

Teaching in a research university

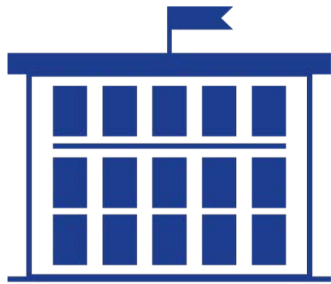
**Initiatives to promote excellence in both
fundamental academic missions – The ULB case**

Philippe Emplit, Dr Sc

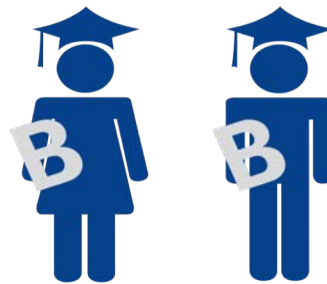
Professor at the Ecole polytechnique de Bruxelles, ULB



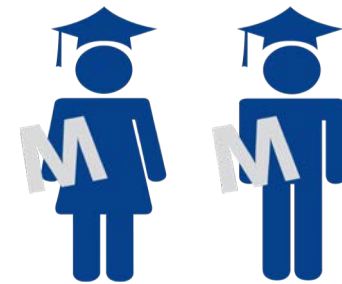
ULB in a nutshell



12
FACULTIES



40
BACHELOR'S
DEGREES



151
MASTER'S
DEGREES



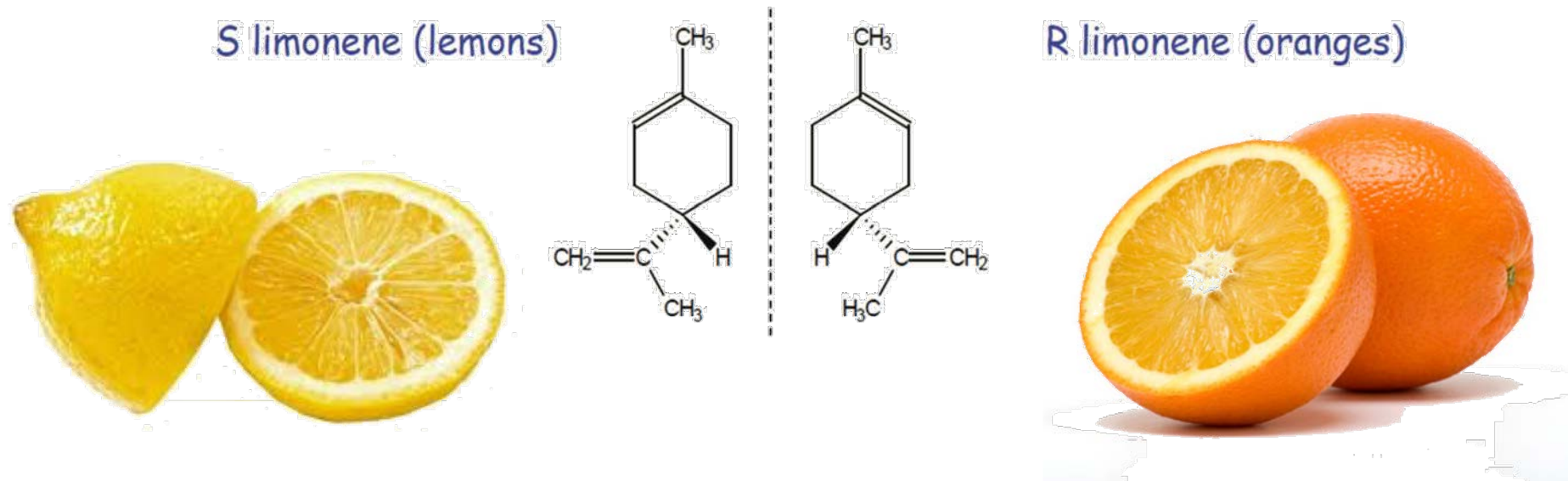
8,686
STAFF MEMBERS
(UNIVERSITY & ACADEMIC HOSPITAL)



4 CAMPUSES
7 IMPLANTATIONS



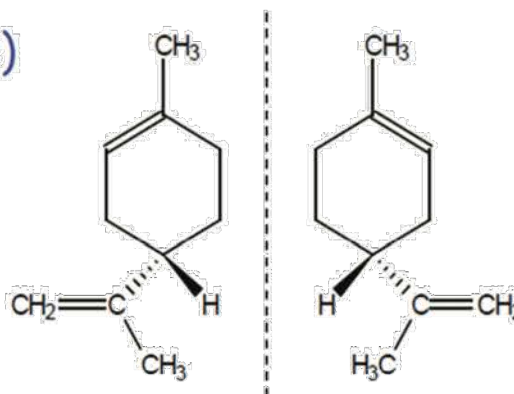
26,626
STUDENTS



2 different but very similar molecules ...

**... like teaching and researching are 2
different but similar facets of a single job :
university professor ***

* : after Catherine Colaux-Castillo, Portfolio professionnel, ULg, 2012



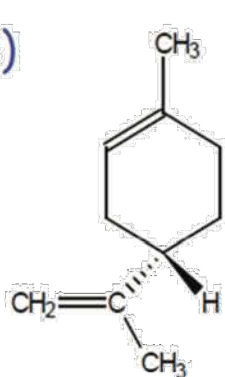
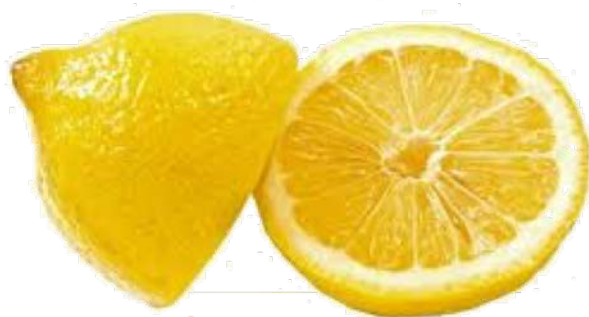
R limonene (oranges)



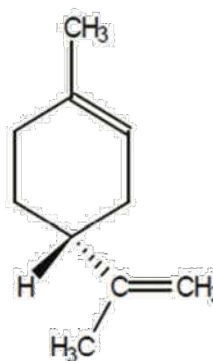
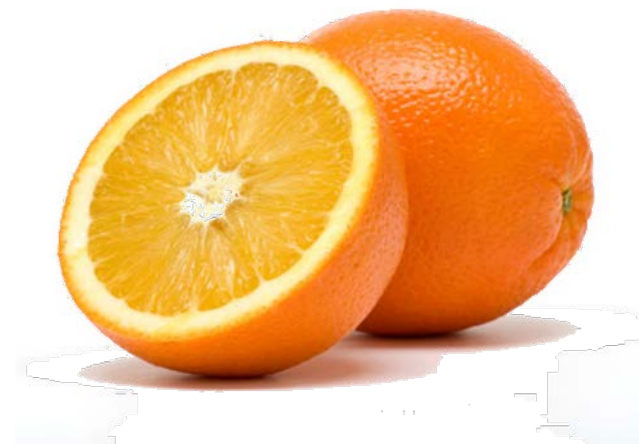
Duty when starting a new course/research:

- Get informed about the state-of-the-art in the topic
- Contact experimented peers for advice
- Elaborate a project in coordination with the programme/group
- Start the project – Observe – Edit teaching notes/lab notes
- Communicate and/or **publish** your success !

S limonene (lemons)



R limonene (oranges)



**Teaching, learning and research are
interconnected and mutually enriching ! ***
(content- and method-wise)

* : 6th European Principle for the enhancement of L&T

<https://www.eua.eu/downloads/content/ten%20european%20principles%20for%20the%20enhancement%20of%20learning%20and%20teaching16102017.pdf>

Agenda

Agenda

- 0. Commitment to teaching and learning**
 - 1. Faculty continuous development**
 - 2. Institutional funding and resources**
 - 3. Recognition of the teaching mission**
- 4. Conclusion**



Agenda

0. Commitment to teaching and learning

1. Faculty continuous development
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o. Commitment to teaching and learning

o.1 The principles of such a commitment

- **Institutional (or national) statement**
- **Commitment is timeless**
- **T&L is (with research) integral to the purpose, mission and strategy of the university**

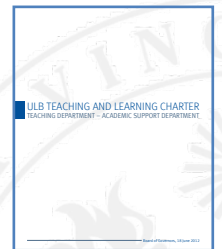


0.2 The ULB teaching and learning charter

« The aim of the Charter is to describe ULB teaching philosophy. As such, it will constitute a frame of reference for the implementation of measures benefiting teaching. ... It is important to emphasise that this document is not a set of rules, but rather the description of an ideal situation we would like to work towards. »

The 3 chapters of the charter are:

- The aims of ULB teaching
- The teaching staff
- The students



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1. Faculty continuous development

1.1 The principles of faculty CPD

- Nobody is born “teacher”
- T&L is continuously changing
- Support staff (and students) for change management
- Quality-driven evidence-based approach

1.2 The ULB pedagogical training for new teaching staff

■ References to the Charter

1. Teaching staff are properly welcomed within the University

- 1.1. Teaching staff are provided with and assimilate the information necessary for exercising their duties.
- 1.2. Teaching staff feel welcomed in a community.
- 1.3. Teaching staff are given a workload allowing them to perform their three missions.
- 1.4. Teaching staff participate actively in University life.

(...)

8. Teaching staff benefit throughout their career from professional development possibilities

- 8.1. Teaching staff benefit from teacher training when commencing their job.
- 8.2. Teaching staff have access to further training.
- 8.3. Teaching staff undertake to attend the training sessions necessary to ensure the quality of their teaching.



- **Off-campus 3-days initial training**
- **Make new faculty meet the Teaching & Learning Services staff**
- **Make new faculty discover that educational sciences ... are a science !**
- **Agenda of the 3-days (isomorphism):** group training, workshop sessions, one-to-one support, diversity of methods, personalization
- **Next steps after the 3-days:** follow-up sessions, continuous training
- **Goodie:** *Berthiaume & Rege Colet (Ed.) - La pédagogie de l'enseignement supérieur (Tome 1) - Peter Lang (2013)*



1.3 Teaching assessment by the students (EEE) *

■ Reference to the Charter



ÉVALUATION
DES ENSEIGNEMENTS
PAR LES ÉTUDIANTS

9. Teaching staff benefit from regular feedback on their teaching :

- 9.1. Teaching staff benefit from regular feedback in the form of teaching assessments performed by the University.
- 9.2. Teaching staff benefit from support in initiating an assessment of their teaching at their request.
- 9.3. Teaching staff undertake to seize every opportunity to get their teaching assessed in order to improve it.

■ Background

- ✓ EEE exists at ULB since 1968
- ✓ Institutional 2009-2010 survey: 94% of ULB academics consider EEE as one of the most appropriate feedback source for teaching enhancement ...
... but 65% requested an improvement of the process

* : also referred as « student evaluation of teaching »



- **Online process (50% answer rate)**
- **All courses are assessed at the end of the semester**
- **Covers the course set-up**
 - ✓ Course preparation (5 questions)
 - ✓ Course delivery (12 questions)
 - ✓ Assessment of student learnings (5 questions)
- **Also covers the teaching activity of all members of the course pedagogical team**
- **# / full academic year :**
 - ✓ 44.300 students ; 10 to 12 courses/student ; 2 to 3 A4/course
→ 900.000 to 1.600.000 A4 paper sheets ... spared !

Pedagogical alignment



Agenda

- o. Commitment to teaching and learning
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 - 3. Recognition of the teaching mission
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2. Institutional funding and resources

2.1 The principles of funding for T&L enhancement*

- **Must be appropriate**
- **Must be sustainable**
- **Respect a variety of T&L approaches**
- **Should be project-based**

* : 9th European Principle for the enhancement of L&T

<https://www.eua.eu/downloads/content/ten%20european%20principles%20for%20the%20enhancement%20of%20learning%20and%20teaching16102017.pdf>

2.2 The ULB funding of pedagogical initiatives (FEE)

■ Reference to the Charter

7. Teaching staff benefit from support in teaching innovation

- 7.1. Teaching staff may apply for funding for innovative initiatives in the teaching field.
- 7.2. Teaching staff can rely on a central or faculty-based teaching support department to support innovation.
- 7.3. Teaching staff undertake to review their teaching methods from a scientific perspective and to take appropriate decisions in order to keep their teaching practice up to date – in the interest of student learning.

■ Goals

- ✓ Support faculty departemental pedagogical initiatives
- ✓ Support faculty interdepartemental pedagogical initiatives
- ✓ Support institutional pedagogical initiatives

■ FEE projects may concern

- ✓ Pedagogical innovation
- ✓ Tutoring/mentoring initiatives
- ✓ Equipment for hands-on teaching methods
- ✓ ...

■ Assessment process

- ✓ Proposals are assessed by the departments
- ✓ Proposals are assessed by an international expert committee
- ✓ Based on the assessments, budgets are allocated by the Academic Board of ULB



- Feedback from expert committee to each promoter
- Granted projects are invited to present their results at the Annual Teaching Day event of ULB

2.3 The ULB funding of e-resources

■ Reference to the Charter

2. Teaching staff have at their disposal an infrastructure suitable for exercising their teaching mission

2.1. Teaching staff are provided with a fully equipped workplace.

2.2. Teaching staff benefit from lecture rooms fitted with the proper equipment.

2.3. Teaching staff have access to the shared IT resources and tools needed for carrying out their duties.

■ Goals

- ✓ **Provide students and teachers with appropriate IT tools**
- ✓ **Provide students and teachers with appropriate scientific information resources**

■ LMS, online voting, podcasting, ... (and other)

- ✓ Learning Management System: Moodle session opened for each course
- ✓ Online voting (SMS or web): wooclap institutional license
- ✓ Podcasting: EZ cast suite (recorder, manager, player, ...)



EZcast

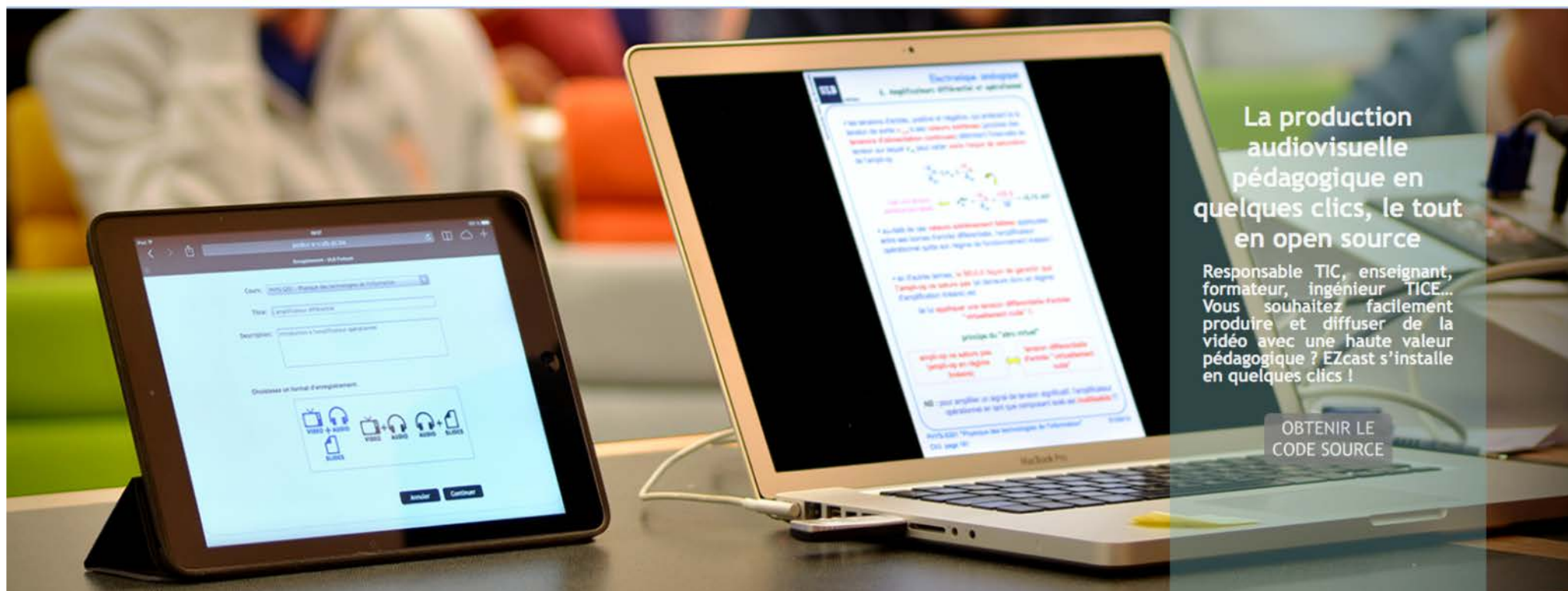
Infrastructure

Développements

Communication

Documentation

Contact



■ e-resources and institutional repository



+/- 70,000 E-BOOKS
+/- 30,000 E-JOURNALS
+/- 30,000 WORKS PRODUCED
BY THE UNIVERSITY



7600

DIGITISED PHD THESES
COVERING 175 YEARS OF
DOCTORAL RESEARCH

Agenda

- o. Commitment to teaching and learning
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3. Recognition of the teaching mission

3.1 The principles of teaching rewarding

- **Balanced valuation of teaching and research**
- **Based on a framework for teaching expertise**
- **Documented by a teaching portfolio (report & project)**
- **Peer review-based and quality-driven approach**

3.2 The ULB framework for academic promotion

■ Reference to the Charter

10. The experience and investment of teaching staff in the teaching domain are acknowledged and valued

- 10.1. The experience and investment of teaching staff in the teaching domain are taken into account when they are first hired.
- 10.2. The experience and investment of teaching staff in the teaching domain are taken into account in promotions.
- 10.3. Best practices and teaching innovation are greatly valued in internal and external communication.

■ Objectives

- ✓ Valorization of teaching activities, in a strictly equilibrated way with research mission
- ✓ Harmonization of the teaching achievement evaluation at the institution level
- ✓ Institutional support and recognition of teaching activity

■ Promotion demand includes

- ✓ Research report and project
- ✓ Teaching portfolio, i.e. pedagogical report and project + EEE



■ Assessment by ad hoc committee (50% T&L experts, 50% research experts)



■ 7 indicators covering teaching activities

- ✓ Educational (pedagogical) project
- ✓ Design of teaching (course preparation)
- ✓ Teaching methods (course delivery)
- ✓ Assessment of student learning
- ✓ Management of a pedagogical team
- ✓ Professional development and reflection (incl. **publication on T&L**)
- ✓ Involvement in managerial T&L activities

Pedagogical alignment

■ Promotion granted by the University Board

3.3 The ULB pedagogy Socrates award

- **Reference to the Charter (see 3.2)**
- **Principles**
 - ✓ Given by the Rector but based on student recommendation
 - ✓ Recognition of exceptional pedagogical skills of a faculty and its listening attitude with respect to students
 - ✓ Given maximum once to a faculty during its career
- **Assessment process**
 - ✓ Ad hoc committee (50% students, 50% academics)
 - ✓ 2 Prizes maximum a year
- **Given by the Rector during the graduation ceremony**

- Laureates are mentioned in the ULB main achievements of the year



A year
of **T**EACHING
at the ULB



Christophe Leys, Socrates award

This year's awards were given to the Brussels School of Engineering's multidisciplinary project (see below) and to Christophe Leys (Faculty of Psychology and Education). Students agree that the quality of Professor Leys' teaching is impeccable, outstanding, and stimulating. *'His lectures are clear, accurate, and rich, and they always include a hint of his personal style of humour. With Professor Leys, statistics are not just an abstract subject,'* explain his students. They also highlight the quality of his course notes, which are extremely clear and comprehensive, as well as his availability and attentiveness.

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4. Conclusion/Recommendation

Some **personal** recommendations, in order to **better** value the T&L mission of faculty in a research university

- University should elaborate and adopt an institutional commitment to Teaching and Learning enhancement
- University should support and fund, in a sustainable way, the pedagogical investment of its teaching staff
- University should value the teaching activity, **in a balanced way with research activity**, into teaching staff career evolution





Thanks for your kind
attention

philippe.emplit@ulb.ac.be

Back-up slides



ULB TEACHING AND LEARNING CHARTER

TEACHING DEPARTMENT – ACADEMIC SUPPORT DEPARTMENT

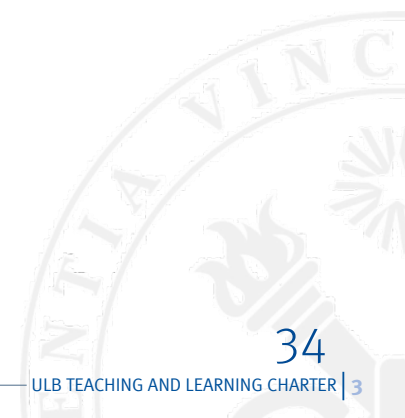
I. THE AIMS OF ULB TEACHING

In its teaching mission statement, the ULB undertakes to :

- | Ensure the optimal personal and intellectual development of all students, whatever their origin and background.
- | Develop in all students an expertise based on research, together with high-level key competences. Train them in the critical analysis of :
 - › societal challenges and their effects
 - › scientific questions, practices and results
- | and in a thinking completely free of any dogma and in search of the common good.
- | Facilitate, through education, successful integration in the professional world and in society, through the exercise of expert and responsible professional activity.

In a nutshell, the ULB undertakes to train adults to become :

- › Independent
- › Responsible
- › Capable of analysis, reflection and critical thinking
- › Capable of innovation and creativity
- › Able to function in a group
- › Ready to become part of, play a role within and shape society
- › Open to the ULB's humanist and free-thinking values.



II. TEACHING STAFF

1. Teaching staff are properly welcomed within the University

- 1.1. Teaching staff are provided with and assimilate the information necessary for exercising their duties.
- 1.2. Teaching staff feel welcomed in a community.
- 1.3. Teaching staff are given a workload allowing them to perform their three missions.
- 1.4. Teaching staff participate actively in University life.

2. Teaching staff have at their disposal an infrastructure suitable for exercising their teaching mission

- 2.1. Teaching staff are provided with a fully equipped workplace.
- 2.2. Teaching staff benefit from lecture rooms fitted with the proper equipment.
- 2.3. Teaching staff have access to the shared IT resources and tools needed for carrying out their duties.

3. Teaching staff undertake to adhere to the University's teaching principles and priorities

- 3.1. Teaching staff undertake to provide education and training in line with the objectives defined by the University.
- 3.2. Teaching staff respect the pedagogical consistency of the course programme they work in and which has been defined collectively.
- 3.3. Teaching staff participate in the elaboration and coordination of their faculty's teaching activities.
- 3.4. Where applicable, teaching staff work as a team with other staff collaborating on the course.

4. Teaching staff are free to make scientific choices regarding the content of their teaching

- 4.1. Teaching staff build their teaching on scientific research in their domain.
- 4.2. To the extent they are informed thereof, teaching staff take into account the personal and professional future of future graduates in their teaching choices.

5. Teaching staff ensure the quality and impartiality of the learning assessment they offer, both in its educational dimension and in its certifying dimension

- 5.1. Teaching staff develop their certifying assessment in line with course objectives. At the start of a course, they explain to students what they will be expecting of them.
- 5.2. During the year, teaching staff provide students with information allowing them to get an idea of how they are doing with respect to teaching staff expectations, and thus orientate their learning and make progress.
- 5.3. Teaching staff display reliability and impartiality in their assessments.

6. Teaching staff receive the support necessary for fulfilling their everyday teaching mission

- 6.1. Teaching staff can rely on a central or faculty-based teaching support department providing, among other things, the interface with research on University teaching...
- 6.2. Teaching staff can count on a logistics support service in the lecture rooms.

7. Teaching staff benefit from support in teaching innovation

- 7.1. Teaching staff may apply for funding for innovative initiatives in the teaching field.
- 7.2. Teaching staff can rely on a central or faculty-based teaching support department to support innovation.
- 7.3. Teaching staff undertake to review their teaching methods from a scientific perspective and to take appropriate decisions in order to keep their teaching practice up to date – in the interest of student learning.

8. Teaching staff benefit throughout their career from professional development possibilities

- 8.1. Teaching staff benefit from teacher training when commencing their job.
- 8.2. Teaching staff have access to further training.
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- 9.2. Teaching staff benefit from support in initiating an assessment of their teaching at their request.
- 9.3. Teaching staff undertake to seize every opportunity to get their teaching assessed in order to improve it.

10. The experience and investment of teaching staff in the teaching domain are acknowledged and valued

- 10.1. The experience and investment of teaching staff in the teaching domain are taken into account when they are first hired.
- 10.2. The experience and investment of teaching staff in the teaching domain are taken into account in promotions.
- 10.3. Best practices and teaching innovation are greatly valued in internal and external communication.

11. Teaching staff adhere to the University's ethical and humanist philosophy

- 11.1. Teaching staff treat all students equally, with respect and in accordance with the code of conduct of the profession.
- 11.2. Teaching staff are to be sufficiently available for their students.
- 11.3. Teaching staff maintain respectful and constructive relations with their colleagues and other University officials.
- 11.4. Teaching staff undertake to support the University's humanist and free-thinking values.

III. STUDENTS

1. Students are properly welcomed within the University

- 1.1. Students receive and assimilate information useful for their studies both on how the University functions and on what is expected from them in terms of learning.
- 1.2. Students feel welcome in a community and benefit from a socio-cultural environment that promotes personal development.
- 1.3. Students participate in University life.

2. Students receive high-quality education

- 2.1. Students benefit from an education consistent with the aims defined by the University.
- 2.2. Student workload is designed in such a way that students are able to achieve the learning objectives.

3. Students benefit from an infrastructure suitable for pursuing their studies

- 3.1. Students benefit from lecture rooms and other study places equipped with suitable facilities.
- 3.2. Students have access to the resources necessary for their studies (libraries, laboratories, etc...).

4. Students benefit from learning support relevant for their training project

- 4.1. The learning support is adapted to their training project...
- 4.2. Students benefit from learning support services: tutorials, foundation courses, etc...
- 4.3. Students undertake to participate in academic activities and, where applicable, to make use of ad hoc support services.

5. Students accept and participate in the learning assessment programme offered

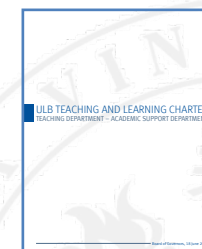
- 5.1. Students participate in the learning assessments proposed by teaching staff. They seek to understand their mistakes and get a better grasp of the objectives pursued by teaching staff.
- 5.2. Students trust their teachers and accept the grades awarded.

6. Students actively participate in teaching assessment programmes

- 6.1. Students fill out the questionnaires handed out to them in a constructive way.
- 6.2. Students have the possibility of participating in the University bodies responsible for teaching assessment.

7. Students adhere to the University's ethical and humanist philosophy

- 7.1. Students maintain respectful and constructive relations with their peers, their teachers and other University officials.
- 7.2. Students take care of the infrastructures at their disposal.
- 7.3. Students are treated equally, with respect and in accordance with the University's code of conduct.
- 7.4. Students undertake to produce the thinking and work requested of them in the interest of their learning, without resorting to fraud or plagiarism.
- 7.5. Students undertake to be open to the University's humanist and free-thinking values and to develop a critical mind.





Mercredi 27/01

9h - 9h15 — Accueil —

9h15 - 10h45 — Trajet —

11h - 12h30 — Icebreaking
présentation du dispositif
Analyse SWOT

APRÈS - MIDI

12h30 - 14h — Repas - installation —

14h - 15h30 — Atelier *Objectifs pédagogiques*

15h30 - 16h — Pause café —

16h - 17h30 — Atelier *Objectifs pédagogiques*

19h - ... — Repas —

Jeudi 28/01

8h - 9h — Petit déjeuner —

9h - 10h30 — Atelier *Méthodes*
(TRC et Apprentissage actif)

10h30 - 11h — Pause café —

11h - 12h30 — Atelier *Méthodes* (TICE)

APRÈS - MIDI

12h30 - 14h — Repas —

14h - 15h30 — Évaluation :
étude de cas

15h30 - 16h — Pause café —

16h - 17h30 — Évaluation :
débriefing du cas
et balises fondamentales

17h30 - 20h — Temps libre

20h - ... — Repas —

Vendredi 29/01

8h - 9h — Petit déjeuner —

9h - 10h30 — Atelier *Évaluation*
(QCM et grilles évaluation)

10h30 - 11h — Pause café —

11h - 12h30 — Travail individuel
sur la triple concordance
Évaluation du séminaire

APRÈS - MIDI

12h30 - 13h30 — Repas —

13h30 - 16h00 — Retour sur Bruxelles —



EEE results at University / Department level

Département des supports aux activités académiques

Bilan EEE

Auteurs : Ph. Empey, F. Robert, N. Schmit

Vers : 1.0.0

Caractéristiques du document : Interne

Adresses : +

Synthèse des résultats issus de l'évaluation des enseignements par les étudiants pour l'année académique 2014-2015

Ce document vise à transmettre aux responsables facultaires les données relatives aux enseignements organisés par leur faculté et évalués par les étudiants.

Le taux de participation des étudiants aux campagnes, le nombre d'enseignements évalués, le taux de quorum, la taille des classes, ainsi que les résultats de la prise d'avis vérifiées par dimension du dispositif d'enseignement (organisation de l'enseignement, déroulement des séances et évaluation des apprentissages) sont présentés.

Au regard de chaque figure ou graphique est précisée la ou les campagne(s) analysée(s), ainsi que les bases existantes. Ces bases sont définies dans le glossaire.

Table des matières

- 1. Taux de participation.....2
- 1.1. Campagne de terme1 (printemps).....2
- 1.2. Campagne de terme2 (été).....2
- 2. Nombre d'enseignements évalués et taux de quorum.....3
- 2.1. Campagne de terme1 (printemps).....3
- 2.2. Campagne de terme2 (été).....3
- 3. Taille des classes.....4
- 3.1. Résultats observés par dimension du dispositif d'enseignement.....4
- 3.2. Glossaire.....6
- 3.3. Biais.....6
- 3.4. « Quadrimestre », « campagne » et « terme ».....6
- 3.5. Taux de participation.....6

Bilan de l'évaluation des enseignements par les étudiants - Année académique 2014-2015 - page 18

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- 3.5. Taux de participation.....6

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- 2.1. Campagne de terme1 (printemps).....3
- 2.2. Campagne de terme2 (été).....3
- 3. Taille des classes.....4
- 3.1. Résultats observés par dimension du dispositif d'enseignement.....4
- 3.2. Glossaire.....6
- 3.3. Biais.....6
- 3.4. « Quadrimestre », « campagne » et « terme ».....6
- 3.5. Taux de participation.....6

Bilan de l'évaluation des enseignements par les étudiants - Année académique 2014-2015 - page 18

Département des supports aux activités académiques

Bilan EEE

Auteurs : Ph. Empey, F. Robert, N. Schmit

Vers : 1.0.0

Caractéristiques du document : Interne

Adresses : +

Synthèse des résultats issus de l'évaluation des enseignements par les étudiants pour l'année académique 2014-2015

Ce document vise à transmettre aux responsables facultaires les données relatives aux enseignements organisés par leur faculté et évalués par les étudiants.

Le taux de participation des étudiants aux campagnes, le nombre d'enseignements évalués, le taux de quorum, la taille des classes, ainsi que les résultats de la prise d'avis vérifiées par dimension du dispositif d'enseignement (organisation de l'enseignement, déroulement des séances et évaluation des apprentissages) sont présentés.

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ULB

ÉVALUATION DES ENSEIGNEMENTS

Votre avis compte !

Évaluez en ligne
du 30 février au 31 mars 2014

Représentation de la note
Représentation de la note
Représentation de la note

→ www.ulb.be/enseignements/evaluation

FORMATIONS À L'INTENTION DES ENSEIGNANTS DE L'ULB

Pour toute information, question ou suggestion : s'adresser
à practice@admin.ulb.ac.be
S'inscrire en ligne aux formations disponibles via
la page « Formations »
de notre site <http://cte.ulb.ac.be>

01. /

Concevoir et préparer son enseignement

- › **PREP-01-A** Fiche de cours
- › **PREP-04-A** Feedback et évaluation des travaux de groupe
- › **PREP-10-A** La gestion des stages
- › **PREP-13-A** Quels supports pour mon cours
- › **PREP-16-A** Concevoir un syllabus efficace
- › **PREP-22-A** Concevoir et réformer un programme
- › **PREP-25-A** Pour une pédagogie sensible au genre

02. /

Animer son enseignement

- › **ANIM-01-A** Prise de parole
- › **ANIM-04-A** Petits effectif : démarches et techniques pour rendre l'apprentissage actif
- › **ANIM-07-A** Interagir avec un auditoire
- › **ANIM-10-E** Inside the Classroom practical teaching techniques
- › **ANIM-13-A** Inciter les étudiants à travailler avant le cours
- › **ANIM-16-A** Le rôle du groupe dans l'apprentissage
- › **ANIM-19-A** La simulation comme outil d'apprentissage des métiers de la santé
- › **ANIM-22-E** Apprentissage par projet et par problème
- › **ANIM-25-A** Utilisation des cas dans l'enseignement
- › **ANIM-28-D** Dynamiser votre cours avec télévotants
- › **ANIM-31-E** Teaching in English at University
- › **ANIM-34-A** Making presentation in English
- › **ANIM-37-A** Est-il possible de développer des pratiques d'enseignement individualisées à l'université ?
- › **ANIM-40-A** Face aux écrans en auditoire
- › **ANIM-43-A** mind map

03. /

Développement de l'enseignant

- › **DEVL-01-A** Evaluer son enseignement pourquoi, comment ?
- › **DEVL-04-E** Constituer son dossier d'enseignement
- › **DEVL-07-A** Les résultats de l'évaluation des enseignements par les étudiants
- › **DEVL-10-E** Comment préparer une évaluation de l'AEQES



Cliquez ici
pour vous inscrire
aux formations planifiées

04. /

Evaluer les apprentissages

- › **EVAL-04-A** Evaluer pour former
- › **EVAL-07-A** Conception et correction d'épreuves QCM (utilisation du logiciel QCM direct)
- › **EVAL-10-A** QCM, confectionner des questions à réponses fermées
- › **EVAL-13-A** Le portfolio, outil d'Apprentissage et d'évaluation
- › **EVAL-16-A** Encadrement et évaluation des mémoires
- › **EVAL-19-A** Construire une grille d'évaluation
- › **EVAL-22-A** Organiser un examen écrit en grand auditoire
- › **EVAL-25-A** Examining in English
- › **EVAL-28-E** Du copier-coller au plagiat
- › **EVAL-31-A** Construire des questions à réponse ouverte
- › **EVAL-34-A** Mes notes sont-elles justes? Les bases de l'évaluation
- › **EVAL-37-A** Construire une épreuve d'évaluation intégrées

05. /

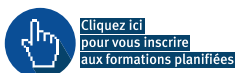
TICE et Elearning

- › **TICE-01-A** UV débutants prise en main de Moodle
- › **TICE-02-A** UV getting started with moodle
- › **TICE-04-A** Utiliser les médias dans UV
- › **TICE-07-A** Enseigner les langues avec moodle
- › **TICE-08-A** Comment partager mon UE avec mes collègues ?
- › **TICE-10-A** Construire une activité collaborative avec Moodle
- › **TICE-13-A** Outils d'évaluation dans Moodle et usages pédagogiques
- › **TICE-17-A** Portfolio électronique
- › **TICE-20-D** Décoder le plagiat à l'aide d'un logiciel de détection
- › **TICE-23-A** Iconothèque numérique
- › **TICE-26-A** Combiner cours présentiel et en ligne
- › **TICE-29-A** Produire de la vidéo
- › **TICE-35-A** Powerpoint bases
- › **TICE-38-A** Powerpoint aspects avancés
- › **TICE-41-A** Présentation assistées par ordinateurs - aspects ergonomiques
- › **TICE-44-A** Présentation assistées par ordinateurs - aspects pédagogiques
- › **TICE-47-A** Le travail collaboratif dans l'enseignement : principes et outils

06. /

Table ronde

- › **TABLE RONDE** Déontologie et enseignement



ANIM-10-E

INSIDE THE CLASSROOM: PRACTICAL TEACHING TECHNIQUES

Description

This training session is intended for teachers teaching in a foreign language and will present various techniques and activities for making lectures and practicals more interactive. The course is aimed at both teachers who have experience of teaching in English (or in a foreign language) and at teachers who plan to teach their courses in English (or in a foreign language) in the future. It will show, through concrete practical examples and filmed lectures, how to place students in a communicative context, thus enabling them to develop knowledge of the content, alongside language – including the language skills needed for passing written and oral exams.

Objectifs

- › Didactic approaches for placing students in a communicative context
- › Making sure students develop comprehension of content as well as develop the required language skills
- › How to prepare students for passing written and oral exams in English

Formule

Lecture : 2 heures

Prérequis

Participants should be proficient in English.

Formateur(s)

Marjorie Castermans CIDLV
(Conseil Interfacultaire pour la Didactique des Langues Vivantes)

