



WORK PLAN FOR TEACHING INTERNSHIPS DURING BACHELOR'S DEGREE PROGRAMMES
(LEVEL 3)

These are guidelines for teaching internships undertaken during the Bachelor's degree programme. These internships are always at level 3. Teaching internships will normally be completed at the institution where the student is doing their degree programme, i.e. Utrecht University's Faculty of Humanities. There are two supervisors, including a practice supervisor who oversees the intern and provides them with concrete support with the internship activities.

This will normally be the lecturer teaching the course that the intern is assisting on. In addition, there is a process supervisor who will offer the intern process-based support and assess the internship report.

An internship of 7.5 ECTS amounts to 210 study hours, 30 of which are spent on training and supervision, and 40 on writing the internship report.

1. The internship placement and activities

1.1 Description of the internship placement (description of the unit of study the intern is contributing to).

1.2 Description of the internship assignment (the intern's duties and activities). This assignment includes teaching tutorials. The intern will also attend the lectures for the module and a seminar taught by the lecturer. The assignment will also include additional responsibilities, such as: designing assignments for tutorials and/or examinations, developing new teaching material, helping the lecturer check exams under their supervision, evaluating the course in order to improve future versions of it, and educational research.

1.3 Description of the didactic training that the intern will receive at the start of the internship.

2. Motivation and learning outcomes

A teaching internship helps you to prepare for a possible career in the education sector or in other settings where teaching experience can come in handy. You will learn to pass on your knowledge and skills to others, develop your teaching skills and learn to reflect on your own functioning within an organisation.

2.1. Motivation: why this internship? Explain how the internship fits into your degree programme (how it relates to the knowledge and skills you have acquired as part of your degree programme/specialisation).

2.2. Learning outcomes: what do you want to learn from this internship? Distinguish between different types of learning outcomes:

- a. improving your overall academic skills (clearly state which existing competencies you want to develop further and why. For an overview of overall academic skills, see Appendix I).
- b. improving your teaching skills (again: state which competencies you want to develop and why. For an overview of teaching skills, see Appendix II).
- c. preparing for professional practice (state how this internship contributes to making your personal ambitions into a reality).
- d. programme-specific skills and knowledge (clearly state the subject-specific competencies you want to develop further, or which new competencies you want to acquire and why).

3. Supervision and reporting

- 3.1. Expectations and agreements relating to the supervision and feedback provided by the practical supervisor.
- 3.2. Expectations and agreements relating to the supervision and feedback provided by the process supervisor.
- 3.3. Agreements relating to reporting during the internship (logbook).
- 3.4. Agreements relating to the final report.
- 3.5. Agreements relating to other material produced (for example the development of new teaching material, the evaluation of the course by the intern, educational research, website etc.).

APPENDIX I: OVERVIEW OF ACADEMIC SKILLS

1. *Academic thinking skills*

Systematically collecting, studying, organising and assessing information; critically studying and analysing theories, claims and findings; developing a point of view, model or approach.

2. *Scientific research skills*

The ability to analyse and critically review research reports; the ability to prepare and design your own research; the ability to make responsible use of scientific tools; the ability to produce/collect, process, edit and analyse material/data; the ability to report on research, both verbally and in writing.

3. *Communication skills*

The ability to write various types of texts; oral presentation skills; debating and argumentation skills; conversational and other social interaction skills.

4. *Organisational skills*

Planning and organising activities; the ability to work as part of a team.

5. *Reflective skills*

The ability to frame information in a broader scientific context; the ability to put exchanges of arguments into an academic/philosophical context; the ability to think and act in a way that is mindful of the socio-cultural context; the ability to act and work from an ethical perspective; the ability to reflect on your own functioning as an academic within the given working environment; the ability to reflect on the functioning of others; the ability to make choices and substantiate them.

APPENDIX 2: OVERVIEW OF TEACHING SKILLS

1. *Subject-specific expertise*

Subject-specific knowledge; the ability to convey knowledge and skills in a way that is tailored to the students' level; the ability to develop and implement lesson plans; insight into the learning outcomes of a course and the wider curriculum; insight into students' learning behaviour.

2. *Designing and supervising learning processes*

The ability to make proper use of different teaching methods; the ability to deal with differences between students; the ability to test and assess students' progress and make adjustments to lesson plans where necessary.

3. *Managing the working atmosphere*

The ability to create an orderly and pleasant working atmosphere; the ability to proactively take a leading and guiding role in this.