domains. It is a very useful tool both in professional fields and in everyday life. Improving your English language skills will open up more opportunities for you and, as the majority of international research papers on education are written in English, it will also result in a wider access to knowledge.

Content

This is a refresher course of English. During these lessons you will refresh and improve your English language skills. The following skills and topics will be covered:

- Introducing yourself
- Giving a presentation
- Having everyday conversations
- Conducting a debate
- Cultural characteristics
- Cultural differences
- Culture of the English-speaking world
- Education systems and aspects of education
- The language of schools and education
- English grammar and vocabulary in support of English fluency
- Global issues – English as a lingua franca

EVALUATION

COURSE	evaluation	%
	Permanent evaluation: your speaking, listening, reading and writing skills will be assessed in the forms of tests and tasks throughout the course.	100%

Materials:

Original English materials:

- Selected video fragments
- Selected articles from diverse media

Online information sources

- British Council. *English for university students*.
www.britishcouncil.org/english/academics
- Lexical Lab www.lexicallab.com
- Cambridge Learner's Dictionary: dictionary.cambridge.org
- Oxford University Press. *Oxford Dictionaries*: www.oxforddictionaries.com

Own materials

- Course materials and presentations will be available in the Toledo course

ORGANISATION and SUPPORT

Organisation

See the planning

Methods and coaching

- Interviews, group work, dialogues, games
- Oral presentations
- Written work

COMMUNICATION WITH THE TEACHER

E-mail	bruno.leys@vives.be
Skype	leysbruno
Campus	Brugge
Office	+32 477 856706

Dutch

Sofie De Jonckheere (coordinator) – Jana Wylin & Aïsha Baert

CONTEXT

ECTS-fiche

ECTS

ECTS: 4

HOURS of work in total: 100 - about 30 hours of lessons / 70 hours of work

Motivation

You will be an Erasmus+ student in the Flemish area of Belgium. Our language of communication is mainly Dutch. In your daily life and in practice you have to use some Dutch. You will learn basic vocabulary and basic skills to communicate and to listen. Several exercises and new methods in working with languages will be offered. The focus is on oral communication. You learn some basic sentences.

Content

This is a basic course of Dutch. During 8 lessons, you will learn to speak and write basic sentences of Dutch.

Themes will be selected out of this list:

- Introduce yourself
- Transport
- Shopping
- Family
- Counting
- Days – seasons
- The body
- Directions
- Verbs
- Nouns

EVALUATION

COURSE	Way of evaluation	%
	Exam (focus on oral exam and written exam)	60%
	Permanent evaluation: after each lesson you'll get a task. Also there will be 2 or 3 tests	40%

Materials:

- Boeken, C. (2014). *Zo Gezegd 1.1*, Nederlands voor anderstaligen, Pelckmans, Kapellen

Online materials

- <https://www.nedbox.be/>
- cfr. Toledo

ORGANISATION and SUPPORT

Organisation

See the planning

Methods and coaching

individual presentations, oral interaction in form of dialogues, games, interviews

COMMUNICATION WITH THE TEACHER

E-mail sofie.dejonckheere@vives.be
jana.wylin@student.vives.be
aïscha.baert@student.vives.be

Campus Bruges

4.3 Toledo/ e-mail

All the information and materials of the keys you get in a digital way. All information you find on our platform Toledo.

So it is really necessary to apply as soon as possible on Toledo. Without this platform, you are not able to succeed. The method of Dutch (basic Dutch) you will have to buy.

Information about Toledo and e-mail you can get from Ann Buffel (ann.buffel@vives.be).

4.4 Evaluation

We evaluate your learning outcomes very detailed. Your learning outcomes and your attitude are very important during the course. You need to be present during lessons and we expect participation.

Next to this you get individual assignments and assignments in group. You are responsible to arrange your work independently. We ask you to respect the deadlines of the assignments.

In the text below we give you some information about the level of your results and how you can get this result.

15/20: excellent

Your activity in class contributes excellently to the general interaction of the group. You stimulate your colleagues to go further in their reflection and actions within the key. You show personal interest by applying the guidelines of the key. The activity is an excellent proof of applying the guidelines to a personal practice.

All assignments are worked out excellent with a personal touch and a lot of research.

14/20: very good

13/20: good

Your activity contributes well to the general interaction of the group. You open up to your colleagues in your reflection and actions within the key. You try to apply the guidelines of the key. The activities are a good proof of applying the guidelines to a personal practice.

12/20: satisfactory

The same as 13 but you skip lessons which prevent you from taking the whole process to a good end. You take some time to open up to the general group atmosphere and remain at this somewhat closed level. You try to take the advantages of the key but remain stuck at a certain level.

10 – 11/20: sufficient

The amount of lessons skipped is a bit too much (2 lessons). You have difficulties to open up to the key.

Less than 10: no credits

When you don't earn the credits, we contact your home university or university college. You didn't make assignments, you skipped lessons (more than 2), you are making assignments by copying and pasting from internet.

To get 15 on 20 or more:

1. All required elements of the tasks are present.
2. Quality of individual and/or group preparation work is very high.
3. Personal written task following the criteria explained in the task explanation: handle about YOUR solutions or suggestions
A description of the world's problems is not sufficient.
4. Being very personal: a copy of existing materials on internet **is not OK.**
5. Touching in your personal written conclusion some **macro, meso and micro levels** (e.g. what should 'the world' do, what should Europe do, what should the nations do, what can citizens – organizations do, **what can I do?** ...)
6. Be well structured: containing titles, subtitles, paragraphs, underlining, ...
7. Showing, in your personal written conclusion, the use of the materials handed over during the lecture, but also your personal materials, gathered during the meeting and discussion and the results of personal study and reading.
8. Ending with a bibliography / references.

English: VAKINHOUD 4

Bruno Leys & Stefan Vaes

CONTEXT

ECTS-fiche

ECTS

ECTS: 5

HOURS of work in total: 125 30 hours of lessons / 5-day excursion to London / 76 hours of work

Motivation

This course will provide future English language teachers with more backbone as a language teacher.

Content

History of English Literature

From Shakespeare to the 19th century + a 19th century novel from the list

Literary Analysis

Reading + discussion: *The Circle*, Dave Eggers, + a novel from the list (S. Vaes)

Grammar & Language

Gerund & infinitive. Modal Auxiliaries.

Regional varieties of English.

Writing

Essay writing

Culture

Project on a country, area, city in the English-speaking world.

Skill work

In every lesson there is continued attention for your language skills.

Compulsory 5-day-excursion to London

EVALUATION

COURSE	evaluation	%
EVO 1 - History of English literature - Literary analysis - culture	- oral exam + reading a 19 th century novel - oral exam + reading test + seminar work - Project work 5-day-excursion (London)	40% 10% 10 % 20%
EVO 2 - writing - listening & reading - grammar & language study - speaking	- written exam and assignments - written exam - written exam - oral exam	60% 20% 10% 15% 15%

Materials:

- Parrott, Martin (2010). Grammar for English Language Teachers. Cambridge: Cambridge University Press.
- Eggers, D. (2014) The Circle. London: Penguin.
- Read a novel from the list in Analysis & Criticism + one 19th-century novel from the list on Toledo.
- Vaes, S. (2018). Analysis and Criticism of Literary Texts. Brugge: VIVES. Syllabus (via Toledo)
- Vaes, S. (2018). Writing Better English. Brugge: VIVES. Syllabus (via Toledo)
- Leys, B. (2016). A History of English Literature before 1900. Leuven: Acco.
- Leys, B. (2013). English Language, Varieties and Trends. Leuven: Acco.
- Course materials, videos and presentations will be available in the Toledo course

ORGANISATION and SUPPORT

Organisation

See the planning

Methods and coaching

- lectures and workshops
- Presentation of student's view on diversity
- Field trip to London
- Project work, including presentation
- Written work

COMMUNICATION WITH THE TEACHER

E-mail bruno.leys@vives.be

Skype leysbruno

Campus Brugge

Office +32 477 856706

Onderwijskunde: praktijk 2 Engels

(English: methods and practice)

Bruno Leys

CONTEXT

ECTS-fiche

ECTS

ECTS: 8

HOURS of work in total: 200 10 hours of lessons / 4 weeks of observation and teaching practice / 50 hours of work

Motivation

This course will provide future English language teachers with the tools they need to be a successful language teacher. Observation, participation and active teaching practice in secondary schools are integrated.

Content

- Teaching with games
- Teaching through songs
- Teaching through poetry
- Teaching practice

EVALUATION

COURSE	evaluation	%
methods	oral exam	30%
teaching practice		70%

Materials:

- Leys, B. (2018) Teaching English as a Foreign Language. part 2.
- Course materials, videos and presentations will be available in the Toledo course

ORGANISATION and SUPPORT**Organisation**

See planning

Methods and coaching

- lectures and workshops
- observation, participation, teaching
- coaching: pre-training – on training – post-training

COMMUNICATION WITH THE TEACHER

E-mail bruno.leys@vives.be

Skype leysbruno

Campus Brugge

Office +32 477 856706

5 Planning - Time schedule

5.1 Agreements

- We organised a programme for you with a lot of care. **We kindly invite to be in all the lessons and all organised days of visits and practice.** You have a lot of free moments within the week. Here you can plan your work and your free time. We expect you in the lessons. Participation in the lesson is part of the evaluation of all the keys
- Don't use your mobile phone during the lessons/internship for private reasons. You can use this during the breaks.
- Only a doctor's note allows you to be absent in the lessons or during practice.

5.2 Planning

- You will get a global overview on the planning. You can point your own lessons. You have an overview of every month. You have a digital overview of the planning on Toledo.
- Everything is indicated: room, hour, teacher. If the place is not campus Brugge, it is also indicated.
- Changes of the room are possible. Please check the digital planning on Toledo at the beginning of each week.

5.3 Absence of teachers

- When a colleague is ill, you will see this on the screen on the ground floor. If possible, we will mail you in advance.

5.4 Planning

- Here you find the planning of the module of VICKIE. Look at your LA for your keys! Please note every meeting very well in your agenda.

Campus Brugge

ERA-ID: B BRUGGE11

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