

## Internship Spanish (H002626)

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

**Credits 9.0**

**Study time 270 h**

**Course offerings in academic year 2026-2027**

J (Year)

Spanish

Gent

**Lecturers in academic year 2026-2027**

Almazán de Blas, Elvira

LW07

staff member

Crespo Gutiérrez, Manuela

LW07

staff member

Goethals, Patrick

LW22

lecturer-in-charge

**Offered in the following programmes in 2026-2027**

|  | <b>crdts</b> | <b>offering</b> |
|--|--------------|-----------------|
| <a href="#">Master of Science in Teaching in Languages(main subject Applied Language Studies)</a>                        | 9            | J               |
| <a href="#">Master of Science in Teaching in Languages(main subject Linguistics and Literature)</a>                      | 9            | J               |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Applied Language Studies)</a>   | 9            | J               |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)(main subject Linguistics and Literature)</a> | 9            | J               |
| <a href="#">Master of Science in Teaching in Languages (abridged programme)</a>  | 9            | J               |

### Teaching languages

Spanish

### Keywords

Educational setting, pre-service training

### Position of the course

This course unit contributes to the realisation of the basic competences for teachers and the educational competences of the UGent educational master's programme, as included in the programme description.

The internship links up with the subject didactics and the related teaching qualification.

The learning content of the internship is in line with the subject-related education of the students in the master's programme.

There is a gradual build-up from observing to independently realising and supervising teaching activities, from (relatively) simple to more complex teaching situations. Reflection on one's own actions is central to the internship concept.

When defining concrete internship placements, attention is paid to the diversity of the internship setting in terms of acquiring the necessary competences to respond adequately as a teacher to the challenges within metropolitan contexts, multilingualism, implementation of the Learning Support Decree.

The specific internship modalities are determined by the Educational Master's programme committee and the Psychology Pedagogical Sciences Faculty Council (PP). They are published via the 'Internship Manual' document.

Each discipline may impose its own expectations and requirements for the interpretation/distribution of the internship hours. Moreover, the content of the internship may also differ depending on the number of internship subjects a student takes in line with a subject didactics. This specific info is published via the addendum to the internship manual that each subject didactics can add.

### Contents

The content of the internship is in line with the subject didactics and the related teaching qualification.

Specifically, this internship consists of 9 hours of observation, 24 hours of independent design and supervision of learning processes for a group of learners and participation in 3 meso-activities. The conditions to be met for completing the internship hours are described in the internship manual. Within the internship, attention is also paid to voice and speech, first aid and language policy through mandatory seminars.

Trainee teachers (LIO)

For students who take up a teaching assignment in the course of the academic year in a teaching level for which the educational master's programme trains, the possible valorisation within the internship is examined. This valorisation is allocated in proportion to the size, duration and content of the teaching assignment. See internship manual and LIO manual.

Both the internship manual and the LIO manual are an integral part of this study file.

### Initial competences

You can download the list of prerequisites on [oasis.ugent.be?cursuscode=H002626&taal=en](https://oasis.ugent.be/?cursuscode=H002626&taal=en).

This course unit can only be taken up in the curriculum if a credit has been obtained beforehand for the corresponding subject didactics or if this subject didactics is taken simultaneously.

### Final competences

- 1 Independently designing a teaching-learning environment.
- 2 Realising 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 Use the Dutch language correctly and adequately.
- 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 Administer first aid when necessary.
- 11 The student is aware that health and safety are important values.
- 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

Seminar, Lecture, Work placement

### Extra information on the teaching methods

There are compulsory intervision sessions at which students exchange internship experiences. All students including LIO students participate in (cross-curricular) working lectures and exercises. For voice & speech and first aid, students follow an online learning path and a practical session each time. For language policy, all students complete an online learning path.

Trainee teachers (LIO)

For LIOs, objectives and competences are achieved through an alternative portfolio. LIOs also participate in (cross-curricular) intervision sessions and the cross-curricular seminars on voice & speech, first aid and language policy.

This course unit assumes responsible use of generative artificial intelligence (GAI).

The internship manual explains what is meant by this.

### **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**

Supervision of the work placement at school is done by the mentor (administrative follow-up of work placements) and the subject mentor (subject teacher from whom the lesson is taken over). The supervision concerns the preparation and 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 guidance and internship final evaluation document.

The supervision and evaluation of the student by the mentor is laid down in an agreement, which formulates the student's rights and obligations towards the placement school. The mentor's guidance also covers the integration into the school and the realisation of meso activities.

The internship supervisor (affiliated with the study programme, in this case the practice assistant and/or educational supervisor and/or educational didactician) is responsible for individual supervision, feedback and guidance (if possible during a visit to the internship school or contact with the (subject) mentor), follow-up and guidance in the internship process. This is the learning supervision.

#### **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, Skills test, 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 including the observations; lesson preparations, learning materials, tests, etc.; evaluations by the mentor, the subject mentor and the internship supervisor; the student's own reflection reports; the interim learning objectives formulated by the student; a synthesis report with an assessment of the student's own learning progress.

Permanent evaluation is provided for student-teachers in an LIO job via an alternative portfolio.

Prior to the practical First Aid exercises, an online test is administered that tests the knowledge taught in the learning paths. It is compulsory to take the test in order to participate in the practical session.

After completing the learning path 'voice & speech' and the self-assessment, students can download a certificate of participation that serves as an entrance ticket to the practical session 'voice & speech'.

Language policy: After completing the learning path and completing all exercises, students can obtain their attestation through Ufora.

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

The student is assessed on the totality of the assessments at the different placement sites, encompassing the basic teacher competences and the language and attitudes components. This gives a total score of 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 achievement component remains explicitly a score that reflects the achieved end point and outcome of a process. - 25% of the

points relate to the quality of the internship portfolio and participation in intervision sessions. Within both components, each subject didactics can put forward subcompetencies specific to its own subject area that are essential to success. The responsible teacher retains final responsibility for determining the final grade, with the final score not being an arithmetic average of the sub-scores if the sum of the components does not sufficiently reflect the final point reached in the placement process.

Absence from a compulsory cross-curricular seminar will be sanctioned by a reduction of the total score out of 100 by 5 points. The lecturer responsible will receive a certificate of the lectures and practical exercises attended and deduct this from the total score.

Internship classes for which time and location are not communicated to the subject teacher in time do not apply.

The student who withdraws from (part of) the non-periodic evaluations will receive a non-delegable final mark.

### **Facilities for Working Students**

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