

## Practice-Based Exercises (H001969)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)  
Credits 9.0 Study time 270 h Contact hrs 35.0 h

### Course offerings and teaching methods in academic year 2020-2021

A (year)	Dutch	Gent	teaching method	hours
			integration seminar	10.0 h
			seminar: coached	10.0 h
			exercises	
			work placement	15.0 h

### Lecturers in academic year 2020-2021

Lauwers, Hilde	LW07	staff member
Rondelez, Siska	LW07	staff member
Zwaenepoel, Tom	LW07	staff member
Biebuyck, Benjamin	LW07	lecturer-in-charge
Desplenter, Youri	LW07	co-lecturer

### Offered in the following programmes in 2020-2021

programme	crdts	offering
<a href="#">Academic Teacher Education in Linguistics and Literature</a>	9	A

### Teaching languages

Dutch

### Keywords

educational practice, educational settings

### Position of the course

This course contributes to the realisation of the basis professional teacher competencies as stated in the course description and in the matrix of competencies that can be consulted on [www.lerarenopleiding.ugent.be](http://www.lerarenopleiding.ugent.be)

### Contents

The contents fit in with the subject related education in the bachelor's and master's programmes. The internship encloses 12 hours observation, an equivalent of 30h independent realization and guidance of educational learning activities (the teaching itself), participation in 4 meso-activities. Students have to do their internship in those education levels, where teachers are authorized to teach.

Students who carry out an interim teaching assignment can have a reduction for their internship, but there are some conditions: the assignment must be related to the specific didactics and a mentor within the school has to follow the student-teacher for minimal two lessons (at the beginning and the end of the assignment). For the reduction of the lessons, the following scheme is used:

- An unbroken assignment from 40 hours: a reduction of 7 lessons. Students have to work out a logbook with 5 lesson preparations and a reflection on one critical incident and an experience of success
- An unbroken assignment from 80 hours: a reduction of 15 lessons. Students have to work out a logbook with 10 lesson preparations and a reflection on one critical incident and an experience of success
- An unbroken assignment from 160 hours: a reduction of 30 lessons. The logbook contains 20 lesson preparations and a reflection on a critical incident and a success experience. In addition, the students have to work out an action research based on a self-evaluation.
- An unbroken assignment from 200 hours: apply here for the appointments as a LIO with an assignment between 200 and 500 hours.

## Initial competences

You can download the list of prerequisites on <https://oasis.ugent.be/oasis-web/curriculum/voorkennisvancursus?cursuscode=H001969&taal=en>.

## Final competences

- 1 The students are able to design and implement teaching and learning environments real teaching contexts in line with the vision, knowledge and competences developed during the other courses of the teacher training and with the basic skills laid down in the competence matrix of the teacher training.
- 2 The students are able to reflect upon their own practices.
- 3 The students are able to communicate adequately with pupils, colleagues and parents.
- 4 The students are able to use the Dutch language correctly and adequately.
- 5 The students are able to give urgent physical assistance whenever necessary.
- 6 The students show proper teacher's attitudes.

## 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

Integration seminar, work placement, seminar: coached exercises

## Extra information on the teaching methods

The student-teachers (teachers in training) in a LIO-trajectory have to realize the above-mentioned goals and competences through an alternative portfolio trajectory. The assignments are elaborated in a manual. There are a number of contact-moments, a number of mandatory lessons or seminars and coaching moments.

LIO-students and students with a traineeship reduction at a LIO-level must attend 2 interdisciplinary intervision sessions. Intersession session 1 is part of Practice-Based Exercises A. Intersession session 2 is part of Practice-Based Exercises B.

A full LIO-job implies an assignment at least 500 hours which is equivalent to two thirds of a full-time contract or 12u per week. In addition there are the following conditions:

- The assignment must be related to a level where the teacher has a licence to teach: it is the second and third grade in secondary education (and the first level for teachers of Latin and Greek) or in a centre for adult education.
- Ghent University also allows students-teachers who have a job in a professional bachelor to the LIO-trajectory.
- The LIO has an assignment with a sufficient number of variation in the lessons
- The LIO's assignment includes sufficient "classroom hours"
- At least half of the lessons refer to the teachers specific didactics

LIO's with an assignment of at least 500 hours which do not comply with one or more of these additional conditions, have an extra preservice internship of 10 hours. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignments of less than 5u per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory. For the teaching practice the student gets a reduction of the number of lessons to teach.

## Learning materials and price

The documents concerning the activities in relation to the practice-based exercises are available via Minerva.

## References

## Course content-related study coaching

Guidance is provided by the cooperating teacher, the subject cooperating teacher (coach) and the teacher educator. The guidance and evaluation by the cooperating teacher are determined by agreement. The teacher educator is member of the institute (practical assistant) and is responsible for the contacts with schools, the individual supervision and the guidance and coordination during the practice-based exercises

## 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, report

#### 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 student-teachers (teachers in training) in a LIO-trajectory are evaluated on a permanent basis based their assignments in their portfolio. Students who just have to finish their internship and wish to finish their studies in early February, have to contact the professor as early as possible in the academie year.

Students with a LIO-trajectory have to contact the internship-coordinator.

Descripton second exam opportunity: possible through a reworking of certain components of the teaching practice. The form and size is determined by the teacher responsible. One must keep in mind that there can be no new teaching practice lessons in August and September.

#### Calculation of the examination mark

The evaluation of the practice-based exercises is based on the different components of the internship, including language and attitudes. This shows a total score on 100 points. The absence of a mandatory seminar is sanctioned with a reduction of the total score with 5 points.

LIO-students and students with a traineeship reduction at a LIO-level who are absent for interdisciplinary intervision session 2 will be sanctioned with a reduction of 5 points of the total score of Practice-Based Excercises B.

To succeed, for the practice-based exercises a student has to receive a credit for each of the following components: FG1 :the teacher as a guide of learning and development processes FG2: the teacher as an educator FG 3: the teacher as a content expert FG 4: the teacher as an organizer FG 5: the teacher as an innovator, as a researcher FG 7: the teacher as a member of a school team FG 10: the teacher as a cultural participant Also for the components language and attitudes the student has to succeed. As regards the FG 6, 8 and 9, there must be evidence from the reports in the students journal that he has made efforts to acquire the basic competences. Students must be enrolled in the teacher training program by October 15 at the latest. Seeing presence in the exercises is mandatory, a student must be present in the first lesson. This is also the case for the Students in a LIO trajectory.

Students who eschew periodic and/or permanent evaluations for the course unit concerned are given a non-deliberative final quotation (7/20 at the most).