

## Internship A: English (H002255)

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

**Credits 3.0**                      **Study time 81 h**

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

A (Year)	English	Gent	seminar work placement lecture
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### Lecturers in academic year 2024-2025

Cockelbergh, Peter	LW22	staff member
Laire, Delphine	LW22	staff member
Van Eeckhout, Hilde	GE51	staff member
Vanmarsnille, Lien	LW22	staff member
Verstryngne, Florine	GE51	staff member
De Wilde, Vanessa	LW22	lecturer-in-charge
Montero Perez, Maribel	LW06	co-lecturer

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

	crdts	offering
<a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a>	3	A
<a href="#">Master of Science in Teaching in Languages (abridged programme)</a>	3	A

### Teaching languages

English

### Keywords

educational settings, pre-service training, practice

### Position of the course

This course unit contributes to the realization of the basic competences for teachers and the educational competencies of the educational master program UGent, as included in the training description and concretized in the competence matrix, to be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster). The internship is in line with the subject matter and the related teaching competence. The learning content of the internship is in line with the professional development of the students in the master program. There is a gradual build up from observing to independently realizing and supervising educational activities, from (relatively) simple to more complex educational situations. Reflection on one's own actions is central to the internship concept.

- Over the entire internship, each student must complete at least 40 hours of work placement focused on independently designing and supervising learning processes for a group of learners: A minimum of 30h is done in a formal educational setting with a maximum of 8h of parallel classes allowed.
- At least 10h of internship is taken in the relevant subject area for each subject didactic course taken.
- At least 12h of the total internship is completed in the 2nd and/or 3rd grade of secondary education. Only in certain justified cases where no or limited

competencies are linked to the subject didactics in secondary education, will deviations from this principle be allowed.

- Students who acquire the required competence in multiple forms of education are expected to teach in 2 forms of education of the SO whereby a proportional distribution over the 2 is the goal.
- Depending on the specifics of the degree program, in addition to an internship in secondary education, there is also the possibility of an internship in an educational or professional bachelor program, DKO, adult, education, basic education, HBO5 and Se-n-Se.
- A maximum of 10 hours of the total internship, depending on the major, can be done in a broader educational setting (company training, youth work, museums, socio-cultural training work, educational internships abroad, etc.) linked to the student's own professional expertise.

When determining the specific internship positions, attention is paid to the diversity of the internship setting in order to acquire the necessary competencies to adequately respond to the challenges of metropolitan contexts, multilingualism, implementation of the Leersteundeceet.

Each Teaching Methodology can, in addition to the above minimum expectations, impose additional requirements on the interpretation/distribution of the internship hours. The content of the internship may also differ depending on the number of internship subjects that a student takes up in relation to a Teaching Methodology.

## Contents

This part of the internship is linked to the subject didactics and the teaching competence linked to it and comprises 1/4 of the obligatory 12 credits in the programme line internship.

**Specifically, Internship A consists of 4h of observation, 10h of independently designing and supervising of learning processes for a group of learners and participation in 2 so-called meso activities.**

Students who take up an interim assignment during the academic year can get an internship reduction if the following conditions are met:

- it concerns a teaching assignment in the 2nd - 3rd grade of secondary education;
- reduction is only granted on the basis of teaching hours in a subject for which the candidate has acquired the required skills within the framework of the teaching methods followed and the internship linked to it;
- a (preferably professional) colleague within the school acts as mentor who attends and evaluates at least 2 lessons (at the start and at the end of the assignment).
- Internship reduction is granted in proportion to the size, duration and content of the teaching assignment according to a fixed schedule in the internship manual. Within this internship part, attention is also paid to voice hygiene, and first aid and language policy (mandatory seminars).

Students who take up this internship within the framework of an Educational Master's programme in languages following a bachelor's programme, plan the internship in three phases:

1. In the period between the beginning of the academic year and the Christmas break, you plan 2 observation lessons and 2 active lessons.
2. In the period provided for this purpose (after the shortened examination period and before the beginning of the second semester), you complete your shadow internship; this internship includes 4 class hours of observation in your own subject, 6 class hours of observation in other subjects, 6 participation lessons, and 5 active lessons. Ideally, you also complete the two meso-activities and the reflection assignments during this period.
3. During the period between the Easter break and the end of the academic year, you plan the remaining 3 active lessons.

In case of unforeseen circumstances, an alternative scenario is agreed upon with the didactic team.

Students who take this internship in the framework of a shortened Educational Master programme in languages, plan the internship in consultation with the didactic team.

Please note: students can only start this internship after they have completed their orientation internship for this language (either in the third bachelor or earlier in the

academic year).

### **Initial competences**

You can download the list of prerequisites on [oasis.ugent.be?cursuscode=H002255&taal=en](https://oasis.ugent.be/cursuscode=H002255&taal=en).

This course unit can only be included in the curriculum if prior credit has been obtained for the corresponding subject didactics or this subject didactics is taken concurrently.

### **Final competences**

- 1 Independently designing a teaching-learning environment
- 2 Realizing real educational contexts in accordance with the vision, knowledge and skills developed in the other course units of the educational master's programme
- 3 Adapting learning objectives, teaching methods and assessment methods to the initial situation of the target audience
- 4 Being able to reflect critically on one's own actions and learning process during and after the internship, either individually or in a group
- 5 Being able to report in a structured way on the work done and the underlying decision process
- 6 Communicating adequately and clearly with pupils/students, colleagues and parents and being able to adopt a professional and deontological attitude
- 7 Correct and adequate use of the Dutch language
- 8 The student is aware of possible voice problems so that these can be prevented or identified in time. The student has insight into the possibilities to improve the use of the voice
- 9 The student can deal appropriately with students with health problems
- 10 The student can carry out urgent care tasks, first aid and call for help if necessary
- 11 The student is aware that health and safety are important values
- 12 Being able to deal with feedback in a constructive way
- 13 Demonstrating appropriate attitudes
- 14 Knowing the range of tasks of a teacher within an educational context

### **Conditions for credit contract**

This course unit cannot be taken via a credit contract

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Lecture, Work placement

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

There are intervision moments where students exchange internship experiences. Presence is mandatory.

Within the framework of the cross-curricular seminars, students are obliged to participate in the learning path 'voice and speech', the practical session 'voice and speech', the lecture EHBO (alternatively offered via e-learning), the practical session EHBO.

Language policy: In Ufora, students complete an online learning path consisting of knowledge clips and exercises on language policy, multilingualism, and language-development teaching. For the student teachers in an LIO job (= inservice internship) the objectives and competences are realised via an alternative portfolio path. The assignments are elaborated in a manual. A number of contact moments, a number of obligatory lessons and/or seminars and moments of guidance are provided. In addition, LIO students and students with an internship reduction at LIO level are obliged to participate in 3 cross-curricular intervisions.

A candidate with a LIO job of less than 200 hours (this corresponds to a teaching assignment of less than 5 hours per week) is not admitted to the portfolio route, but may be eligible for a limited internship reduction on an individual basis.

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

### **Study material**

Type: Internship

Name: Internship documents available on Ufora / STAR

Indicative price: Free or paid by faculty

Optional: no

Additional information: Printing costs possible

## References

### Course content-related study coaching

The supervision of the internship at school is done by the mentor and subject teacher (= the subject mentor) where the student teaches. The guidance relates to the preparation and realization of the lesson. This is the work supervision. The mentor and the subject mentor evaluate the internship according to predetermined criteria laid down in a lesson evaluation document. The guidance and evaluation of the student by the mentor is laid down in an agreement, in which the rights and obligations of the student towards the internship school are formulated. The guidance by the mentor also concerns the ingrowth into the school and the realization of the meso-activities. The internship supervisor (associated with the training, in this case the practice assistant and/or educational supervisor) is responsible for the contacts with the schools, the individual supervision, feedback and guidance (if possible during a visit to the internship school), the coordination, monitoring and guidance of the internship project.

### Assessment moments

continuous assessment

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

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

### Examination methods in case of permanent assessment

Professional practice, Participation, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

### Extra information on the examination methods

The students create a portfolio containing observations, lesson preparations, learning materials, tests, etc.; evaluations by the mentor, the professional mentor and the internship supervisor; their own reflection reports; the interim learning objectives formulated by the student; a synthesis report with an assessment of their own learning progress. Within the program a concluding discussion takes place with the responsible teacher and/or internship supervisor.

Prior to the practical first aid exercises, a computer test is taken via UFORA/CURIOS to test the knowledge that was provided during the lectures. The test is mandatory in order to participate in the practical session. After completing the learning path 'voice and speech' and the self-evaluation, the students can download a certificate of participation. The students bring this along as an admission ticket to the practical session 'voice and speech'.

For student teachers in an LLO job, ongoing evaluation is provided through the alternative assignment they work out the portfolio track.

### Calculation of the examination mark

The student is assessed on the totality of the evaluations at the various internships, including the basic competences for teachers and the components language and attitudes. This gives a total score of 100 points.

-75% of the marks relate to the actual teaching in the process the student goes through as a teacher. The final score for the lesson realization component explicitly remains a score that reflects the achieved end point and result of a process.

-25% of the points relates to the quality of the internship portfolio and the participation in the intervision sessions.

Within both components, each subject pedagogy can put forward sub-competencies specific to its own field that are essential to succeed. The responsible lecturer remains ultimately responsible for determining the final mark, whereby the final score is not an arithmetic mean of the partial scores if the sum of the

components does not sufficiently reflect the achieved end point in the internship process.

Absence from a compulsory cross-curricular seminar is sanctioned by a reduction of the total score by 5 points. The responsible lecturer receives a certificate of the attended lectures and practical exercises and calculates this in the total score.

Internship lessons for which the time and location are not communicated to the subject didactics in time do not apply. LIO students also register for the first lesson.

The student who withdraws from (part of) the periodical and/or non-periodical evaluations will receive a final grade that cannot be deliberated

Students must be registered for the role for the educational master's program by 15 October at the latest. Since attendance in the exercises is mandatory, the student must be present from the first lesson of the corresponding course didactics.

### **Facilities for Working Students**

Working students contact the teaching team to discuss the specific situation.