

## Research Internship (Interior) (H002044)

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

Credits	20.0	Study time	600 h	Contact hrs	40.0 h
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Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	microteaching	5.0 h
		lecture	10.0 h
		seminar	20.0 h
		PDE tutorial	5.0 h
B (year)		seminar	20.0 h
		PDE tutorial	5.0 h
		lecture	10.0 h
		microteaching	5.0 h

Lecturers in academic year 2018-2019

Valcke, Martin	PP06	lecturer-in-charge
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Offered in the following programmes in 2018-2019

	crdts	offering
<a href="#">Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)</a>	20	A
<a href="#">Master of Science in Educational Sciences (main subject Special Education, Disability Studies and Behavioral Disorders)</a>	20	B

Teaching languages

Dutch

Keywords

Practice-related research, practice, educational settings, internship, research, teacher education, evidence-based working.

Position of the course

This course contributes to the following competences in the Master Educational Sciences:

- M.1.2. Applying advanced educational, pedagogical and orthopedagogical knowledge to analyse pedagogical, educational and special education processes.
- M.1.4. Reflecting in a critical way on educational, pedagogical and orthopedagogical practical question in relation to policies, practices and research.
- M.2.5. Being able to select, use and critically evaluate quantitative and qualitative research methodologies.
- M.2.7. Being able to set up, carry out and evaluate research in an independent and adequate way to tackle educational, pedagogical and orthopedagogical problems.
- M.3.1. Adopting a critical, deontological sound and ethical professional attitude that reflects independent and scientific integrity.
- M.3.2. Being able to reflect in an independent and systematic way about one's own thinking and behavior. Turning these reflections into adequate actions.
- M.4.1. Justifying one's own educational, pedagogical and orthopedagogical practices to a profession and non-expert audience.
- M.4.3. Reporting about one's own scientific research.
- M.4.4. Considering the nature of the setting, being able to communicate, collaborate and act in an advisory, inspiring and authoritarian way.
- M.5.5. Pursuing sustainability in educational, pedagogical and orthopedagogical contexts.
- M.5.6. Being able to set up in an independent way educational, pedagogical and orthopedagogical initiatives.

- M.6.1. Being able to function in a diverse multidisciplinary and specialised professional situation.
- M.6.3. Being able to develop, implement and evaluate educational, pedagogical and orthopedagogical interventions and approaches.

## Contents

In this course, we focus on the following activities:

**Internship in an educational in a national or international organisation** (abroad or within the country), at either micro-, meso- or macro level, during 60 working days. In an internship within the country this implies 60 actual working days in the organisation. Internships in a foreign country consist of max. 10 days of desk research in Belgium and 50 days in the organisational setting abroad. Both national or international internships consist of:

- A local participation component (20-50% of the internship): participation in activities that are part of the daily work in the organisation.
- A research component (50-80% of the internship): a independent research activity that helps tackling a local research problem, research question of the internship organisation. Student set up a research and or research design cycle to deal with the latter.

**Teaching internship** (optional): Students who yet did not acquire a teaching qualification get the possibility to set up a teaching internship as part of their research internship. In this case, the research internship is reduced to 30 days. A successful completion of this teaching internship leads to a waiver for the "Internship Educational Sciences A" in the Teacher Education programme (see H001940). The teaching internship consists of three parts:

- Observation of 12 lesson hours;
- Developing and delivering 30 lesson hours of educational activities;
- Participation in 4 meso-level activities.

The coaching and evaluation of the teaching internship is not a responsibility of staff linked to the Research Internship. See H001940 to get more info about the nature and structure of the guidance and evaluation.

## Initial competences

This course builds on the following courses:

- Instructional Sciences;
- Instructional Sciences; Practices, theory and policy;
- Educational innovation;
- Instructional Design;
- Instructional Strategies;
- Ethics and Deontology of educational acting;
- Integration Seminar;
- Statistics en II;
- Research Methods I en II;
- Qualitative research methods and interpretation

## Final competences

- 1 Exploring independently the broader educational working field in order to - building on personal interests and career perspectives - develop a personal internship position.
- 2 Adopting a professional and deontological attitude.
- 3 Communicating in a respectful way while considering social and intercultural differences.
- 4 Dealing in a constructive way with feedback.
- 5 Being a team player that is integrated as a participant in the day-to-day activities of an internship position.
- 6 Answering an educational problem/question in a professional-academic way in the internship context?
- 7 Reporting in a structured way about decision processes and the work carried out.
- 8 Reflecting in a critical way on one's personal actions and learning process in the internship context; as an individual and from the perspective of the team.

## 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, microteaching, PDE tutorial, seminar

## Extra information on the teaching methods

- Lecture: presence during the info-session and the start-up lecture is highly recommended to understand to the full the nature of the internship organisation.

- Working college: compulsory presence during at least 1 session as part of developing the internship plan and in view of the continuous evaluation.
- PGO-tutorial: compulsory presence during the group intervision session as part of the continuous evaluation.
- Microteaching: compulsory presence during the microteaching session as part of the continuous evaluation.

#### Learning materials and price

Internship document that are linked to this course are made available via Minerva and consist of: an internship description file, the internship plan, the task for the intervision activity, the presentations given during the info-session and the start-up session, and the evaluation criteria.

prepared docs in Minerva, we recommend consulting at a regular interval the document folder of Minerva to check whether additional info has been made available.

#### References

Internship folder in relation to the Research Internship in the Master educational Sciences.

#### Course content-related study coaching

- Support via info-sessions and via Minerva (documents, forum, etc.), by internship coordinators and internship support staff
- Regular meetings with the internship coach; on appointment or during the stated office hours and this in view of the internship plan and general questions.
- Group intervision sessions with internship coach and peers;
- Feedback session after the final evaluation by the internship coach;
- Formal (cf. in-between and at the end) and informal guidance and feedback by the internship mentor in your internship organisation.

#### 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

##### 1) Participatie

- Vorm: Participatie wordt geëvalueerd via (1) de inzet bij de voorbereiding van de stage en (2) de inbreng tijdens het groepsintervisiemoment. Het eerste gebeurt op basis van individuele feedbackgesprekken, elektronische communicatie, en opeenvolgende versies van het stageplan. Voor het tweede wordt rekening gehouden met de uitgewerkte voorbereiding en de eigenlijke deelname.
- Frequentie: minstens één afspraak in functie van bespreken stageplan en een éénmalige groepsintervisie.
- Omschrijving van tweede examenkans: n.v.t.
- Feedback: formatief tijdens spreekuur, summatief n.a.v. eindevaluatie op basis van schriftelijke en mondelinge feedback door stagebegeleider.

##### 2) Portfolio

- Vorm: Het portfolio bestaat uit (1) een voortgangsrapport, waarin er gerapporteerd en gereflecteerd wordt over stage-activiteiten; (2) een stage-product, dat werd uitgewerkt als antwoord op de educatieve 'vraag' van de stageplaats, in de vorm van een onderzoeksverslag of educatief ontwerp; en (3) een reflectieverslag, met een eindreflectie op het eigen handelen, de stageplaats, en doorlopen leerproces.
- Frequentie: Wekelijkse rapportage via voortgangsrapport op Forum (Minerva) en indienen eindproduct en reflectieverslag.
- Omschrijving tweede examenkans: uitwerken van een nieuw portfolio, met een herwerkt stage-product, een logboek van deze herwerking, en een reflectieverslag dat hier kritisch op terugblijkt.
- Feedback: formatieve feedback op product en voortgangsrapport tijdens intervisiemoment, summatief n.a.v. eindevaluatie op basis van schriftelijke en mondelinge feedback door stagebegeleider.

##### 3) Gedragsevaluatie op de werkvloer

- Vorm: formatieve tussentijdse evaluatie en summatieve eindevaluatie door mentor op basis van evaluatiedocument met vastgelegde criteria.

- Frequentie: in het midden van de stage (formatieve evaluatie) en het einde van de stage (summatieve evaluatie).
- Omschrijving tweede examenkans: n.v.t.
- Feedback: formatief en summatief a.d.h.v. schriftelijke en mondelinge feedback door stagementor.

#### Calculation of the examination mark

De stagebegeleider maakt een holistische eindevaluatie op basis van verschillende bronnen: stageplan (/10); intervisie (/10); portfolio (/55), bestaand uit voortgangsrapport (/20), product (/25) en reflectieverslag (/10); eindevaluatie mentor (/25).

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).