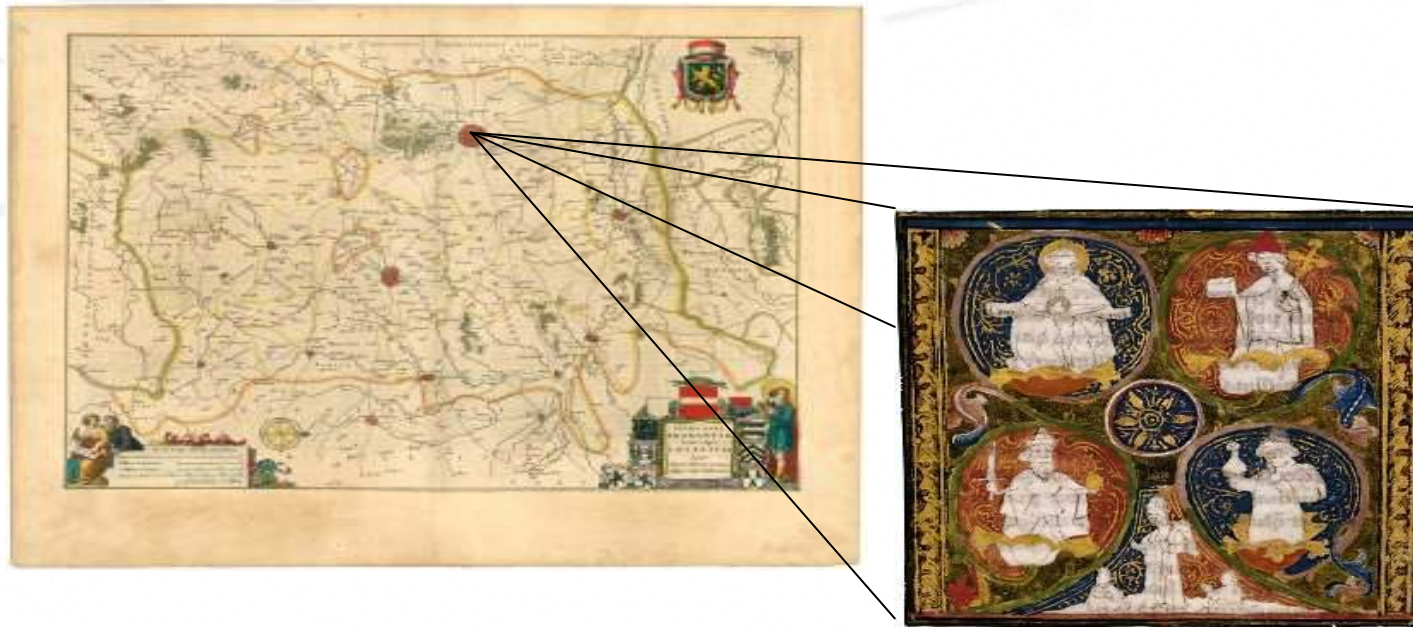




# Guided Independent Learning

TEMPUS - EQIBELT  
10 February 2006  
(thanks to DUO/ICTO)

## A little bit of context



Founded in 1425 in the heart of Europe

# Teaching & Research



The Hallen in Louvain



# Teaching & Research



# Teaching & Research



# Recent milestones



# And teaching ?



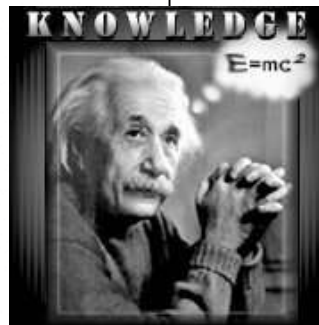
# The metaphore: Fonske



# Times do change rapidly



KATHOLIEKE UNIVERSITEIT  
**LEUVEN**



# Goals of university teaching

## Critical scientific attitude: students should

- assimilate discipline specific research findings and frameworks
- acquire insight in the coming about of these findings
- be able to acquire information independently
- be able to contribute themselves to the development of knowledge
- be able to use the knowledge acquired in solving new problems and in developing independent and articulated viewpoints

## Graduates should be able to take responsibility in society:

- able to develop an articulated viewpoint in societal matters

# Students' responsibility: the learning process

## Starting point:

- learning is an active, constructive, cumulative, goal-oriented, self-regulated, contextualised, social process

## Students should

- acquire an in-depth understanding of the instructional goals
- select and engage in appropriate learning activities
- call for additional help if the learning environment provides insufficient support

## Teachers' responsibility: support of students' learning process

- to define adequate goals in agreement with programme responsables
- to consistently construct an assessment approach for these goals
- to elaborate an environment that in line with GIL-principles, encourages self-regulation by providing sufficient and goal-directed support

The need for an overall educational concept

Need for a shared view on the meaning of excellence in higher education:

- External dynamics: quality assurance
- Internal dynamics:
  - faculty development and training
  - appointments of teachers and teaching staff

# The need for Guided Independent Learning (GIL) as an overall concept

Evaluation of alternatives:

- Selfinstruction, PBL, Competence oriented education ...

A deliberate choice for:

- explicitation of aims and objectives
- importance of communication in a research praxis
- decision making on a faculty level
- room for characterization of programmes
- confirmation of the autonomy and the critical role of the university

→ GIL as an answer to the need for external and internal justification

## GIL: Characteristics

Guided Independent Learning is a comprehensive concept:

- Defines goals for university teaching, roles and responsibilities of students and faculty members
- It is referred to in all decisions with educational consequences

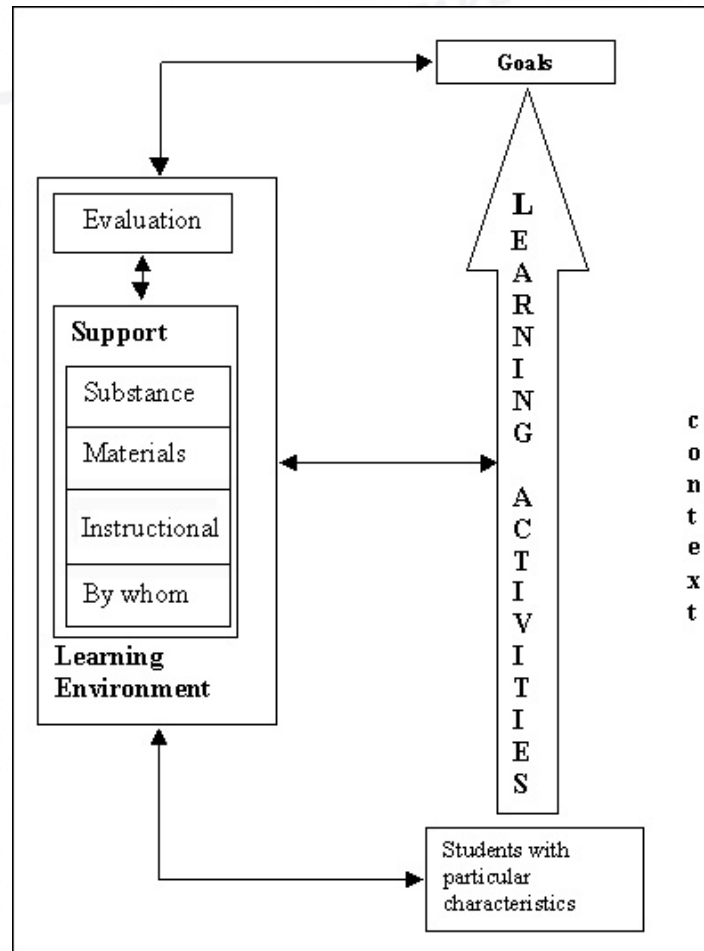
## GIL: Characteristics (cont.)

GIL does not reject particular instructional approaches - still there are guidelines:

- Education has to be functional
- Participation in research activities is highly valuable

GIL entails an affirmation of the semi-autonomous position of the university

# GIL: global scheme



## What changes does it imply for students?

- more lifelike, relevant, research oriented tasks
- distribution of learning activities over the academic year, perception of increased study pressure
- a change of forms of evaluation and criteria: assessment of development of academic skills and discipline related knowledge
- increase of independence: increase of uncertainty
- intensive support

## What changes does it imply for teachers?

- they are expected to rethink their goals and approach
- (re)develop the curriculum
- to support and to coach students

# What changes does it imply for the organisation?

- more professional attention is given to education
- ‘material’ implications
- GIL as leitmotiv for educational policy and support:
  - teaching assessment and quality assurance
  - professional development
  - curriculum development: implementation of bachelor-master structure
  - educational innovations

## More information

- DUO/ICTO General information:
  - [www.kuleuven.be/duo-icto](http://www.kuleuven.be/duo-icto) (in Dutch)
- Brochure on GIL:
  - <https://www.kuleuven.be/duo-icto/bz/brochuregil.pdf> (in English)