

## Internship A: Cultural Sciences (H002294)

**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 2024-2025

A (Year)

Dutch

Gent

seminar

lecture

work placement

### Lecturers in academic year 2024-2025

De Langhe, Sofie	LW03	staff member
Denaeghel, Inge	LW03	staff member
Ducheyne, Frederika	LW03	staff member
Matthynssens, Bas	LW01	staff member
Rombaut, Eef	LW03	staff member
Roose, Hanne	LW03	staff member
Van Gerven, Julie	LW01	staff member
Vermeire, Tuur	LW03	staff member
Aerts, Koen	LW03	lecturer-in-charge
Montero Perez, Maribel	LW06	co-lecturer

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

	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 Arts and Humanities (main subject Moral Sciences)	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 (main subject Philosophy)	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject African 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 Art History, Musicology and Theatre Studies)	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject East European Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject History)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Moral Sciences)	4	A
Master of Science in Teaching in Languages (abridged programme)(main subject Oriental Languages and Cultures)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)(main subject Philosophy)	4	A
Master of Science in Teaching in Arts and Humanities (abridged programme)	4	A

## Teaching languages

Dutch

## Keywords

didactics, pre-service training

## 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 Consultation 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.

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 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.

- 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 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 strived 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, HBOS 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 Leersteundecree.

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 linked to the subject didactics and the related teaching competence and comprises 1/3 of the obligatory 12 credits in the program line internship.

**Specifically, Internship A 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 (see internship manual).

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

## Initial competences

You can download the list of prerequisites on [oasis.ugent.be?](http://oasis.ugent.be?)

(Approved)

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 The student is aware of potential voice problems so that they can be prevented or identified in a timely manner. The student has an understanding of the options available to interrogate voice skills
- 9 The student can deal appropriately with students with health problems
- 10 The student will be able to perform urgent caregiving, first aid tasks and call for assistance when necessary
- 11 The student is aware that health and safety are important values
- 12 Be able to handle feedback in a constructive manner.
- 13 Demonstrate appropriate attitudes.
- 14 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

Seminar, Lecture, Work placement

### Extra information on the teaching methods

There are intervision moments where students exchange internship experiences.

Presence is mandatory.

Students participate in the cross-curricular seminars compulsorily 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 student teachers in an LLO job (= inservice internship), zie the internship manual.

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: There are supporting internship documents for the various internship activities, available on UFORA.

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. 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 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'.

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

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 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.

Absence from a mandatory cross-curricular seminar is sanctioned by a reduction of the total score by 5 points.

The teacher in charge receives a certificate of the attended lectures and practical exercises and deducts this in the total score."

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.