

Programme flexibility

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Modern War and Philosophy

Description

The course consists of a MOOC combined with face-to-face on-campus course. In the MOOC students are introduced to different philosophical reactions to the first world war through discussion and analysis of texts, documents, images, artworks, film and music. In class the students reflect on the material and discussions in the MOOC. The in-class students brought topics that were discussed in class back into the discussions in the MOOC.

Objectives

After successfully completing the MOOC student learns:

- Basic knowledge of important philosophical reactions to the first world war;
- Conceptual understanding of philosophical and literary texts;
- Historical understanding of the war and its cultural impact;
- A clearer grasp of the complex ways in which philosophy and the great war intersected.

Structuring



The physical classroom activities are intertwined with the online activities:

- Three hour lecture per week – consulting MOOC for readings
- MOOC lectures – discussions in the MOOC – physical discussion

Tools

MOOC on EDX platform:

<https://www.edx.org/course/great-war-modern-philosophy-kuleuvenx-graphx-0>

The MOOC consists of texts, video, discussion assignments and peer-to-peer assignments.

Vocational Teacher Education – Inspiring teaching and learning

Description

Inspiring teaching and Learning is a module in the vocational teacher education program (60 credits). The program is a blended education program due to the fact that students work part-time. The pedagogical principles of the program are: inquiry based learning, flipped classroom, collaborative pedagogy, authentic learning.

Objectives

During teacher education, teacher students expand and improve their abilities in assessment, facilitation, partnership, cultural awareness and wellbeing. These five core competences represent the multidimensional nature of teachers' work as well as the idea of how teachers' work is changing towards facilitation and communality. All competences include thinking about and justifying teachers' ethical principles and values, working in an ethically responsible manner in various environments and taking responsibility of supporting their students' identity building and growth into professionals of their own field of education.

Module C - Inspiring Teaching and Learning focuses on inspiring teaching and learning as well as personal development as a teacher. This is the first module of teaching planning.

Structuring

OFF	ON/OFF	OFF	ON/OFF	OFF
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The program is a one-and-a-half year program consisting of three intensive face-to-face weeks: when the program starts, half a year later, and in the last fall. All the other activities in the program are available online although the university has a particular system in place where students can choose to follow the sessions either online or offline. So students have the opportunity to attend the face-to-face sessions either by travelling to campus and meet with the teacher and (some) class mates face-to-face personally or to attend face-to-face sessions online from home or where ever they happen to be. That also gives the teacher

chance to choose, once and a while, whether to be present in the classroom or to join online.

Tools

video meetings, document sharing, collaborative creative tools, collaborative writing, blogs, Learning management system MOODL, online tutorials via Zoom videoconferencing.

Transition

It was a conventional program. Since 2006 it has been blended. The last major curriculum reform was designed in 2013. during 2006-2017 huge technological development has occurred.

Nursing – Selected Initial Studies

Description

Studies are divided into three stages: initial, middle, and advanced. Initial stage studies consist of modules Theoretical Basics of Nursing, The Basics of Competence in Professional Nursing, and Basics of Pharmacotherapy and Fluid Therapy.

Objectives

After the first year of studies, the nursing student knows the basics of caring for ill patients. The student obeys all laws and ethical codes concerning health care. The student recognises and predicts possible health problems of individuals and communities. The student is able to monitor basic vital signs, recognises nursing needs, and is able to use appropriate nursing method.

Structuring



Students are on Campus two days per week and then have a face-to-face session for the different courses in their program. For this course it can be hand-on sessions for example practicing different kind of procedures like catheterizing or blood pressure measuring. The other activities are online and are supported by chat. The course designer gives the students lots of flexibility in their course schedule in order not to interfere with other courses the students take.

Tools

Whatsapp, animation tools such as Anime, web-based studies, living lab and practical training, simulations

Transition

The group started their studies in August 2017 in Blended mode. The course designer is constantly reflecting on the tools that are being used and is constantly adapting the course in this sense by looking for new technological opportunities. This is also done in consultation with the students. The course designer is not afraid to try out new developments, the motto is: If it fails you just don't keep it.