

## Internship C: History (H002274)

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

**Credits 4.0**

**Study time 108 h**

### Course offerings and teaching methods in academic year 2023-2024

A (Year)

Dutch

Gent

work placement

### Lecturers in academic year 2023-2024

De Landtsheer, Koen

LW03

staff member

De Langhe, Sofie

LW03

staff member

Ducheyne, Frederika

LW03

staff member

Ranson, Jens

LW03

staff member

Aerts, Koen

LW03

lecturer-in-charge

### Offered in the following programmes in 2023-2024

**crdts**

**offering**

Master of Science in Teaching in Languages(main subject African Languages and Cultures)

4

A

Master of Science in Teaching in Arts and Humanities (main subject Archaeology)

4

A

Master of Science in Teaching in Arts and Humanities (main subject Art History, Musicology and Theatre Studies)

4

A

Master of Science in Teaching in Languages(main subject East European Languages and Cultures)

4

A

Master of Science in Teaching in Arts and Humanities (main subject History)

4

A

Master of Science in Teaching in Languages(main subject Oriental Languages and Cultures)

4

A

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Archaeology)

4

A

Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)

4

A

### Teaching languages

Dutch

### Keywords

didactics, pre-service training

### Position of the course

This course unit contributes to the realization of the basic competencies for teachers and the educational competencies of the educational master program UGent, as included in the program description and concretized in the competence matrix, to be consulted on <https://www.ugent.be/pp/nl/opleidingen/educatieve-master>.

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 subject matter of the training of the students in the master program. There is a gradual build up from observation to the independent realization 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 45 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, this may be deviated from.
- Students who acquire the required skills in multiple forms of education are expected to take the following courses  
are expected to teach in 2 education forms of the RSE whereby a proportional distribution over the 2 is aimed for.
- 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 15 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 didactic subject may, 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 discipline.

## Contents

This internship component is in line with the subject didactics and the related teaching competence and comprises 1/3 of the obligatory 12 credits in the program line internship.

**Specifically, Internship C consists of 6h observation, 15h 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-3rd grade SO (uitz teachers of Latin and Greek and LO, 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 related internship
- 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 teaching assignment according to a set schedule in the internship manual.

## Initial competences

You can download the list of prerequisites on [oasis.ugent.be?cursuscode=H002274&taal=en](https://oasis.ugent.be?cursuscode=H002274&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 design 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 program
- 3 Match learning objectives, work formats, and evaluation methods to the initial situation of the target audience.
- 4 Be able to critically reflect on own actions and learning process during and after the internship, either individually or in group
- 5 Be able to report in a structured manner on the work performed and the underlying decision making process.
- 6 Communicate appropriately and clearly with pupils/students, colleagues and parents and be able to maintain a professional and deontological attitude
- 7 Use the Dutch language correctly and appropriately
- 8 Administer urgent assistance if needed
- 9 Be able to deal with feedback in a constructive manner
- 10 Demonstrate appropriate attitudes
- 11 Frame the duties 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**

Work placement

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

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

For the student-teachers in an LIO job (= inservice internship), the objectives and competences are realized through an alternative portfolio process.

The assignments are elaborated in a manual. A number of contact moments are provided, as well as a number of compulsory classes and/or seminars and moments of guidance. In addition, LIO students and students with 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 internship documents for the various internship activities. These documents are available on the electronic learning environment Ufora.

### **References**

### **Course content-related study coaching**

The supervision of the internship at school is done by the mentor and subject teacher (= devakmentor) where the student teaches. The guidance relates to the preparation and realization of the lesson. This is the work supervision. The mentor and the

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 work placement school are formulated. The mentor's guidance also concerns the assimilation 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. This is the learning support.

### **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 about this with the responsible teacher and/or internship supervisor.

For the student-teachers in an LIO job, continuous evaluation is provided via the alternative assignment that they work out the portfolio trajectory.

### **Calculation of the examination mark**

The student is assessed on the totality of the evaluations at the various internship sites, encompassing the basic teacher competencies and the language and attitudes components.

This gives a total score at 100 points.

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

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

Within both components, each subject doctrine can put forward sub-competencies specific to its own field that are essential to succeed.

The responsible teacher retains the final responsibility for determining the final grade whereby the final score is not an arithmetic average of the partial scores if the sum of the components does not adequately reflect the end point reached in the internship process.

Internship classes for which time and location are not communicated in a timely manner to the subject instructor do not apply. LIO students also sign in for the first class.

Students who withdraw from (part of) the period-specific and/or non-period-specific evaluations will receive a final grade that is not debatable.

Students must be registered on the roll for the educational master's program no later than October 15. Given that attendance in the exercises is mandatory, the student must be present from the first lesson of the corresponding subject didactics.

### **Facilities for Working Students**

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