

## DESCRIPTION: INTERNATIONAL INTERNSHIP PROGRAMME

At the Faculty of Education of the University of Cantabria we are committed to promoting and enhancing a top-quality teaching programme for our students. For this reason, we encourage our students to participate in exchange programmes in national and international universities. We are also happy to welcome exchange students from other universities and we are eager to let them be involved in the theoretical and practical subjects taught at our Faculty.

The Degree in Education at the University of Cantabria lasts four years, during which our students are trained in children's education and psychology in order to become fully qualified teachers at pre-primary (0-6 year-olds) and primary (6-12 year-olds). Some of our students do not specialise during their degree and are trained to become general teachers. Others, however, choose a specialty during the 3<sup>rd</sup> and 4<sup>th</sup> years, namely English, French, Physical Education, Speech Therapy, Measures of Attention to Diversity and Arts.

Apart from the theory lessons, our students have to take a compulsory teaching internship subject during their 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years. These internships last for two months in 2<sup>nd</sup> and 3<sup>rd</sup> year (one month during the first semester and another during the second one) and for the whole of the second semester in 4<sup>th</sup> year. During these practical sessions, students have to attend school lessons and they are always with a real teacher in the class, who supervises and guides their work.

The Faculty of Education also organises several master's courses: a Master's Degree in the Learning and Teaching of Second Languages, a Master's Degree in Secondary Education Training and a Master's Degree in Research and Innovation in Educational Context. The three master's programmes include practical sessions for their students too.

As part of our mobility programme, some of our students have been taking part in internships in schools abroad. These exchanges are intended to enrich our students' training while cooperating with foreign schools in the teaching of several subjects. Our students can help as support as general teachers or as teachers of subjects related to Spanish as a foreign language.

For this reason, we would like to explore the possibility to forge links with schools abroad, where our most qualified student trainee teachers can carry out their internships. This can be established as a pilot programme initially and develop into a more permanent agreement between the University of Cantabria and the schools or local education authorities in the countries. So far, we have established agreements with schools in the



United Kingdom, in Finland and in Ireland, where our undergraduate and postgraduate students have been able to benefit from a unique experience that has enriched their education.

We would like to provide our students with the experience to observe school lessons and collaborate with fully qualified teachers. Our students do not expect any payment for this, only the opportunity to work in and learn from a different education system. Your schools would benefit from having a native speaker of Spanish, who moreover is in the process to become a qualified teacher at (pre)-primary and secondary schools. Our students will be covered by the Erasmus+ exchange programme ([http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)) and will count on a European Health Insurance Card, so that no private insurance would be necessary. We would be very grateful if schools could provide some guidance for finding accommodation; in some cases, schools also provide students' lunch.

### EXCHANGE STUDENT PROFILE

- a) students who are already in their 4<sup>th</sup> year and wish to carry out their internship abroad during the second semester (from mid-February to the end of May)
- b) students who are enrolled in the MA degree in Teaching of Second Languages or in the MA in Research and Innovation in Educational Context.

All of our exchange students will have reached the B2 level of English and they will be selected according to their academic record and their curriculum. This means that only our most qualified students would be entitled to perform the internship described in this document.

Below is a summary of the main conditions of the proposed programme.



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## FACULTY DESCRIPTION

**Name:** Faculty of Education

**Address:** Avda. de los Castros s/n 39005 Santander (Cantabria)

**Country:** Spain

**Webpage:** <http://web.unican.es/centros/educacion/programas-de-movilidad>

## AIM OF THE PROGRAM:

To enrich our students' training while cooperating with foreign schools in classroom observation and the teaching of subjects

## SUPERVISION:

- Supervisor from the University of Cantabria
- Supervisor from school

## EXCHANGE STUDENT PROFILE

- 4th year undergraduate students (February-May); minimum required time: 3 months
  - **Degree in Early Childhood Education Teaching (0-6 year-olds)**
    - Specialty in Development of Artistic Creativity
    - Specialty in Physical Education
    - Specialty in English as a Foreign Language
    - Specialty in French as a Foreign Language
  - **Degree in Primary Education Teaching (6-12 year-olds)**
    - Specialty in Physical Education
    - Specialty in English as a Foreign Language
    - Specialty in French as a Foreign Language
    - Specialty in Hearing and Language
    - Specialty in Attention to Diversity
    - Specialty in Development of Artistic Creativity
- **Master's Degree in Second Language Learning and Teaching** students (from March onwards); minimum required time: 2 months

**Post description:** Trainee teachers

**Language Requirements:** B2 in English and an excellent academic profile

**Duration and placement period:** Approximately 3 months, to be agreed between the student and the school

**Payment:** Unpaid (Erasmus+ Internship Program Funds)

**Insurance:** European Health Insurance Card

**Accommodation:** not required; guidance for finding accommodation.

## Participation Stages:



- 1) Classroom observation and gathering of information.
- 2) Guided participation, e.g., correcting activities, exercises, occasional intervention with a group of students or with individual students, preparing class materials proposed by the school tutor, etc.
- 3) Supervised autonomous intervention: preparing and using class materials, exercises and/or activities, designing projects, designing didactic plans, presentations, etc.

#### SCHOOL RESPONSIBILITIES WITH TRAINEE STUDENTS:

- Allowing students to be in the classroom, observe and participate in their development.
- Giving them access to school documents which may be relevant for the understanding of the education system and the schools' philosophy (e.g. school educational project, curriculum, attention to diversity).
- Having all the activities of the trainee teacher supervised by a teacher / tutor from the school.

#### UC RESPONSIBILITIES WITH HOSTING SCHOOLS:

- Assuring that the candidates are qualified to take an internship at a school abroad.
- Supporting and helping the hosting school with anything necessary for the correct development of the internship. The Coordinator for International Relations will be in charge of providing help and support to ensure that the internship is carried out correctly. Any problems with the trainee-student can be reported directly to her.

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- Providing a university-tutor for the trainee teacher who will be responsible for the correction of the portfolio.



## ASSESSMENT: INTERNSHIP BA PORTFOLIO

| INTERNATIONAL INTERNSHIP   |
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| <p><b>1.- INTERNSHIP DIARY</b></p> <ul style="list-style-type: none"> <li>- Weekly</li> <li>- Describing the whole internship period</li> </ul> <p>The diary is an instrument to collect data and reflect upon the students' experience during their internship. It can contain information about oneself, other teachers, the school children, etc. The diary should not just describe or list the facts and activities of every week. It must be reflective; the student must value his/her weekly experience and reflect upon it. Although the diary is weekly, the students are highly recommended to take notes every day. The information presented in the diary will be used to complete the internship report.</p>   |
| <p><b>2.- INTERNSHIP REPORT</b></p> <p>The internship report must contain information about all the circumstances and agents intervening in the school. Taking advantage of the experience of being immersed in the real context of a school, this activity should portray the student's knowledge, analysis and reflection upon the following key elements:</p> <ul style="list-style-type: none"> <li>A. The school's Educational Project. An analysis of the general indications gathered in the Educational Project: the characteristics of the social and cultural environment, the signs of identity, and the key values of the persons that will be educated in that school.</li> <li>B. The teaching-learning process. Reflections and opinions related to both what is observed in the classroom dynamics and the student's performance and intervention as a trainee teacher. The notes taken in the diary can be very helpful to elaborate this section. Some of the areas of analysis to be included in this section comprise the following: the relationship between the teacher and the pupils, styles of communication, processes of attention to diversity, analysis of the rules of coexistence, classroom atmosphere, etc.</li> <li>C. The classroom and its organisation. What is the classroom like? What educational criteria define its organisational structure? What types of groups are there in the classroom? What is the relationship between those groups and the materials used? How is time managed? To answer these questions, the students are encouraged to engage in a discussion with the school tutor.</li> </ul> |
| <p><b>3.- LEARNING UNIT</b></p> <p>The student must design a learning unit to be potentially implemented during the internship. The implementation of this unit in the classroom is optional and would always require the school tutor's approval. The student should agree with the school tutor the topic of the learning unit, its duration and the curricular stage in which it might be implemented. The learning unit can be a didactic unit, a project or any other sequenced proceeding in the teaching activity.</p> <p><b>Structure.</b> The basic elements of the learning unit are similar to those occurring in any teaching-learning process: main objectives or procedural principles, justification of contents, description of activities and methodological strategies, procedure regarding attention to diversity, treatment of cross-curricular topics, assessment strategies and instruments.</p> <p><b>Assessment.</b> Once implemented, the student will have to make a personal assessment of the process and results of the learning unit. Were the objectives reached? Were all the planned contents developed? What factors conditioned the development of the learning unit? Can you suggest any improvements in the development of the learning unit?</p>   |
| <p><b>4. PERSONAL OPINION</b></p> <p>INTERNSHIP ASSESSMENT</p> <ul style="list-style-type: none"> <li>Internship diary – 30%</li> <li>Internship report – 35%</li> <li>Learning unit – 35%</li> <li>Personal opinion – Its contents will be valued globally in relation to the whole portfolio.</li> </ul>   |



## ASSESSMENT: INTERNSHIP MA PORTFOLIO

### 1) INTERNSHIP PLANNING

- Justification
- Aims
- Timing
- Tasks

### 2) INTERNSHIP DIARY

- Weekly
- Describing the whole internship period

### 3) INTERNSHIP REPORT

- The teaching placement context
- The teaching-learning process
- Student's self-assessment.

