

Teaching at the University of Leuven: a case of Teacher Training in Higher Education in Flanders, Belgium

Enseñar en la Universidad de Leuven: un caso de formación docente en Educación Superior en Flandes, Bélgica

Sarah Creten
Steven Huyghe

Universidad de Leuven, Bélgica

Abstract

The University of Leuven has a long tradition of organizing professional development activities for novice faculty and celebrates in 2013 the 25th anniversary of the training 'Teaching at the University of Leuven'. Throughout the years this training has had several formats, designs and names. In 2010 a new modular format of 'Teaching at the University of Leuven' was launched and it replaced a classic one-year program. Some key elements of this new training format are 'flexibility' (participants create their own training program) and the focus on 'learning in the workplace' (participants transfer and implement what has been learned to their own workplace and curriculum). In the spring of 2012, two years after the implementation, the training was evaluated. This self-evaluation evoked several critical reflections and challenges to continue the ongoing process of optimization. Expanding and diversifying the program is high on the priority list.

Keywords: Teacher Training, Higher Education, novice faculty, modular format, workplace learning, heterogeneous groups, teaching beliefs, research-based training.

Resumen

La Universidad de Lovaina tiene una larga tradición en la organización de actividades de desarrollo profesional para profesores principiantes. En 2013 celebra el 25 aniversario del modelo de formación "Enseñar en la Universidad de Lovaina". A lo largo de los años, dicha formación ha tenido varios formatos, diseños y nombres. En 2010 se puso en marcha un nuevo formato modular de "Enseñanza de la Universidad de Lovaina" que reemplazó el clásico programa de un año. Algunos de los elementos clave de este nuevo formato de la formación son la "flexibilidad" (los participantes crean su propio programa de entrenamiento) y el enfoque en "el aprendizaje en el lugar de trabajo" (los participantes transfieren y aplican lo aprendido a su propio lugar de trabajo y plan de estudios). En la primavera de 2012, dos años después de la implementación, se evaluó la formación. Esta autoevaluación evocó varias reflexiones críticas y retos acerca

de cómo seguir con el proceso de optimización. Ampliar y diversificar el programa es una de las principales prioridades.

Palabras clave: Formación del Profesorado, Educación Superior, profesores principiantes, formato modular, formación en el trabajo, grupos heterogéneos, creencias sobre la enseñanza, formación basada en la investigación.

In a nutshell: Teacher Trainings in Flanders, Belgium

Belgium is a federal state with in the north the Flemish (Dutch-speaking) region and in the south the Walloon (French-speaking) region. All educational matters are regulated separately by each region having its own laws and decrees. The University of Leuven is situated in the north and this paper will therefore focus on the situation in Flanders.

Since the Bologna reform of higher education Bachelor programs in Flanders have either a vocational or an academic orientation. This orientation is legally defined, there are vocational and academic Bachelor-programs, there are only academic Masters (no vocational ones). All academic degrees are organized by universities whereas the vocational Bachelors (a professional degree of three years) are organized by university colleges (non-university institutions, see Verhoeven, 2010 in Verburgh, Schouteden and Elen, 2012). The vocational Bachelor programs have 180 ECTS-credits and are scaled at 5B medium level in the ISCED-97 classification system (Verburgh, Schouteden and Elen, 2012). The main focus of academic Bachelor programs (also 180 ECTS-credits) is to prepare students for a Master's degree. Masters consist of either 60 or 120 ECTS-credits. Both academic programs are scaled at a 5A level in the ISCED-97 classification system (Verburgh, Schouteden and Elen, 2012).

The only degree requisite for teachers at universities is having a PhD, whereas teachers in university colleges should be Masters, there are no other legal requirements. This means there is no formal training demanded for university teachers at the level of the Flemish government. This gives each higher education institution the freedom to determine the requirements for their teaching staff. There are five universities in Flanders, most of them have their own teacher training program. At three universities this kind of training, focusing on teaching at the university level, is part of the tenure track procedure although this is only a prerequisite of the last years. Appendix A gives an overview of the approaches at these three universities (Antwerp, Brussels and Leuven). The table is added to give a general idea of the diversity in approach, not to make a comparative study.

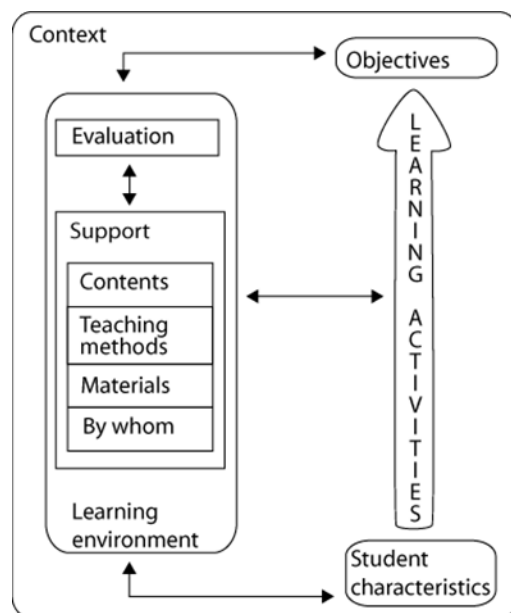
At some universities and most university colleges a teacher degree for teaching at secondary schools is equivalent to a teacher training focusing on higher education. Thus in conclusion, from the legislative point of view there are no requirements regarding a certificate of a teacher training for teachers in higher education. As an answer to this lack of formal demands each higher education institution chooses its own approach, covering a spectrum from no teacher training at all, to the obligation of possessing a secondary level teacher degree, to the demand to follow a teacher training focusing on university teaching as a prerequisite for tenure.

Background of the training at the University of Leuven

The University of Leuven is Belgium's largest research-intensive university with 55 Bachelor's degree programs and 133 Master's degree programs (in 2012-2013). In 2012-2013 the university counted 40257 students and employed 1022 professors, 1067 post-docs and 4590 doctoral students. Leuven has a long tradition of organizing professional development for novice faculty. In 1989 the central teaching center organized the 'Training for novice faculty' for the first time and is about to celebrate the 25th anniversary of the training. Throughout the years this teaching training for novice faculty has had several formats, designs and names. Since 2010-2011 a new modular format of 'Teaching at the University of Leuven' was implemented (described in this case). Two years after the implementation, we evaluated this training in the spring of 2012. This self-evaluation evoked several critical reflections and challenges us to continue the ongoing process of optimization.

The Academic development unit: the organizing center of 'Teaching at the University of Leuven'

The training for novice faculty is organized by the Academic development unit of the Teaching and Learning Department of the University of Leuven. Since 1977, the central Academic development unit has built up a long tradition of academic development to improve the quality of teaching and learning in this research-intensive university. A variety of strategies is used, most of them focus on instructional design of courses and curricula to support student learning. For this purpose the Academic development unit developed a conceptual scheme (Elen, 2002) which emphasizes the importance of coherence and consistency in instructional decision making at a course level. The scheme visualizes all components to be considered in course design: learning outcomes (or objectives), learning activities, student characteristics, evaluation strategies and the learning environment. In an effective educational setting these components are coherently and consistently implemented and aligned to each other.

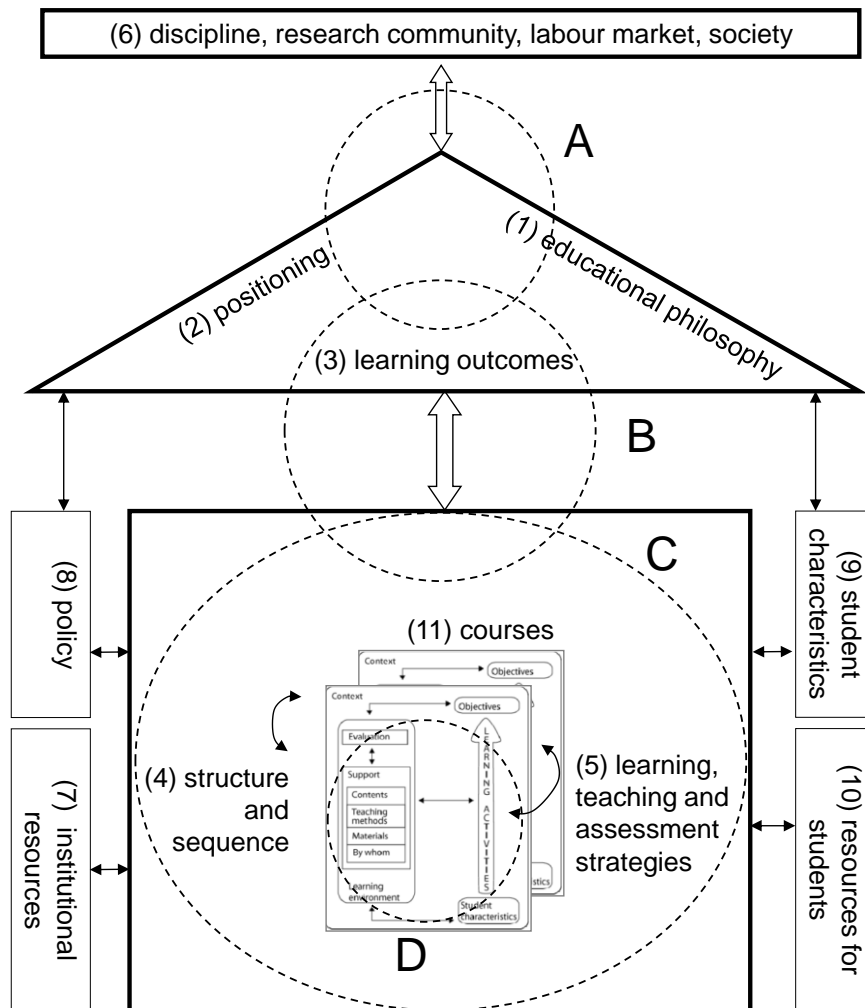


Source: Elen (2002)

Figure n. 1. Conceptual scheme used for course design: 'the global scheme'

The objectives determine which learning activities students must carry out, taking into account the student characteristics (e.g. prior knowledge). The evaluation strategies are adjusted to the objectives. In order to let students choose the most adequate (in such a way that they are prepared for the evaluation) learning activities, all kind of supporting strategies should be designed: contents, materials, effective teaching methods and by whom will students be taught, guided or even coached. The scheme is in line with design principles proposed by other authors (Wiggins and McTighe, 1998; Biggs, 1999; Fink, 2003) and it forms a backbone for every initiative on a course level.

In a similar way a conceptual scheme (Huyghe et al, 2013) on curriculum design (program level) was developed. In need for a common language and a tool stimulating a more holistic and long-term approach to curriculum development the conceptual scheme is used as a mind map by all stakeholders working on curricula. Key elements were identified and visualized in the scheme describing the curriculum as a whole and the relationships between the elements (e.g. learning outcomes, educational philosophy, structure and sequence,...). It essentially emphasizes coherence and consistency between courses of a curriculum.



Source: Huyghe et al. (2013)

Figure n. 2. Conceptual scheme used for curriculum design

Both conceptual schemes (course level and program level) are used in trainings of the Academic Development Unit. It allows course leaders and participants to share a specific mind set and language. Besides design tools, the schemes are also used as tools to analyze the strengths and weaknesses of courses and curricula.

In contrast with similar units in other (international) universities, academic staff of the Faculty of Psychology and Educational Sciences is not involved in this unit. The unit's staff is a mix of different profiles and backgrounds. All employees have a Master's degree of which most have a psychology or educational studies degree, some have a PhD. Every staff member has his own focus or expertise, e.g. assessment, research teaching nexus, faculty development, educational technology,..., besides his general expertise in teaching and learning in higher education (mostly built up within the unit itself). Doing research is not a primary goal for the unit although most staff members present their experiences and research results on (inter)national meetings and occasionally they are (co-)authors of

research papers in peer reviewed journals. Most (non-administrative) staff members are involved in the training as course leaders, some are involved in the two-day kick-off workshop or they are teaching one or more modules (cfr. infra).

Description of the training at the University of Leuven

Many training formats were tested throughout the years and as many evaluations and conclusions were drawn. Since 2005-2006 a classic one-year program was running. Faculty chose one course they were teaching to focus on during the training. Participants were immersed in the principles of course design in a two-day workshop, followed by four thematic one-day sessions on e.g. assessment, teaching methods, study material, research teaching nexus. Additionally, participants had the opportunity to gather student feedback and discuss these results with the course leaders and peers. Appreciation for the training by the participants was high. Nevertheless, several findings prompted the organizers to reconsider the training format:

- There was a drop-out of some participants. It was difficult for them to follow the training, due to their busy schedule during the first year of their appointment. A more flexible time path was needed.
- Not all thematic sessions were relevant or had an added value for each participant. A more personal choice of topics was more desirable as well as differentiation in approach of the topic, depending on the initial situation of the participant. Somewhat experienced faculty needed different input and support compared to faculty who had never taught before.
- Incentives were given to encourage participants to involve peers (of the same Bachelor or Master degree in their program) in the redesigning process of their courses. For some this seemed a hurdle and not everyone had the opportunity to discuss educational issues with their local peers.
- Although the training focused on redesigning and optimizing the participant's courses, few durable results were noticed. During the sessions time was provided for hands-on assignments, but time proved to be too limited to make thorough revisions and sustain change.

Besides these needed changes, the identified strong elements of the training were maintained, e.g.: the focus on course design and optimizing one specific course during the training; the diversity of the group of participants (faculty have diverse disciplinary backgrounds and point out that 'interdisciplinary talks and discussions on education' are highly appreciated). Other elements were reinforced and highlighted, e.g.: the focus on own teaching beliefs and the emphasis on research on teaching and learning.

Taking into account these findings, a new modular format of 'Teaching at the University of Leuven' was launched in 2010-2011. Five core elements define this new Leuven training (see Table 1).

Key elements	
<i>Creating the own training program</i>	The program allows great flexibility. Participants choose modules based on their interests, needs and time. They consult their vice dean for education or program coordinator (of the Bachelor or Master degree in which they teach) and one of the course leaders of 'Teaching at the University of Leuven' while choosing. The program can be spread out over several academic years.
<i>Learning in the workplace</i>	Apply and transfer what has been learned to the own teaching practice is crucial. In the modules of choice participants get assignments to carry out at their workplace. While optimizing their course or implementing ideas at the curriculum level, they are explicitly invited to discuss their plans and ideas with colleagues who teach in the same Bachelor or Master degree.
<i>Learning in heterogeneous groups</i>	Novice faculty of all 13 faculties of the University of Leuven can participate in the training. During the training, group work and discussions are deliberately set up in interdisciplinary teams. It works inspiring to talk about teaching and learning with peers from other disciplines.
<i>Reflection on own teaching beliefs</i>	The university's vision of teaching and learning (2009) forms the framework for the 'Teaching at the University of Leuven' training. During the program participants translate this vision into their own teaching practice. Throughout the training participants are invited and challenged to explicit and define their own beliefs on teaching and learning.
<i>Research-based</i>	All input, discussion topics, assignments,... are based on research on 'Teaching and learning in Higher Education'. This has always been the case, but in this format participants will read primary sources (mainly research papers) themselves as a preparation for group discussions, to elicit prior knowledge, to grasp and learn new ideas, ... Before, during or after sessions.

Table n. 1. Key elements of the training

Aims of the training

Six learning outcomes in three different domains are identified in this training (see Table 2).

<i>Focus</i>	At the end of the 'Teaching at the University of Leuven' training participants are able to:
<i>Instructional design</i>	<ol style="list-style-type: none"> 1. design and optimize a course they teach, based on literature on 'Teaching and learning in Higher Education'. 2. formulate appropriate learning outcomes and align the learning environment (study material, assessment, learning activities,...) to these goals.
<i>Curriculum context</i>	<ol style="list-style-type: none"> 3. take into account the broader context of the curriculum while designing the course and include the university's vision of teaching and learning, the regulations and education policy of the university. 4. integrate the course into the curriculum (of which the course is a part) and contribute to (and enhance) the learning outcomes of the curriculum.
<i>Professional development</i>	<ol style="list-style-type: none"> 5. start an ongoing process of teaching improvement and review in cooperation with peers and program coordinators. 6. reflect on own teaching beliefs and being able to discuss their vision with peers and program coordinators.

Table n. 2. Learning goals of the training

Structure of the training

Every fall a new 'Teaching at the University of Leuven' training is launched. 25 to 30 faculty enter the training every year. The training starts with a two-day kick-off workshop (Friday and Monday) with the focus on instructional design. Design principles are clarified and participants start setting out a framework for their course. Faculty work on a visual concept map of the content of their course (1), formulate appropriate learning outcomes in line with the content (2), design (preliminary) learning activities and teaching strategies (3), align learning outcomes, learning activities and assessment (4), discuss the university's vision of teaching and learning and try to explicit and define their ideas on teaching and learning (5).

Some participants have taught their course for several years already, other participants just started to teach a (new) course. This workshop helps faculty to either critically analyze their course (and identify strengths and optimize weaknesses) or to design their course from scratch. Depending on the initial situation of each participant, the course leaders assign different tasks and goals (in consultation with each participant). When, for example, a participant is quite experienced and makes rapid progress in the

design process he will be stimulated to make assignments with a greater focus on the curriculum (learning outcomes ‘curriculum context’, see table 2). After the kick-off participants receive written feedback from the course leaders on their individual work during these two days.

Once faculty have participated in the two-day workshop they choose two modules (from a range of modules) to refine the framework they have set out for their course. Some examples of modules are: ‘Teaching large groups of students’, ‘Assessment’, ‘Collaborative learning’, ‘Research teaching nexus’, ‘Managing diversity in the classroom’, ‘Supporting academic writing of students’. The program for three consecutive academic years is yearly announced with at least three modules in each year. To complete their training participants choose two modules out of a total of nine (planned in the next three years). There is one third and optional module that can be chosen, in which faculty get input and feedback on how to write a teaching philosophy statement.

Whereas the kick-off workshop takes place with the whole group (up to 30 participants), the modules are organized in smaller groups (with a maximum of 15 to 20 participants). The modules have a specific set-up: a workshop of half a day (with a preparation on forehand of max. 2 hours), an assignment in the own workplace (max. 6 hours), a feedback session of 2 hours in small groups (maximum 6 participants) afterwards. Throughout the training a variety of formats is used: group work, group discussions, assignments in the workplace, individual work, reading papers, ...

This modular format allows a great in-depth approach. The former one-year format of the training covered much more topics on instructional design, but less profoundly. Participants now choose fewer topics, but work more in detail and in-depth on them.

Throughout the training participants have the opportunity to consult a staff member of the Academic development unit twice. In this individual two-hour consult (2 x 2 hours) faculty can work together with the staff member to refine their specific course, e.g. optimizing feedback strategies in the course, design a format for group work, class management in a particular group, ... Sometimes time is too limited during the modules to handle all specific and personal cases. The individual consults can help to address these cases.

The total time investment for the participants is estimated on 45 hours. Most of the participants decide to spread the course over two academic years. To give an idea of individual programs faculty have chosen, two examples are shown in Table 3.1 and 3.2.

Professor L.

Kick-off two-day workshop	November 2011	14h (2days)
Module: Assessment - Start workshop - Assignment in the workplace Design a format and time-path for ‘giving formative feedback to students’ in the own	March 2012	4h (+2h preparation) ±6h
	May 2012	2h

course. - Feedback session		
Module: Research teaching nexus - Start workshop - Assignment in the workplace Integrate research paper discussions in the own course (Bachelor). - Feedback session	November 2012 December 2012	4h (+2h preparation) ±6h 2h
Optional module: Writing a teaching philosophy statement - Preparation (own time with guidance and material provided) - Feedback session	March-May 2013 May 2013	±7h 2h

Table n. 3.1. Example of individual programs

Professor F. :

Kick-off two-day workshop	November 2012	14h (2days)
Module: Research teaching nexus - Start workshop - Assignment in the workplace Align research related tasks from several courses in the same program. - Feedback session	November 2012 December 2012	4h (+2h preparation) ±6h 2h
Individual consult with staff member - Optimizing assessment (multiple choice exam)	January 2013	2h
Module: Collaborative learning - Start workshop - Assignment in the workplace Design a group work for a large group of students (>200) in the own course. - Feedback session	February 2013 March 2013	4h (+2h preparation) ±6h 2h

Table n. 3.2. Example of individual programs

Self-evaluation of ‘Teaching at the University of Leuven’: challenges and strengths

After two years of running the program in this new format, an in-depth evaluation was set up. Besides systematic written feedback from the participants on the kick-off session and

modules (standard), information on the training as a whole was needed. Eight faculty who completed the training or were halfway the program participated in two focus groups in May 2012 (four participants each group). In a two-hour discussion the participants talked about the strengths and weaknesses of the training (content, learning outcomes, approach, context and regulations). Three of them were novice faculty: they recently started teaching and entered the 'Teaching at the University of Leuven' training immediately after their appointment. The other five participants were teaching already a few years before participating in the training.

Challenges

All eight participants were able to formulate the learning outcomes of the training and point out the key elements. They acknowledged and appreciated the strong focus on 'course design', 'cooperation and dialogue with peers and coordinators', 'teaching beliefs' and 'curriculum aspects'. The extent to which they had accomplished the learning outcomes differed however. Three participants indicated that it was not that easy to reach the outcomes related to the curriculum (e.g. integrating the own course in the curriculum). They identified several reasons:

- faculty who, during the training, designed a new course from scratch, often lacked time to focus on broader aspects on the curriculum level,
- depending on the culture and network in specific faculties it was easier or more difficult to cooperate and discuss with local peers and coordinators.

This was not a surprise to the course leaders since similar remarks were made by other faculty members throughout the training. The participants who felt more confident in having reached the learning outcomes related to the curriculum, had some years of teaching experience before entering the training.

During the course several recently appointed faculty mentioned it was quite a challenge to follow the training at the start of their career at the university. The participants in the focus groups felt it depended a lot on the specific situation of each faculty member how easy or difficult it was to combine several tasks: a new teaching assignment(s), doing research (meet the publication requirements for tenure track positions), participating in the training and prepare a required six-month abroad stay (if this was not done already). Half of the focus group participants (novice and somewhat experienced) felt that the program lacked the aspect of training specific teaching skills. They suggested to integrate workshops about 'presentation skills', 'class management', 'voice training' or 'how to survive the first six months'. Participants who didn't feel that need were those with the most years of teaching experience. It is possible that they had learned these skills throughout the years.

Although the program tried to respond to the different needs and interests of the participants (and participants acknowledged this as well), the focus groups made clear that there still is a demand for more diversity.

Strengths

The general appreciation for the 'Teaching at the University of Leuven' training was very high. A highly valued aspect is the flexibility of the program. Being able to create the own training program and to choose the time path gives the participants a lot of freedom. Although faculty found it very time-consuming, the assignments in the own work place were highly appreciated as well. Participants made concrete changes and improvements to their own course and saw immediate results of the training. Some participants were able to make changes on the level of the curriculum in cooperation with peers (e.g. better alignment of courses in the program, optimizing learning outcomes of the program,...). Faculty mentioned they experienced a 'teach what you preach' method during the training: a selection of topics was covered in-depth and well-thought-out formats were chosen. These aspects could be linked immediately to the changes that were made in the new format of the program. These findings were motivating to continue the chosen path.

Other elements that participants identified as strengths (but are not linked immediately to the new format of the training):

- meet and work with peers from other disciplines,
- the discussions with experienced faculty who exchanged ideas on their teaching innovations and experiences (in the kick-off workshop and several modules),
- having learned a 'language' to talk about education,
- the focus on 'student learning' and noticing a shift and evolution in the own teaching beliefs,
- the facilitation by the course leaders: personal approach, individual feedback and openness to discuss,
- the 'time bubble' that was created in the training: time to be able to focus on teaching.

All participants of the focus groups requested to expand the program, meaning that they would like to continue the training and keep on following modules whenever possible. This was to the surprise of the course leaders because some participants pointed out on several occasions that it was 'quite heavy' to follow the program. As pointed out already above, the discussants explained that the training on itself was not too heavy, but that context factors (regular day to day activities as research, teaching and service) made it difficult to fit in the training.

Reflections: a never ending story of optimizing and innovation.

The self-evaluation will stimulate the ongoing process of optimization of the 'Teaching at the University of Leuven' training. Expanding and diversifying the program is high on the priority list.

Up until now participants were expected to choose two modules (as a maximum). Now we could consider that two modules are a minimum to complete the training and extra modules can be chosen (but not required). Besides that, more modules with extra topics could be organized to diversify the program even more. Taking into account the evaluation it seems obvious to organize a module on teaching skills specifically for faculty who have no or little teaching experience. This could be a way to integrate topics that some participants were missing.

Apart from the self-evaluation, new challenges due to context factors of the University of Leuven will also imply changes for the training in the near future. In 2013-2014 the academic staff of the University of Leuven will grow with several hundreds of faculty members due to a merging process with 12 university colleges associated with the University of Leuven¹. None of these university colleges has a teacher training comparable to the one of the University of Leuven. This urges the Academic development unit to find new strategies and formats to cope with this large amount of incoming faculty members (not all with a tenure track position). Blended learning options are fully explored at this moment and time is invested in developing more and new self-study materials. It is doubtful that the course leaders will be able to keep on providing that amount of individual feedback and consults, although both course leaders and participants identify this personal approach as a strong element.

Taking a look at the different approaches of the teacher trainings in three Flemish universities (see Appendix A) even more reflections for the Leuven training are evoked. For example:

- The time investment for the Leuven participants is a lot less than for the faculty members of Antwerp and Brussels (45 hours compared to 150 hours and 90 hours) and the percentage of contact time with the course leaders is the highest in Leuven. As mentioned above, with the demand of the participants to expand the program and with the amount of new incoming faculty we assume that the contact time with the course leaders and the amount of individual feedback and consults will reduce. We wonder though, how this will affect the training.
- A fundamental difference, at this moment is that, out of the three universities, Leuven is the only one that does not evaluate the performances of the participants at the end of the course. It will be interesting to question and discuss this with several stakeholders at the University of Leuven.

The organizers of the teacher trainings of the five Flemish universities recently (2012) started a Special Interest Group of 'Educational development for novice faculty' (as part of the Flemish network for educational developers: Lerend Netwerk voor OnderwijsOndersteuners, LNO2). There were exploratory discussions on the different approaches and the group agreed on follow-up meetings. Topics that would be interesting

¹ Until 2012-2013 these 12 university colleges organize, besides vocational Bachelors, several academic Bachelors and Masters. From 2013-2014 all academic programs and their staff will be part of the University of Leuven.

to bring to the table are for example: cooperation between the different organizing centers, possible exchange of content and expertise, possible development (together) of new content for the trainings, mutual recognition of the trainings,...

The description of the teacher training at the University of Leuven and the overview of the other Flemish universities makes clear that there is no (national) framework for teacher trainings in Flanders. First steps have been taken to create a forum for the organizing centers of the universities. Since there is a lot of diversity it seems interesting to discuss these differences in organization, target groups, topics covered, assessment of participants,... These discussions might result, in the (near) future, in the exchange of know-how, Flemish recognition of each other's trainings or even international accreditation.

References

- Biggs, J. (1999). *Teaching for quality learning at university*. Buckingham: Society for Research in Higher Education, Open University Press.
- Elen, J. (2002). Reality of excellence in higher education: The case of guided independent learning at the K.U.Leuven. In E. Decorte (ed.). *Excellence in Higher Education*. London: Portland Press, 109-126.
- Fink, D.L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
- Huyghe, S., Totté, N. and Verhagen, A. (2013, June). *Building the curriculum in Higher Education: a conceptual framework*. Paper presented at the International Enhancement Themes Conference, Glasgow, 11-13 June 2013 Conference proceedings: Tuesday 11 June Parallel Session 1 p. 155-165 Available at: <http://www.enhancementthemes.ac.uk/docs/conference-files/parallel-session-1.pdf?sfvrsn=8> (accessed 25 June 2013).
- Verburgh, A., Schouteden, W., Elen, J. (2012). Patterns in the prevalence of research-related goals in Higher Education Programmes. *Teaching in Higher Education*, art.nr. 10.1080/13562517.2012.719153, 1-13.
- Wiggins, G. and McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Appendix A: Teacher Training in Higher Education in Flanders

An overview of teacher trainings (for Higher Education) in 3 Flemish Universities in Antwerp, Brussels and Leuven.

This overview was made by the coordinators of the different universities (see below) as a discussion document in a local network meeting².

	University of Antwerp	Vrije Universiteit Brussel	University of Leuven
Target group	Newly appointed faculty members. Postdocs with a teaching assignment can participate if places available.	Newly appointed faculty members. Other teaching staff e.g. teaching assistants, postdocs or experienced faculty, can participate if places available.	Newly appointed faculty members. Priority is given to faculty with tenure track position (required to follow a training). Postdocs with a teaching assignment can participate if places available.
Requirement?	Strongly recommended (e.g. when aspiring tenured position). In some faculties (quasi) obliged by the dean.	Required for newly appointed faculty members. No requirement if already followed an equivalent or a teacher training for secondary school.	Required for tenure tracks unless already followed an equivalent. Dean and faculty member agree on 'if' and 'when' participating. Dean sends out invitations to possible participants.
Time investment participants	± 150 hours, 1/3 contact time.	90 hours, 1/2 contact time.	±45 hours, 2/3 contact time.
Structure of training	* Start: two-day workshop. * Individual project (100h), followed up in ± 4 sessions in small groups.	* Start: four-day workshop. * Intersession session on assignment (5h). * Video recording of one class (2u). * Observation one class of a peer (2u). * Intersession on recordings and support (5u).	* Start: two-day workshop. * 2 thematic modules by choice: start session (4h + 2h preparation), take-home assignment (6h), feedback session in small groups (2u).
Special focus of the training	* 4 domains of result: 1) instructional development; 2) instructional performance (including peer observation); 3) evaluation and assessment; 4) participation at an organisational level * A representative of the education committee of the participant is a member of the assessment committee of the training and assesses (the defence of) the dissertation.	* Relevance for educational practice (less focus on theory, more focus on transfer to own teaching practice). * After completion of the training, the teaching competences for faculty (as required in the guidelines of the university) should be reached.	* The 'take-home' assignments in the modules are executed in the own workplace together with a peer from the local faculty or department. * Focus not only on instructional design of the own course but also on the curriculum as a whole (in which this course is situated).

² Participants: *University of Antwerp*: Dr. Ann Stes, researcher and coordinator of the Antwerp one-year training for beginning university teachers; *Vrije Universiteit Brussel*: Cynthia De Bruycker, consultant and coordinator of the Brussels training for newly appointed faculty members; *University of Leuven*: Sarah Creten, educational developer and coordinator of the 'Teaching at the University of Leuven' course for newly appointed faculty members.

Time frame training	± 1 calendar year.	1 calendar year. (For those appointed in October, opportunity for first teaching experiences before the training.)	Ability to spread out in time. Average time of completion: two academic years.
Number of participants	± 20 participants.	Max. 30 participants.	20 to 30 incoming participants every year.
Profile course leaders	4 staff members of the 'Centre of Excellence in Higher Education' of the university (www.ua.ac.be/echo); 2 faculty members extra during two-day start workshop.	1 staff member of the Educational Department of the university; 4 faculty members of the Faculty of Educational Sciences.	Staff members of the Academic development unit of the Teaching and Learning Department of the university (www.doel.kuleuven.be/doo). 5 during the two-day start workshop, 2 for each thematic module. Experienced faculty members participate in several sessions as experts.
Certificate?	Certificate when successfully reached the goals of the training, i.c. succeeded in the individual project and in its defence and presentation. The certificate is acknowledged by all Dutch Universities (Dutch 'Basic Qualification in Education').	Certificate when successfully reached the goals of the training. Aim to apply for the Dutch 'Basic Qualification in Education' in 2015.	Participants receive a certificate of attendance. No evaluation of the participants at this moment.

Artículo concluido el 3 de Agosto de 2013

Cita del artículo:

Creten, S., Huyghe, S. (2013). Teaching at the University of Leuven: a case of Teacher Training in Higher Education in Flanders, Belgium. *Revista de Docencia Universitaria. REDU*. Número monográfico dedicado a *Formación docente del profesorado universitario*, Vol. 11 (3) Octubre-Diciembre. pp 73-90. Recuperado el (fecha de consulta) en <http://www.red-u.net/>

Acerca de la autora y autor



Sarah Creten

KU Leuven - University of Leuven, Belgium

Directie Onderwijs en Leren - Teaching and Learning Department

Dienst Onderwijsontwikkeling en-ondersteuning - Academic development unit

Mail: sarah.creten@kuleuven.be

Sarah Creten is an educational scientist (Master). She is a staff member of the Academic Development Unit of KU Leuven since 2006 and she coordinates the 'Teaching at the University of Leuven' course since 2009. Sarah has been involved in designing and developing trainings and workshops for several target groups. Some topics she has been working on: course design, teaching large groups, teaching portfolio.



Steven Huyghe

KU Leuven - University of Leuven, Belgium

Directie Onderwijs en Leren - Teaching and Learning
Department

Dienst Onderwijsontwikkeling en-ondersteuning - Academic
development unit

Steven Huyghe is a pharmacist. He obtained his doctoral degree from the KU Leuven (Belgium), then worked for three years as an educational developer at the Faculty of Pharmaceutical Sciences, before he became a staff member of the Academic Development Unit of KU Leuven (since 2006). His research interests focus predominantly on curriculum development, academic writing and the research teaching nexus. He teaches on these topics in initiatives for newly appointed faculty members, teaching assistants and program coordinators.