

## Teaching Methodology B: German (H002230)

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 3.0 Study time 90 h Contact hrs 27.5 h

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

Offering	Language	Location	Teaching Method	Hours
A (semester 2)	Dutch, German	Gent	self-reliant study activities	7.5 h
			seminar	8.75 h
			seminar: coached exercises	10.0 h
			microteaching	1.25 h
B (year)			self-reliant study activities	7.5 h
			seminar: coached exercises	10.0 h
			microteaching	1.25 h
			seminar	8.75 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
<a href="#">Master of Science in Teaching in Languages (main subject Applied Language Studies)</a>	3	B
<a href="#">Master of Science in Teaching in Languages (main subject Linguistics and Literature)</a>	3	B
<a href="#">Exchange Programme Linguistics and Literature</a>	3	B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Applied Language Studies)</a>	3	A, B
<a href="#">Master of Science in Teaching in Languages (abridged programme) (main subject Linguistics and Literature)</a>	3	A, B

### Teaching languages

Dutch, German

### Keywords

German as foreign language, receptive and productive skills, professional literature, forms of interaction, microteaching, differentiation, competence-based teaching methods, classroom management, diversity, multiperspectivism, research competencies, communication skills, forms of evaluation and assessment, remediation, cross-curricular projects

### Position of the course

This course unit contributes to the realisation of the basic teaching competencies and the study programme competencies of Ghent University's Master of Science in Teaching, as set out in the study programme sheet and the competency matrix, which can be consulted on [www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster)

### Contents

The content is linked to the student's course content-related education in the bachelor's and master's programme.

The course unit consists of two modules: a theoretical part in which complex and research-based skills are explained and conceptually deepened; a practical part in which the students concretely practise these skills and critically evaluate their practical experience.

The following topics are introduced in the **seminar**:

- developing topical lessons and well-developed projects (relating to Landeskunde, literature, history)
- meaning of cross-curricular attainment targets of the discipline, in particular the attainment target learning how to learn and collaborative learning
- diversity, in particular with respect to neurodiversity
- interculturalism in the German classroom
- research competence: the teacher as active researcher, the teacher as researcher-educator

The following topics are introduced in the **practical module**:

- microteaching (focusing on differentiation and activating teaching methods)
- reflection skills (with teaching methods and in lesson phases)
- approaching (dissonant) information, educational processes, methodologies and teaching material with critical self-reflection from a multitude of perspectives;
- skills about designing and remedying written and oral tests
- skills about the application of learning how to learn in the discipline
- communication skills in relation to pupils/students/learners (active listening, giving feedback, etc.)
- communication skills in relation to society, school, colleagues, parents;
- critical points and pitfalls in adult education
- research competence: practical research

#### Initial competences

Students are expected to have sufficient discipline-specific knowledge before starting the course unit. The access requirements for the teaching methodologies are regulated.

More information can be consulted via

[www.ugent.be/educatievemaster](http://www.ugent.be/educatievemaster).

#### Final competences

- 1 Students can design lessons and (cross-curricular) projects, with attention to the curriculum, the prior knowledge of the learners and the objectives.
- 2 Students can implement complex contents relating to German in varied, activating and relevant teaching methods.
- 3 Students can use various evaluation and assessment forms relating to German (including the new assessment forms, such as portfolio, self-evaluation, peer evaluation, etc.)
- 4 Students can design differentiating and complex tasks and assessment tests within a class, adapted to the needs of the individual learner
- 5 Students can adopt and provide innovative elements, consult accessible results of educational research relevant to the own practice, and discuss and adjust their own functioning relating to the investigative attitude of teachers (educators).
- 6 Students can adopt an investigative attitude: they can be critical, understand, be knowledgeable, share and innovate.
- 7 Students can identify and clearly formulate a practical problem; translate a practical problem into a research question and sub-questions; draft a research problem; collect, store and process data; formulate, evaluate and report conclusions
- 8 Students can follow up on, summarize and critically discuss professional literature
- 9 Students can apply adapted methods and contents for target groups in adult education
- 10 Students can use, evaluate and adjust their communication skills in relation to society, school, learners, colleagues, school board and parents in concrete situations

#### 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

Guided self-study, microteaching, seminar, self-reliant study activities, seminar: coached exercises, online seminar, online seminar: coached exercises

#### Extra information on the teaching methods

Students attend interactive seminars for the theoretical part. For the practical part, the following teaching methods are used: seminars, task-based methods, role play.

Student-teachers in a LIO achieve the objectives and competencies via an alternative portfolio track. The assignments are elaborated in a manual. A number of contact moments, intervision and coaching moments are provided. A full LIO-track implies a

teaching assignment of minimum 500 hours, i.e. two thirds of a full-time assignment or roughly 12 hours per lesson week. Students with a LIO-track between 200 and 500 hours are accepted as part-time LIO. A candidate with a LIO-track of less than 200 hours (i.e. a teaching assignment of less than 5 hours per week) is not accepted to the portfolio track. Instead, the student needs to follow the regular learning track.

#### Learning materials and price

Handouts are available on Ufora.

DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache (2013), H-J Hantschel, M. Brinitzer, S. Kroemer, Klett Verlag

#### References

Goethe Institut, Deutsch lehren, <http://www.goethe.de/lhr/mat/deindex.htm>

Textbook series: Alles im Griff, Alles klar, Spitze

#### Course content-related study coaching

Study coaching is conducted by the tutor and teaching assistant.

- Interactive support via Ufora.
- By appointment.
- By email.

Feedback can be given via email, during consultation hours or by appointment.

#### Evaluation methods

end-of-term evaluation and continuous assessment

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

Open book examination, oral examination

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

Open book examination, oral examination

#### Examination methods in case of permanent evaluation

Participation, assignment

#### Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

#### Extra information on the examination methods

Continuous assessment on the basis of assignments, cooperation and attitudes.

Attendance is therefore mandatory. Those who cannot be present, do a replacement task.

Second exam opportunities are possible. However, students should take into account that some exercises or practical classes cannot be compensated by a replacement task.

Feedback can be obtained by appointment.

LIO-students are evaluated on the basis of the alternative assignment in their portfolio.

#### Calculation of the examination mark

Microteaching, project presentation: 20 %

Written exam: 40%

Oral exam: 20%

LIO-students can consult the distribution of marks in the manual (part 3) available on Minerva. Participants in this course unit are expected to have advanced German language competencies (speaking, writing, reading, listening, conversation); those who do not comply with this requirement, need to remedy this independently (and can count on the lecturers' advice); only those who can display a sufficient level during the evaluation moments, can pass this course unit.

Students who do not participate in one or more parts of the evaluation, cannot pass for the course unit as a whole. Should the final mark be at least 8 out of 20, it will be reduced to the highest non-deliberating score (7/20 at most).

Students must be enrolled in the Master of Science in Teaching no later than 15 October. Because the exercises are mandatory, the student must be present from the first lesson. This applies to LIO-students as well.

#### Facilities for Working Students

Students with working student status can discuss the facilities in dialogue with the lecturer-in-charge.