

## Teaching Methodology B: German (H002230)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 3.0**

**Study time 90 h**

### Course offerings and teaching methods in academic year 2024-2025

A (semester 2)	Dutch, German	Gent	independent work seminar peer teaching
B (Year)	Dutch, German	Gent	peer teaching seminar independent work

### Lecturers in academic year 2024-2025

Rondelez, Siska	LW07	staff member
Zwaenepoel, Tom	LW07	staff member
Biebuyck, Benjamin	LW07	lecturer-in-charge

### Offered in the following programmes in 2024-2025

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	B
Master of Science in Teaching in Languages(main subject Linguistics and Literature)	3	B
Exchange Programme Linguistics and Literature	3	B
Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)	3	A
Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)	3	A
Master of Science in Teaching in Languages (abridged programme)	3	A

### Teaching languages

German, Dutch

### Keywords

German as foreign language, receptive and productive skills, professional literature, forms of interaction, microteaching, differentiation, competence-based teaching methods, classroom management, diversity, multiperspectivism, research competencies, communication skills, forms of evaluation and assessment, remediation, cross-curricular projects

### Position of the course

This course unit contributes to the realisation of the basic teaching competencies and the study programme competencies of Ghent University's Master of Science in Teaching, as set out in the study programme sheet and the competency matrix, which can be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster)

### Contents

Since attendance in class is mandatory, this course cannot be included in the curriculum starting in semester week 3.

The content is linked to the student's course content-related education in the bachelor's and master's programme.

The course unit focuses on advanced aspects of the teaching practice and hence deepens insights from the previous courses. It consists of seven modules, which are presented either digitally or on campus, synchronously or asynchronously. In each of the modules there is room for conceptual background, practical aspects and reciprocal feedback, with critical and constructive assessment.

The seven modules are:

1. Interculturalism and diversity as teaching contents: how to develop a topical series or project, relating to literature, history, Landeskunde;
2. Collaborative and cross-curricular learning/teaching
3. How to deal with diversity in the German class: neurodiversity
4. Research skills: the teacher as a researcher, research-based learning
5. Microteaching: projects about Landeskunde, history, literature; social skills: interculturality and diversity
6. Microteaching: projects about research skills; social skills: collaborative learning, research-based learning; community service learning; practical research
7. On the verge of teaching practice: interacting with a director/school organisation; with young and experienced German teachers.

In the microteachings, the emphasis lies on differentiation, activating teaching methods, assessment and feedback, remedying, multiperspectivism (+ how to deal with dissonant information); communicative and reflective skills (in relation to pupils, students, learners; active listening; and to society, school, colleagues, parents). Wherever possible we go into the specific expectations of adult education.

Students are expected to take this course concurrently with the corresponding Internship B: German

### **Initial competences**

Students are expected to have sufficient discipline-specific knowledge before starting the course unit. The access requirements for the teaching methodologies are regulated. More information can be consulted via

[www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

### **Final competences**

- 1 Students can design lessons and (cross-curricular) projects, with attention to the curriculum, the prior knowledge of the learners and the objectives.
- 2 Students can implement complex contents relating to German in varied, activating and relevant teaching methods.
- 3 Students can use various evaluation and assessment forms relating to German (including the new assessment forms, such as portfolio, self-evaluation, peer evaluation, etc.)
- 4 Students can design differentiating and complex tasks and assessment tests within a class, adapted to the needs of the individual learner
- 5 Students can adopt and provide innovative elements, consult accessible results of educational research relevant to the own practice, and discuss and adjust their own functioning relating to the investigative attitude of teachers (educators).
- 6 Students can adopt an investigative attitude: they can be critical, understand, be knowledgeable, share and innovate.
- 7 Students can identify and clearly formulate a practical problem; translate a practical problem into a research question and sub-questions; draft a research problem; collect, store and process data; formulate, evaluate and report conclusions
- 8 Students can follow up on, summarize and critically discuss professional literature
- 9 Students can apply adapted methods and contents for target groups in adult education
- 10 Students can use, evaluate and adjust their communication skills in relation to society, school, learners, colleagues, school board and parents in concrete situations

### **Conditions for credit contract**

Access to this course unit via a credit contract is determined after successful competences assessment

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Independent work, Peer teaching

### **Extra information on the teaching methods**

Students attend interactive seminars for the theoretical part. For the practical part, the following teaching methods are used: seminars, task-based methods, role play.

Student-teachers in a LIO achieve the objectives and competencies via an alternative portfolio track.

This course assumes the responsible use of generative artificial intelligence (GenAI). During the lessons, what this means will be explained.

### **Study material**

#### Type: Handbook

Name: DaF Unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache  
Indicative price: € 22  
Optional: no  
Language : Other  
Author : Brinitzer, Michaela et al.  
ISBN : 978-3-12675-308-1  
Number of Pages : 200  
Oldest Usable Edition : 2nd  
Online Available : No  
Available in the Library : Yes  
Usability and Lifetime within the Course Unit : one-time  
Usability and Lifetime within the Study Programme : regularly  
Usability and Lifetime after the Study Programme : occasionally  
Additional information: This handbook is used in all courses on teaching methodology: German.

#### References

Goethe Institut, Deutsch lehren, <http://www.goethe.de/lhr/mat/deindex.htm>  
Textbook series: Alles im Griff, Alles klar, Spitze

#### Course content-related study coaching

Study coaching is conducted by the tutor and teaching assistant.

- Interactive support via Ufora.
- By appointment (online or on campus).
- By email.

Feedback can be given via email, during consultation hours or by appointment.

#### Assessment moments

end-of-term and continuous assessment

#### Examination methods in case of periodic assessment during the first examination period

Oral assessment, Written assessment with open-ended questions

#### Examination methods in case of periodic assessment during the second examination period

Oral assessment, Written assessment with open-ended questions

#### Examination methods in case of permanent assessment

Participation, Presentation

#### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

#### Extra information on the examination methods

Continuous assessment on the basis of assignments, cooperation and attitudes. Attendance is therefore mandatory. Those who cannot be present, do a replacement task.

Second exam opportunities are possible. However, students should take into account that some exercises or practical classes cannot be compensated by a replacement task.

Feedback can be obtained by appointment.

LIO-students are evaluated on the basis of the alternative assignment in their portfolio.

The use of any GenAI-tool during the written exam is explicitly forbidden and may lead to a disciplinary procedure.

#### Calculation of the examination mark

Microteaching, project presentation: 20 %

Written exam: 40%

Oral exam: 20%

LIO-students can consult the distribution of marks in the manual (part 3) available on Ufora.

Participants in this course unit are expected to have advanced German language competencies (speaking, writing, reading, listening, conversation); those who do not comply with this requirement, need to remedy this independently (and can count on the lecturers' advice); only those who can display a sufficient level during the evaluation moments, can pass this course unit.

Students who do not participate in one or more parts of the evaluation, cannot pass for the course unit as a whole. Should the final mark be at least 8 out of 20, it will be reduced to the highest non-deliberating score (7/20 at most).

Students must be enrolled in the Master of Science in Teaching no later than 15 October.

Because the exercises are mandatory, the student must be present from the first lesson. This applies to LIO-students as well.

#### **Facilities for Working Students**

Students with working student status can discuss the facilities in dialogue with the lecturer-in-charge.