

Internship A: Greek (H002256)

Course size	<i>(nominal values; actual values may depend on programme)</i>			
Credits 3.0	Study time 81 h	Contact hrs	15.0 h	

Course offerings and teaching methods in academic year 2023-2024

A (year)	Dutch	Gent	lecture
			work placement
			seminar

Lecturers in academic year 2023-2024

Vanacker, Katrien	LW07	staff member
Van Eeckhout, Hilde	GE51	staff member
Verstrynghe, Florine	GE51	staff member
De Herdt, Katja	LW07	lecturer-in-charge
Montero Perez, Maribel	LW06	co-lecturer

Offered in the following programmes in 2023-2024

	crdts	offering
Master of Science in Teaching in Languages (main subject Linguistics and Literature)	3	A
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

Dutch

Keywords

educational settings, pre-service training

Position of the course

This course contributes to the realisation of the basic competences for teachers and the educational competences of the educational master programme at UGent, as included in the training description and concretised in the competence matrix, to be consulted on www.ugent.be/educatievemaster.

The internship is in line with the subject didactics and the teaching competence linked to it. The learning content of the internship is in line with the professional training of the students in the Master's programme. There is a gradual build-up from observation to the independent realisation and supervision of 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 experience aimed at 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.
- At least 10 hours of internship per subject studied are taken up in the relevant subject area
- At least 12 hours 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 skills are linked to the subject didactics in secondary education can this be departed from.

- Students who acquire the required competence in more than one teaching format are expected to teach in 2 teaching formats of the RSE whereby a proportional distribution over the 2 is aimed for.
- Depending on the specifics of the specialisation, there is the possibility of an internship not only in secondary education, but also in an educational or professional Bachelor's programme, DKO, adult education, basic education, HBO5 and Se-n-Se.
- A maximum of 10 hours of the total work placement, depending on the specialisation, can be done in a broader educational setting (company training courses, youth work, museums, socio-cultural training work, educational work placement abroad, etc) linked to the student's own professional expertise.

When determining the specific internships, attention is paid to the diversity of the internship setting in order to acquire the necessary competences to adequately respond to the challenges of metropolitan contexts, multilingualism and the implementation of the M-decree.

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 internship component is linked to the subject didactics and the related teaching competence and comprises 1/4 of the obligatory 12 credits in the program line internship.

Specifically, internship A consists of 6h of observation, 15h of independent design and supervision of learning processes for a group of learners, and participation in 3 meso activities.

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

- it concerns a teaching assignment in 2nd and 3rd grade secondary education (exemptions for Latin and Greek and physical education, adult education or a professional bachelor program)
- 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 work placement linked to it
- within the school, a (preferably professional) colleague acts as a 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 lesson assignment according to a set schedule in the internship manual.

Within this part of the internship attention is also paid to language policy, vocal hygiene and first aid (mandatory seminars to be followed).

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 holidays, you plan two observation lessons and two active lessons;
2. In the period provided for that you complete your 'shadow internship'; in this internship you follow your supervisor for two consecutive weeks at least 16 hours per week and with the other tasks the supervisor performs; during the shadow internship you plan your two remaining observation lessons, five active lessons and two meso-activities; you also complete your reflection assignments;
3. in the period between the Easter break and the end of the academic year you plan your remaining three active lessons.

In case of unforeseen circumstances, an alternative scenario is agreed upon with the didactics 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 <https://oasis.ugent.be/oasis-web/curriculum/voorkennisvancursus?cursuscode=H002256&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
- 3 Adapt learning objectives, teaching methods and evaluation methods to the initial situation of the target audience.
- 4 Being able to reflect critically on his/her own actions and learning process during and after the internship, either individually or in group.
- 5 Being able to report in a structured way on the work done and the underlying decision process.
- 6 Communicate adequately and clearly with pupils/students, colleagues and parents and be able to professional and deontological attitude.
- 7 Use the Dutch language correctly and appropriately.
- 8 The student is aware of possible voice problems so that these can be prevented or diagnosed in time. The student has insight into the possibilities to improve the use of voice.
- 9 The student can deal appropriately with students with health problems.
- 10 The student can perform urgent caregiving, first aid tasks, and if necessary, the student can call for help.
- 11 The student is aware that health and safety are important values. Contents Initial competences Final competences
- 12 Being able to deal with feedback in a constructive manner.
- 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

Lecture, integration seminar, work placement, seminar: coached exercises

Extra information on the teaching methods

The return sessions are realised through integration seminars. These are intervision moments during which students exchange internship experiences.

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.

Learning materials and price

There are supporting documents for the different internship activities. These documents are available on the Ufora electronic learning environment.

For the cross-curricular seminars: compulsory enrolment in the UFORA cross-curricular seminar First Aid, Voice and Language Policy (HX00013)

Handbook: Red Cross Flanders: Eerste hulp voor leerkrachten (ISBN 9789068910629) 132p. Can be purchased from the Ghent department. Cost is approximately 8 euros.

References

Course content-related study coaching

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 the realisation 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 mentor's guidance and evaluation of the student is laid down in an agreement in which the

rights and obligations of the student towards the internship school are formulated. The mentor's guidance also concerns the familiarisation with the school and the realisation 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, follow-up and guidance of the internship trajectory.

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Portfolio, participation, job performance assessment

Possibilities of retake in case of permanent evaluation

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 subject 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. A concluding discussion on this takes place within the programme 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 of the student. The test is mandatory for participation 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'.

Language policy: after completing the learning path and all the exercises, students can obtain their certificate via Ufora.

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

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 intervention 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.