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**“CHANGE IN CLASSROOM: PROMOTING INNOVATIVE TEACHING & LEARNING TO
ENHANCE STUDENT LEARNING EXPERIENCE IN EASTERN PARTNERSHIP COUNTRIES”,
PRINTEL**

TSDC from EU partners REPORT – KU Leuven

1. General information

For facts and figures about KU Leuven, see:

<https://www.kuleuven.be/english/about-kuleuven/>

KU Leuven has one big Educational Policy unit that groups all different smaller units involved in educational policy and the support of teaching and learning:

Educational Policy Unit (DOWB)

Teaching and Learning Processes Unit (DOPO)

Educational Development Unit (DOO)

Leuven Institute for Media and Learning (LIMEL)

Educational Quality Monitoring Unit (COOK)

Education Cell (CO)

Other, more general supporting units:

ICTS (Information and Communication Technology Services)

Libraries

Facility Services

Etc.

The current university management is thinking of uniting these more general supporting units into the Leuven Learning Lab (rather as a network structure, not as one central service).

2. Objectives

The following units all serve teachers and staff in providing good quality academic education, the main TSDC units being DOO and LIMEL:

Educational Policy Unit ([DOWB](#))

The Educational Policy Unit is an academic service with an administrative focus using its expertise to contribute to the educational policy in KU Leuven. It does this in accordance with the vice rector educational policy and the faculty and department representatives, preparing the university policy on education and learning and supporting the implementation of these policies on all different levels.

It also contributes to the development of quantitative and qualitative instruments and is responsible for the required government/external reports. It consists of the [Educational Policy Cell](#), the [Data management Cell](#) and the [Teacher Training Cell](#)

Teaching and Learning Processes Unit ([DOPO](#))

The Teaching and Learning Processes Unit focusses on the coordination and implementation of the administrative processes related to the different phases in a student's career. It's responsible for the educational processes and the central program/education/student administration; like student registration, grants, mobility, exam regulations, ...

Educational Development Unit ([DOO](#))

The Training & Development team supports everyone with teaching duties within the university and aims to answer any educational questions they may have. They provide support (advice, coaching, training) on topics like assessment methods, course formats, educational trends or the use of technology in education. DOO offers support to both individuals and groups, for instance for the introduction of a new learning sequence or other curriculum changes. They're a team of educational advisers with a strong research-based approach.

The Lifelong Learning team supports everyone involved in the organization of university-based continuing education (UPV), AVL continuing education, and university-based lifelong learning (ULLL). The advisers offer support for the development and organization of UPV and for increasing awareness for UPV and ULLL within and outside the university. The study center of the Dutch Open University situated in Leuven provides academic study programs and courses in the form of distance education.

Leuven Institute for Media and Learning ([LIMEL](#))

LIMEL functions as an educational video producer for KU Leuven. It does in house productions, guides multimedia projects, provides multimedia services, professionalizes and informs and gives advice on the use of moving images and sound in an educational context.

Educational Quality Monitoring Unit ([COOK](#))

The Educational Quality Monitoring Unit is responsible for the practical arrangement, process guidance and monitoring of the internal quality assurance at KU Leuven. In collaboration with the vice rector educational policy it coordinates the whole process of the COBRA model and the accountability to external organizations and partners.

Education Cell ([CO](#))

The goal of the Education Cell is to conduct research on learning and education in order to bolster the scientific basis of the KU Leuven's teaching. This goal requires corroboration with colleagues both from within as well as from outside the KU Leuven.

The central question in their research is 'how students learn and how education can take optimal use of those insights'. The activities of the Education Unit aid in constructing the vision and policy plan on education and students, it supports our quality control method (COBRA) and the policy of the KU Leuven regarding the creation of optimal conditions for learning and education.

More information on the general objectives can be found in the [strategic plan of the university](#).

3. The TSDC as part of the University

Personnel

A personnel/function overview of our main TSDC unit DOO ([more details](#)):

HEAD OF UNIT



ANNELEEN COSEMANS
Head of unit

EDUCATIONAL DEVELOPMENT

 <p>TIM BOON Educational technologist</p>	 <p>ANNELEEN CLAASSEN Educational developer</p>	 <p>HILDE CRETEN Educational developer</p>
 <p>SAARTJE CRETEN Educational developer</p>	 <p>ANN FASTRÉ Educational technologist</p>	 <p>ANNELIES GILIS Educational developer</p>
 <p>STEVEN HUYGHE Educational developer</p>	 <p>INE RENS Educational developer</p>	 <p>REBECCA RESSELER Educational developer</p>
 <p>NICOLE TOTTÉ Educational developer</p>	 <p>ELKE VAN DER STAPPEN Educational technologist</p>	 <p>KAREN VAN EYLEN Educational technologist</p>

LIFELONG LEARNING: CONTINUING EDUCATION

 <p>SARA LIEVENS Continuing education (AVL continuing education)</p>	 <p>LUT MOORTHAMER Continuing education</p>	 <p>ILSE OP DE BEECK Continuing education</p>
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LIFELONG LEARNING: OPEN UNIVERSITY



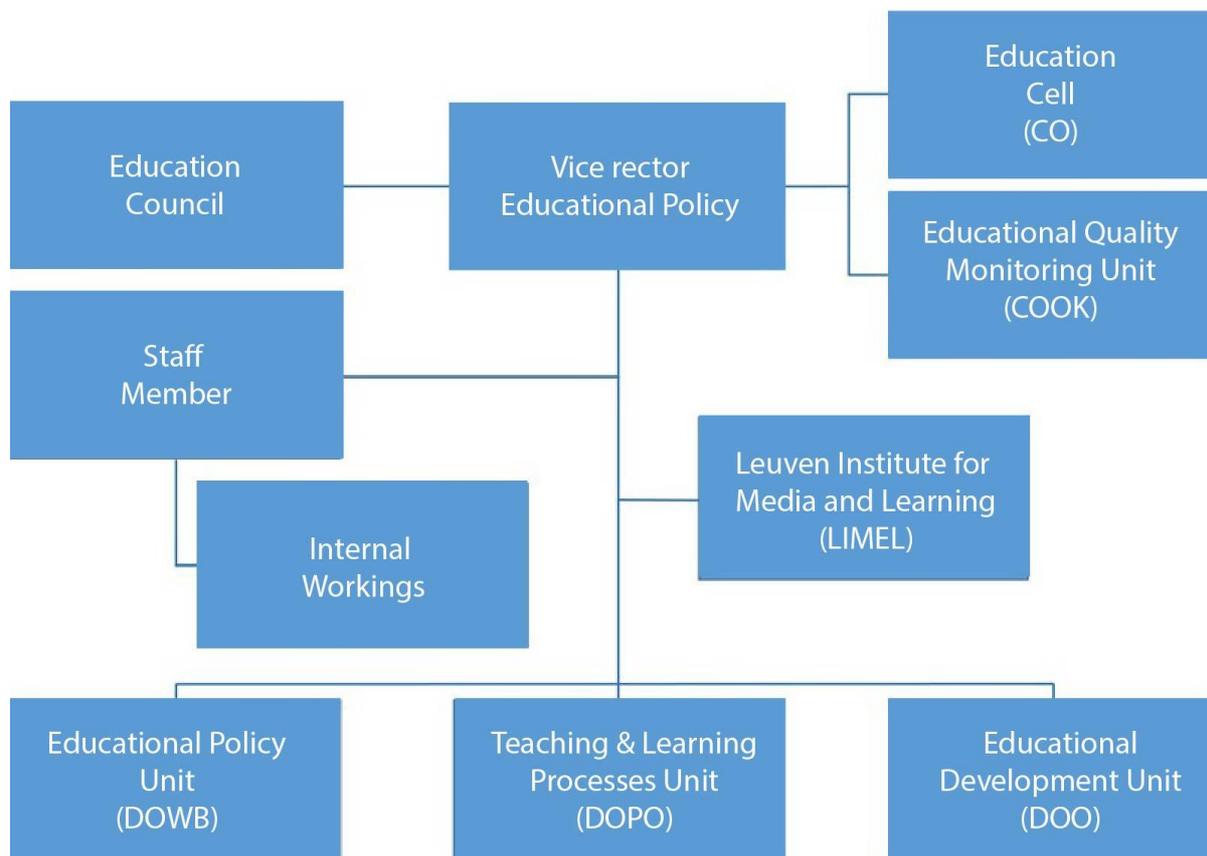
BARBARA SCHOOFS
Open University

Finance / Resources

Finances and resources are not communicated.

4. Organizational Structure

Internal Organizational Structure



For a detailed overview of the organizational structure, see:

<https://www.kuleuven.be/wieiswie/en/unit/50000087/@@org>

5. Teacher training programs

Initial programs

A main goal for newly appointed teachers is to achieve the qualification BKO (basis competence for teaching and learning), based on a teaching portfolio. The faculty member gives a description as well as a reflection of the educational efforts and

realizations and indicates the growth and/or evolution of it. It forms the basis for a peer review during which the faculty member converses with fellow members of the senior academic staff.

The teaching portfolio is an easy to use tool: confined in size and space for own completion. It is a tool for and by the faculty member.

The teaching portfolio supports the teacher in his/her continuous professional development. It stimulates the faculty member to consciously think of his/her own teaching.

The teaching portfolio replaces the current 'Self-evaluation education' for the faculty members involved in promotion request files.

- The teaching portfolio sheds light on the teacher's perspective and so forms an important addition to the online student questionnaire's results.
- The teaching portfolio provides a holistic image: it goes further than the realized final products and that what is visible and measurable (e.g. success rates). It provides insight into the way that the faculty member takes on his/her role.

The teaching portfolio consists of the answers to three central questions, linked to six domains of development:

1. What is my aim as a teacher? (vision)
 - Vision on teaching and learning
 - Course design
2. How do I achieve this? (efforts)
 - Teaching and use of teaching strategies
 - Student assessment
 - Being part of and participating in the academic community
3. What results have I accomplished and what do I plan to do in the future? (results and future prospects)
 - Assessing the own teaching practice and future plans

Continuous programs

DOO's Training & Development team highlights the importance of high-quality education and supports quality development at KU Leuven. Its mission consists of professionalizing and supporting the various target groups, taking into consideration their specific educational contexts and needs and the different academic career stages:

- [Program directors](#)
- [Teaching staff](#)
- [Assistants](#)
- [Faculty personnel](#)
- [Educational developers](#)

[Home](#)

PROFESSIONALISERINGSAANBOD ONDERWIJS 2018 - 2019



Deze pagina geeft een overzicht van het professionaliseringsaanbod van de diensten Onderwijsbeleid van het academiejaar 2018-2019. Dit aanbod wordt in de loop van het academiejaar nog verder aangevuld.

Ik zoek professionalisering

DOCENT

BEKIJK HET VOLLEDIGE AANBOD

Dit aanbod is voor Zelfstandig Academisch Personeel, of andere lesgevers met eindverantwoordelijkheid voor een opleidingsonderdeel.

VERANTWOORDELIJKE

BEKIJK HET VOLLEDIGE AANBOD

Dit aanbod is voor ZAP-leden (of gelijkgestelden) die op facultair niveau of opleidingsniveau verantwoordelijk zijn voor onderwijs.

ASSISTENT

BEKIJK HET VOLLEDIGE AANBOD

Dit aanbod is voor AAP- en BAP-leden met een onderwijsopdracht (inclusief postdocs).

ONDERSTEUNER

BEKIJK HET VOLLEDIGE AANBOD

Dit aanbod is voor stafmedewerkers onderwijs en facultaire onderwijsondersteuners, die onderwijzend personeel en beleidsmakers binnen een faculteit ondersteunen.

FACULTAIRE MEDEWERKER

BEKIJK HET VOLLEDIGE AANBOD

Dit aanbod is voor administratieve onderwijsmedewerkers in faculteiten (en LUCA School of Arts), en alle anderen die werken met administratieve onderwijs toepassingen, bv. studieloopbaanbegeleiders.

NUTTIGE LINKS

- > [Professionaliseringsaanbod Associatie](#)
- > [Helpplatform LIMEL](#)
- > Adviesmateriaal voor
 - > [docenten](#)
 - > [onderwijsverantwoordelijken](#)
- > [Contact](#)
- > [Diensten Onderwijsbeleid](#)

Full catalogue of courses available [here](#) (only in Dutch)

The focus of these professionalization options is on personal teaching practices and contexts, for instance through on-the-job assignments and dialogue with participants from other faculties.

The professionalization options are flexible so that the different needs of the participants (differences in context and available time) can be met. Professionalization options are available in the following formats:

- [Blended learning](#)
- [Face-to-face sessions](#)
- [Online portal for independent study](#)

Some examples of these courses and platforms that are available in English:

TEACHING AT KU LEUVEN (LESGEVEN AAN KU LEUVEN)



WHAT

Educational training course with a focus on the design and optimisation of your own course. You will be challenged to critically review and optimise your own teaching, taking into account the study programme and faculty in which your course is located. Every year two kickoff sessions are organised. The training is partly offered in English and partly in Dutch. **For more info in Dutch, click [here](#).**

[*Teacher training course for designing and optimizing your course*](#)

[Home](#) > [Educational Policy](#) > [LIMEL](#) > Training platform

WELCOME TO LIMEL'S TRAINING PLATFORM!

CREATE YOUR OWN EDUCATIONAL VIDEOS

PREPARING YOUR VIDEO



- > [DIY concepts](#)
- > [Writing a script](#)
- > [Practical and legal factors](#)

PRODUCING YOUR VIDEO



- > [Working with recording material](#)
- > [Screencasting](#)
- > [DIY knowledge clip studio](#) (in Dutch)

FINISHING YOUR VIDEO



- > [Video editing](#)
- > [Video distribution](#)

[*LIMEL's portal on creating educational videos*](#)

6. Students' involvement in decision-making

Students have representatives in all governing bodies of the university. They are organized in the [STURA](#) (StudentenRaad – Student Council).

The KU Leuven values high quality teaching. Therefore, several initiatives, among which the [student evaluation of teaching](#), are undertaken to check the quality of teaching. Via the online student evaluation students are given the opportunity to voice their opinions of the teaching and courses they have received during the semester. Through this evaluation of teaching, good practices can be acknowledged and problems can be tackled. If needed, a plan to improve the teaching quality and to tackle specific bottlenecks is set up.

7. Program Management Procedures:

Needs analysis procedures

The responsibility of the training offer is with DOO and LIMEL. They consult with the vice-rector Education, the vice-rector Learning Technologies, the Educational Council, HR Department, faculties, and many other stakeholders in order to optimize the offer: format, contents, frequency, support, etc.

Some important tools for gathering information on the training needs at KU Leuven are the [student evaluation of teaching](#), the internal quality monitoring done by the [COBRA model](#) and the feedback collected during the program itself.

Training program offer/Marketing

The main portal is the [Professionalization website](#) which has all info on the offered training programs and their schedule, content, material, Other channels being used to inform and promote this offer are newsletters, mailing lists, personal contacts, social media, conferences, trainings, online-courses, workshops, networking activities,

Implementation / following-up

DOO and LIMEL personally organize, implement and follow-up (in cooperation with the other educational units depending on the specific educational topic offered) the whole teacher staff development program.

They have a personal and flexible approach depending on which formula you prefer concerning your training: online, blended or custom built for a specific faculty/unit.

Evaluation of the programs

The most important tools for evaluating the offered teacher trainings at KU Leuven are feedback collected during the program itself, the internal quality monitoring done by the [COBRA model](#) and the [student evaluation of teaching](#). Based on the yearly analysis of this information, a plan to improve the training program and to tackle specific bottlenecks is set up.

Accreditation

Accreditation possible depending on the training followed.

8. Best practices - “Strengths” of your programs

Part of the success of the training offer is due to the [mission focus](#) on a needs-based approach in combination with activating work forms: peer learning, learning in the workplace, flexible learning (blended learning) and contextualized learning.

The professionalization options are also **flexible** so that the different needs of the participants (differences in context and available time) can be met. Its mission consists of professionalizing and supporting the various target groups, taking into consideration their specific educational contexts and needs and the different academic career stages:

- [Program directors](#)
- [Teaching staff](#)
- [Assistants](#)
- [Faculty personnel](#)
- [Educational developers](#)

Professionalization options are available in the following formats:

- [Blended learning](#)
- [Face-to-face sessions](#) (can be tailor-made based on needs participants)
- [Online portal for independent study](#)

The program offered is always **up-to-date** with modern educational trends and **optimized** for the KU Leuven needs and context on a regular basis, using the feedback collected during the program itself, the internal quality monitoring done by the [COBRA model](#) and the [student evaluation of teaching](#). Based on the analysis of this information, a plan to improve the training program and to tackle specific bottlenecks is set up.

The [online program portal](#) and [digital learning environments](#) for teachers and staff also make their services very **efficient and reachable**.

9. Dissemination

Publications

Both team members of [DOO](#) and [LIMEL](#) develop their professionalization offer based on scientific findings and research. Therefore they're also stimulated to publish and present their own work in journals and conferences on a regular basis. (Click on a specific personnel member to get his personal info, including a publication list)

Conferences

These units aim to connect people within KU Leuven and on an international level, motivating them to exchange educational expertise and experiences. This way, they want to stimulate the creation of communities of practice; a place where people involved in teaching can exchange questions, information, ideas and experiences. Just recently, we hosted e.g. the [Media and Learning conference](#) and organized the [Audio Visual Learning Materials training program \(AVLM\)](#) at KU Leuven.

10. International relations

In order to achieve international standards with the trainings offered, KU Leuven complies with the University Teaching Qualification Belgium/Netherlands, and participates actively in the discussions of [the European University Association](#).

They have a good record in setting-up, participating and/or guiding staff members in international research projects like [Erasmus+](#).

The KU Leuven International Office can be found [here](#).

11. Future planning

n.a.

12. Others

n.a.