

Teaching Methodology: German (H001982)

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 4.0 Study time 120 h Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2020-2021

| Offering | Language | Location | Teaching Method | Hours |
|----------------|---------------|----------|-----------------|--------|
| A (semester 1) | Dutch, German | Gent | lecture | 25.0 h |
| | | | seminar | 25.0 h |
| | | | microteaching | 10.0 h |

Lecturers in academic year 2020-2021

| | | |
|--------------------|------|--------------------|
| Rondelez, Siska | LW07 | staff member |
| Zwaenepoel, Tom | LW07 | staff member |
| Biebuyck, Benjamin | LW07 | lecturer-in-charge |

Offered in the following programmes in 2020-2021

| Programme | crdts | offering |
|--|-------|----------|
| Academic Teacher Education in Linguistics and Literature | 4 | A |

Teaching languages

Dutch, German

Keywords

lesson preparation, discipline, curricular goals, year plan, textbooks, teaching methods and activities, lesson structure

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

Contents

The contents fit in with the subject related education in the bachelor's and master's programmes.

In the theoretical part following topics are considered:

- various kinds of assessment and testing in the subject in question (including new types of assessment such as portfolio, self-assessment, peer assessment etc.);
- development of syllabi and teaching materials;
- application of cross-curricular teaching goals to the subject in question, especially with regard to learning to learn;
- topical issues in society;
- interests and experiences of young people as applied to the subject in question;
- designing a lesson, taking into consideration the necessary methodology
- micro teaching
- intercultural teaching in the subject in question.

In the practical part following topics are considered:

- ability to reflect on one's own performance;
- formal aspects of lesson preparation;
- basic skills in teaching environments (giving instruction, asking questions, supervising group work, individualisation and differentiation, classroom management etc.);
- skills with regard to testing, guidance and remedial teaching
- skills with regard to learning-to-learn as applied to the subject in question;
- communication skills in student-teacher-relationships (active listening, giving feedback etc.);
- communication skills with regard to colleagues and parents;
- correct and adequate use of language.

Initial competences

Final competences

- 1 The students are able to prepare a well-structured and content-rich lesson, paying due attention to the teaching plan and the pupils' prior knowledge.
- 2 The students can implement content in adequate, varied, efficient and relevant didactic procedures.
- 3 The students take all four skills (reading, speaking, writing and listening) into account in their lesson planning; they aim at a healthy balance between skills and knowledge, especially when teaching grammar.
- 4 The students are able to bring across the content of the lesson to the pupils in clear language and at an adequate speed.
- 5 The students are able to handle technical problems and difficulties concerning order, classroom management and discipline, both with regard to the whole group and individuals.
- 6 The students are able to respond efficiently to mistakes made by pupils during the lesson with regard to content, structure, grammar, and pronunciation.
- 7 The students are able to teach one content unit within one lesson unit, including an introductory phase and moments of evaluation and paying due attention to the speed and duration of the lesson (i.e. 50 minutes).
- 8 The students are able to maturely handle criticism and recommendations from the mentor and the supervisor.
- 9 The students use the available media to bring across the content of the lesson to the pupils in a way that holds their attention and responds to the immediate context, the pupils' individual and collective interests, and the school's or school association's pedagogical project.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, microteaching, seminar

Extra information on the teaching methods

For the theoretical part interactive lectures and seminars are provided. For the practical part following teaching methods are used:

- seminars,
- task oriented 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 -depending on the education assignments of the LIO-, intervision and appropriate coaching moments, e.g. individual and group supervision.

A full LIO-trajectory includes a teaching assignment of minimal 500 hours (this corresponds with teaching assignment of 12 hours a week). Students with an assignment between 200 and 500 hours participate in the LIO-trajectory on a part-time basis. A candidate with a LIO-trajectory of less than 200 hours (this corresponds to a teaching assignment of less than 5h per week) is not admitted to the portfolio-trajectory. The student then has to follow the normal learning-trajectory."

Learning materials and price

- Handouts are available during seminars.
- Maximum cost: 5 euro.

Cost: 5 EUR

References

- Handbooks teaching methodology, German learning material (Belgian and German publishing houses);
- Publications and lesson material (Goethe-Institut,
- Magazine Zielsprache Deutsch;
- Magazine Politische Zeitschrift

Course content-related study coaching

- Study coaching is provided by academic staff members.
- Interactive support using Minerva.

- By appointment.
- By mail.
- Feedback is given by mail; during consulting hours.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination, open book examination

Examination methods in case of periodic evaluation during the second examination period

Written examination, open book examination

Examination methods in case of permanent evaluation

Participation, assignment, report

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Permanent evaluation, based on tasks, cooperation and attitudes. Hence is active presence during the seminars obligatory. Only two absences that are justified are accepted.

Description of second exam opportunity: in general a retake of the exams is possible, but some of the exercises and practical sessions cannot be retaken.

Feedback: by appointment

The teacher trainees in a LIO-trajectory get in touch before the first lesson. The LIO students are evaluated on the basis of alternative assignments, which are posted in the digital portfolio.

Calculation of the examination mark

Micro teaching: 20 %

"Paper + presentation" : 40 %

exam (January) : 30 %

Students in LIO-Trajectory have a similar chart. See the learning platform, manual, part three.

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

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.