Guide for internship mentors, internship coordinators, learning team coaches and internship supervisors 2022-2023

New curriculum year 1
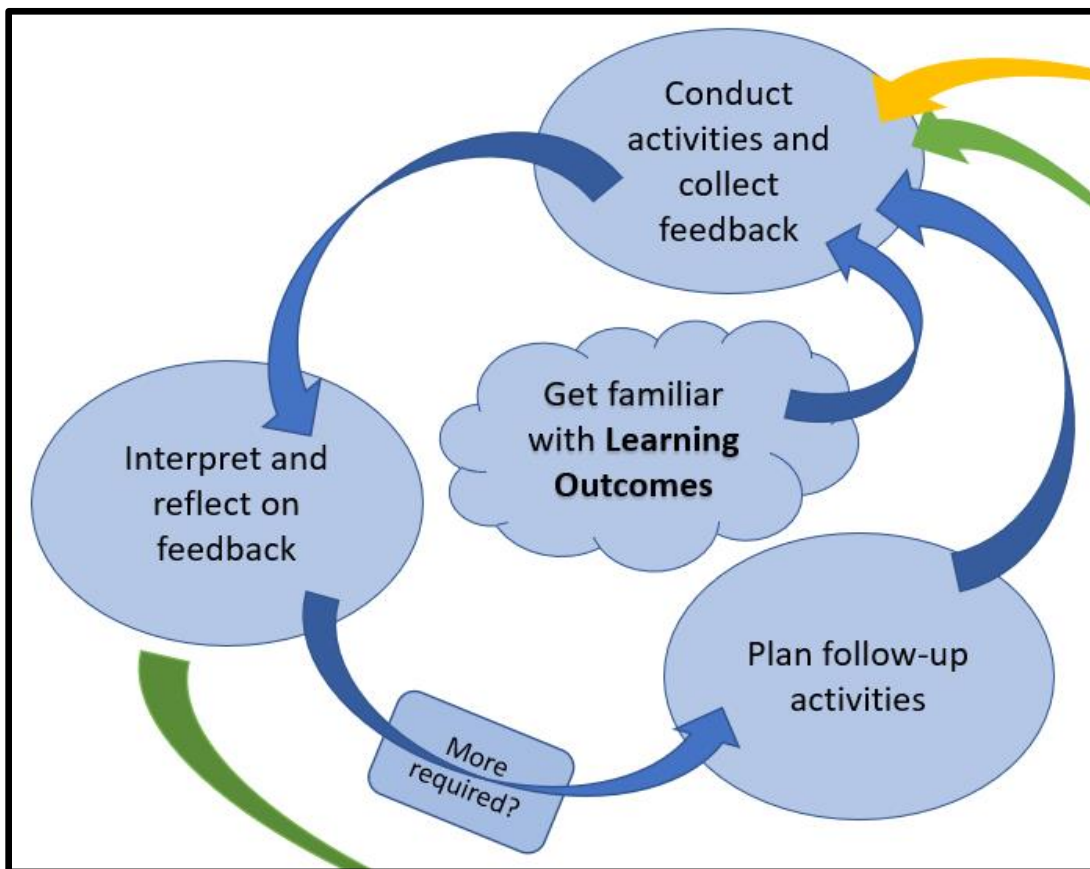
Table of contents

Foreword

Beginning in the 2022-2023 academic year, all students in the Teacher Education Institute Archimedes will begin their studies in a new curriculum. This curriculum will be introduced in cohorts over the next four years.

This guide is intended for internship mentors (IM), internship coordinators (SO), learning team coaches (LTC) and internship coordinators (IO) supervising first year Teacher Education students in the 2022-2023 academic year.

The information in this guide has been collected from various development teams at Archimedes Institute, team 'werkplekleren' and is based on the agreements made with training schools and partner schools about workplace learning.

Note: Before the start of the 2^e semester (start of module Pedagogical Practice A (PP-A)), this guide will be updated in January 2023.

1. Teacher Education

Teacher Education is the English-language, internationally oriented variant of the modern foreign language teacher training courses in English, German, French and Spanish.

Within the Teacher Education program, we see three distinct groups of students:

- Dutch students who love the target language and want to function in an intercultural context;
- international students who are native speakers of the target language, and
- international students learning the target language as a second or third language.

This means that not all students can speak Dutch. Some students must be supervised in the target language, or in English. Feedback and assessment forms are in English for Teacher Education students. More information about the programme and supervision on this site [Teacher education (husite.nl)](husite.nl).

2. Scope of Workplace Learning

In the 1st year, students take subject-specific courses, participate in a learning team within the cluster and take part in two educational units that integrate workplace learning:

- Methodological Practice (MP-A) - designing education
- Pedagogical Practice (PP-A) - the learner in the picture

An academic year is divided into four periods. In period A, all first-year students start with the unit Methodological Practice (MP-A). In these periods they become acquainted with the method, explore the learning outcomes, and get their bearings on workplace learning.

Table I shows the distribution of all courses that integrate workplace learning by academic year.

Table I. Overview of courses that integrate work-based learning full-time and part-time year 1, 2, 3, 4 (new curriculum)

Workplace learning	Period A	Period B	Period C	Period D
Year 1	MP A – Designing Education		PP A – Focus on the Learner	
Year 2	MP B – implementation		PP B – The Teacher as Pedagogue	
Year 3	MP C – Enrichment		PP C – The School and Society	
Year 4	MP D – Target Language			

In the modules, students work on their development on the learning outcomes by carrying out various assignments (we call these assignments learning tasks). These learning tasks also offer room to work on **their own learning questions** concerning the subject in question. The student requests **feedback** on the completed learning tasks**.** It varies per learning task to whom the student requests feedback (this can be found in the assessment plan, which is available to the student). During the workplace, students explore the educational practice and apply the knowledge and skills they have acquired. Therefore, workplace learning plays an important role in demonstrating the learning outcomes.

Finding an Internship School

All students apply for a vacant work placement where they (usually) gain their first experiences in their role as teacher. To find a placement, students can consult the vacancy database in OnStage and visit the placement market, where partner schools and training schools present themselves.

If first-year students have not found an internship before a certain deadline, they are placed at a training school by employees of 'bureau Werkplekleren'. Information about the method of placement and the associated deadlines can be found here Full-time students internships and new curriculum | Internship and graduation (husite.nl)

First-year Teacher Education students start in period C, starting in the second week of February with work-based learning, preferably at a training or partner school.

Students must be present at their workplace for at least 10 days. To provide enough time to plan and conduct activities students **spread out these days across at least 10 weeks or more**. Students can spend more days at their internship school, as long as this is done in agreement with the internship mentor and internship coordinator.

Part Time students are required to teach at least 5 lesson fragments/moments. These moments can for instance be the opening or closing of a lesson or guiding the class though a short activity. If a student finds these 5 lesson moments difficult to plan, it is recommended to extend the internship with more days to make this feasible. Do make sure to confirm this with your Internship Mentor first.

Full Time students are not required to teach a lesson fragment/moment in year 1, but they should be able to show how they interact and connect with learners during an observation by the Internship Supervisor. This can ideally be done in the form of a lesson fragment/moment, but for instance, it could also be done while functioning as a teaching assistant, interacting with a small group, during a lesson by the Internship Mentor. That being said, students are definitely encouraged to have some teaching experiences.

3. Guidance of the Students

The following supervisors are involved in school-based workplace learning:

The internship mentor (IM)

The **internship mentor** is involved in various activities in which they guide the student. An important part of this guidance is an evaluation of the student's performance takes place both halfway through and at the end of the module. This evaluation consists of a discussion with the student in which the didactic and pedagogical actions at the workplace are evaluated. A fixed format is available for both evaluations and will be made available later this year.

Much of what students do at the internship school will not require active supervision. For instance, students will be able to observe a class of a teacher without a significant time investment of that teacher. For the tasks that do require more active supervision, there's a guideline of **about 30-45 minutes for each internship day.** Other active tasks of the internship mentor are:

- Help the student find their way around the school, and be the students main contact person;
- Conduct a weekly coaching conversation with the student, in which the preparation, implementation and evaluation of the student's activities at the internship school are discussed and which stimulates students to make connections between what they learn at the study programme and what they learn during their internship;
- Provide feedback on at least one learning activity so that this can be processed by the student in the IA feedback form. Moments of feedback are considered **low stake moments**, as they can be repeated multiple times. More detailed instructions on the use of **low stake moments** and feedback can be found here (in Dutch) and here (in English – to be added).
- Attend a student's taught lesson(s) moments and record lesson observations in writing, so this can be used as evidence by the student for their Pedagogical Practice portfolio. If Full Time Students decide not to teach any lesson moments, this is optional;
- The Internship Mentor and Internship Supervisor observe at least one lesson moment in which the student is interacting and connecting with learners. The OTA (observation tool Archimedes) may be used for this but is not required. Instructions for the OTA can be found further on in this document.
- Practical evaluation 1: evaluation interview (in period C)
- Practical evaluation 2: evaluation interview (in period D)

The internship supervisor (IO)

The Institute Archimedes' internship supervisor supervises the student. Where there is a close collaboration with Archimedes Institute (for example, schools with the quality mark or a training school), a permanent internship supervisor will be attached to the school: the school-io. This person supervises all Archimedes Institute students at this school, regardless of the academic year and subject. At schools where there is no school-io, students are supervised by an internship supervisor from their own department (usually a learning team supervisor with io-tasks).

Supervision tasks of the Institutional Educator (io):
- Arrange intervision sessions and theme sessions (on the internship school by the IO or by the LTC at the HU);

- Provide feedback on the learning tasks of the student using the feedback format provided in Pedagogical Practice-A;
- Evaluate a lesson (fragment) by visiting in class or through observing a recorded lesson;
- Have supervision conversations with the student about their progress of their internship.
- Keep in contact with the Internship Mentor and School Supervisor.

In addition to the tasks related to supervising students (core task C+D), the internship supervisor has tasks that contribute to strengthening work-based learning and building on or expanding it (core task A+B). These tasks are described in document [2021-06-24-The-changing-role-of-the-IA-institute-trainer.docx.pdf (husite.nl).](2021-06-24-The-changing-role-of-the-IA-institute-trainer.docx.pdf)

The internship coordinator (SO)

An internship coordinator - sometimes also called the work placement coordinator - is an official at the training school. They have the task of the general coordination of workplace learning and to help facilitate training in the school. This coordinator has a lot of contact with the internship mentors at the school, but also with the internship supervisor.

Where there is a close collaboration with Archimedes Institute, the internship supervisor and the internship coordinator will make agreements about the details of on-the-job training in the school. The internship coordinator and the internship supervisor together ensure that the internship mentors are well informed about the general frameworks and the school-specific implementation of workplace learning.

Workplace learning at a non-partner school

In principle, full-time and part-time students seek a work placement at a partner or training school of Archimedes Institute. These schools work closely with IA and have a school-io. The training partners are jointly responsible for the quality of the training of future teachers. They make agreements about supervision, offer intervision and theme meetings at school and are in constant dialogue about the professional development of the trainee teachers. Together they provide training and information for internship mentors.

Full-time and part-time students who have a (permanent) appointment at a school are exempt from the obligation to seek a work placement at a partner or training school of Archimedes Institute. The learning team coach approves this choice. If there is no internship supervisor at this school, the learning team coach takes over the internship supervisors' tasks. they provide feedback on learning tasks and observes a (sub)lesson or recording of this lesson of the student during PP-A.

Some IA program teams have chosen to have all students who do not have a school-io supervised by one learning team coach. The student may receive information about this through their own learning team supervisor. The student himself is responsible for informing his internship mentor/coach.

4. Assessment & Timeline

Interim evaluation: Mediumstake moment

Halfway through each module MP or PP, students prepare for the medium stake moment: a conversation with their learning team supervisor and a small group of *peers* at the HU about the progress of their development so far. The aim of the medium-stake moment is to take stock of the students' progress. The medium-stake moment therefore falls under phases 4 and 5 of the feedback cycle. The following matters are discussed during the medium-stake moment:

- What learning tasks did students complete?
- What feedback have they received and on what learning outcomes?
- What next steps can they formulate for the second half of the module?
    - OR can a student already get a GO to go up for a Highstake moment?

The feedback from the internship mentor and internship supervisor is included in this conversation. By working on the learning tasks of the module (or self-designed activities) students should have collected feedback from the internship mentor and/or internship supervisor. Ideally, students spread this out over the period, so that the feedback received can still be processed before the medium stake takes place.

Students could probably use some help in planning the feedback moments, so it is relevant to note that the medium-stake moment is in the module, and that students should pick up feedback during both periods that the module lasts, not just at the end of the module.

Closing: Highstake moment

At the end of the module, or at the point when the student can demonstrate the required level for all learning outcomes of the module, the student enters the High-stake moment - the moment when a fail/pass decision is made on the student's level, and credits are awarded. As also described in The role of feedback in assessment, feedback from the internship mentor and internship supervisor plays an important role in this moment. From PP-A onwards, the feedback from the internship mentor and internship supervisor will also be a requirement in the student's portfolio: without these perspectives, the examiner cannot make a statement about the student's level. Examples of giving feedback on the level of learning outcomes can be found on this site (in Dutch) or on this site (in English) in the folder "New curriculum".

Students could probably use help from the internship mentor in planning these feedback moments: they may need several of them before they can demonstrate the required level, and they will need time between feedback moments for further development. For the workload of the internship mentor, it is also desirable to stagger the feedback moments, to avoid a large burden or accumulation of feedback needs at the end of the module.

Overview Year 1: Tasks, Assignments and Feedback Moments

Table II:
Overview student tasks and assignments and feedback moments by supervisors in year 1: MP-A and PP-A

Module	Period	Assignment or Task	Feedback from	Method
PP-A	C	Student works on all module learning outcomes by completing learning tasks.	Subject teacher / IM / IO	Standard feedback form
		Mediumstake moment (interim evaluation)	Student (full-time only) completes self-evaluation & IM completes practical evaluation	Evaluation form and discussion about self-evaluation and practical evaluation
	D	Student works on all module learning outcomes by completing learning tasks.	Subject teacher / IM / IO	Standard feedback form
		Lesson visit and debriefing (all students except TEd)	IM and IO	With lesson observation OTA or standard feedback form
		Final evaluation	Student fills out self-evaluation & IM completes practical evaluation	Evaluation form and discussion about self-evaluation and practical evaluation
PP-A Highstake moment in test week of period D: week 25 (19-23 June)				

5. Working on learning outcomes

The learning line Methodological Practice (MP)

The learning line Methodological Practice (MP) consists of 4 modules (educational units), A through D - spread over 4 years. The MP modules are always offered in the first semester of an academic year. The extent of the MP modules increases as the student progresses through the study:

Table III: Overview of modules of learning line MP:

Workplace learning	Period A	Period B	Period C	Period D
Year 1	MP A – Designing Education		PP A – Focus on the Learner	
Year 2	MP B – implementation		PP B – The Teacher as Pedagogue	
Year 3	MP C – Enrichment		PP C – The School and Society	
Year 4	MP D – Target Language			

In every MP module, the student learns not only generic didactics (e.g. designing a lesson according to the didactic analysis (DA)) but also subject-specific knowledge, skills and attitudes. Knowledge is offered by IA in workshops, lectures and knowledge clips.

During their studies students work on the following 9 learning outcomes within the learning line Professional didactics. All learning outcomes can be developed and demonstrated on 3 different, constructive levels.

Nine learning outcomes:

Designing MFL-education (D1 and D2):
1. Learning outcome D1 - Defines MFL learning objectives and curriculum
2. Learning Outcome D2 - Follows a systematic design cycle

Implementation of MFL-education (I1, I2, I3)
3. Learning outcome I1 - Guides the development of students' learning skills
4. Learning Outcome I2 - Guides MFL-learning processes
5. Learning outcome I3 - Organises MFL-activities

Evaluating MFL-education (E1)
6. Learning Outcome E1 - Communicatively tests and determines students' learning progress

Professional attitude and conduct (P1, P2, P3)
7. Learning Outcome P1 - Engages in professional development
8. Learning outcome P2 - Uses their research capabilities to improve MFL-education
9. Learning outcome P4 - Communicates professionally

Workplace learning integrated in teaching methodology: designing education (MP-A)

From 2022-2023 Teacher Education students will start with MP-A, in period A and B. This is the first module in the learning line Methodological Practice. Here students are introduced to workplace learning and the target group at a school. Teacher Education students start their internship in period C, and as such they are not required to work on methodology at their internship placement.

Students do not yet have to carry out compulsory activities for MP-A at the learning workplace before the module is completed, but they are encouraged to try out the activities they have designed for MP-A in practice. This will be a lesson component. They are not expected to give a whole lesson.

The learning outcomes for MP-A are as follows:

- **Learning outcome D1 - Defines MFL learning objectives and curriculum**
- **Learning Outcome D2 - Follows a systematic design cycle**
- **Learning Outcome P1 - Engages in professional development**

The learning line Pedagogical Practice

The learning line Pedagogical Practice (PP) consists of 3 modules of 15EC.

Table IV: Overview of modules of learning line PP:

Workplace learning	Period A	Period B	Period C	Period D
Year 1	MP A – Designing Education		PP A – Focus on the Learner	
Year 2	MP B – implementation		PP B – The Teacher as Pedagogue	
Year 3	MP C – Enrichment		PP C – The School and Society	
Year 4	MP D – Target Language			

Pedagogical action distinguishes 3 levels, linked to four learning outcomes.

The following learning outcomes are assessed in terms of *skills, knowledge and attitudes, and integration*

- Learning Outcome I4. Contributes to students' personal development and their development as global citizens
- Learning outcome I5: Deals with diversity and promotes inclusion
- Learning outcome I6: Promotes a safe school environment
- Learning Outcome P3: Develops their professional identity

Workplace learning integrated into pedagogical practice: the learner in focus (PP-A)

This is the first module in the pedagogical line. As a teacher in training, the student deals with adolescents on a daily basis. Good contact with your students is the basis for teaching.

In order to make contact, it is important that students understand how adolescents develop, what role education plays in that development, what engages them and where their interests lie, what motivates them and how they behave in groups. Making contact often begins when students enter the room where the teaching is taking place. How does a student handle the first contact, how do they interpret the role of host and educator, how do they have small, informal conversations with students and how do they put insecure students at ease?

The learning outcomes within PP-A demonstrate students at level 1:

- **Learning outcome I4 - Contributes to students' personal development and their development as global citizens**
  - Level 1: In contact with pupils, the teacher explores their development, world of experience and environment, and the diversity that exists within these.
- **Learning outcome I5: Deals with diversity and promotes inclusion**
  - Level 1: The teacher establishes positive relationships with pupils, being aware of the influence of their own personal history and environment.
- **Learning outcome I6: Promotes a safe school environment**
  - The teacher identifies positive and negative influences on the learning and living climate in a group and adapts his behaviour accordingly.
- **Learning Outcome P3: Develops their professional identity.**
  - The teacher experiments with their behaviour in order to adopt a professional attitude, being aware that their view of teaching is coloured by their own biography, values and norms.

NB: The content of the learning outcomes are described in the underpinnings, including examples of skills, knowledge, and attitudes per level, see [LU-booklet2.pdf (husite.nl) (in Dutch)](LU-booklet2.pdf)

In the context of PP-A, the student puts pedagogical knowledge into practice. they can use the learning tasks offered, such as: researching group dynamics, standing in front of the group, talking with students, professional identity and diversity in the classroom. In addition, the student should also think up his own learning tasks that fit into the context of the training school. In consultation with the IA learning team supervisor, the student can also choose to devise all learning tasks him/herself.

The internship mentor and the internship supervisor are asked to provide feedback on the student's actions or products. The IA feedback form will be used for this purpose. An explanation of how to give feedback can be found in chapter 5. They also observe (preferably together) a (sub)lesson that the student gives.

Within PP-A the student and the internship mentor independently complete a practical evaluation. For the student this is a self-evaluation. Together they discuss the similarities and differences. This monitors how the student develops in the workplace with regard to the required learning outcomes and teaches the student to assess his own abilities.

The tasks of the internship mentor and internship supervisor are explained in more detail earlier in this document.

The Archimedes Observation Tool (OTA)

Students give their first (partial) lessons as part of PP-A. **Full Time students** are **not** required to teach a lesson fragment/moment in year 1, but they should be able to show how they interact and connect with learners during an observation by the Internship Supervisor. This can ideally be done in the form of a lesson fragment/moment, but for instance, it could also be done while functioning as a teaching assistant, <u>interacting with a small group</u>, during a lesson by the Internship Mentor. They are not expected to prepare and execute an entire lesson, but of course they may. An internship mentor and/or internship supervisor is present. To get to know OTA, this (sub)lesson can be observed with the observation instrument. The student and the observer can also decide to use the standard feedback form.

If the OTA is used, it is recommended to only focus on domain 1: Safe and supportive learning environment.

Table V: domains in OTA linked to learning outcomes and module PP-A

Module and Level	Learning Outcome	Domain in OTA
PP-A level 1	LU4, LU5, LU6 P3	1.Safe and supportive learning climate: all indicators

Instructions:

On this site (Dutch) or this site (English) internship mentors can find a manual to work with OTA.

For the internship mentor and school educator (working at the teacher training schools) Canvas can be consulted via this link: Login to Canvas (hu.nl). They log in with the login name hu.lerarenopleider@gmail.com and password (lowercase): vanfoutenleerje

On both sites the user can find and manual to work with the online tool. Please note that the student owns the OTA file they create. They send an invitation from the OTA to the observer.
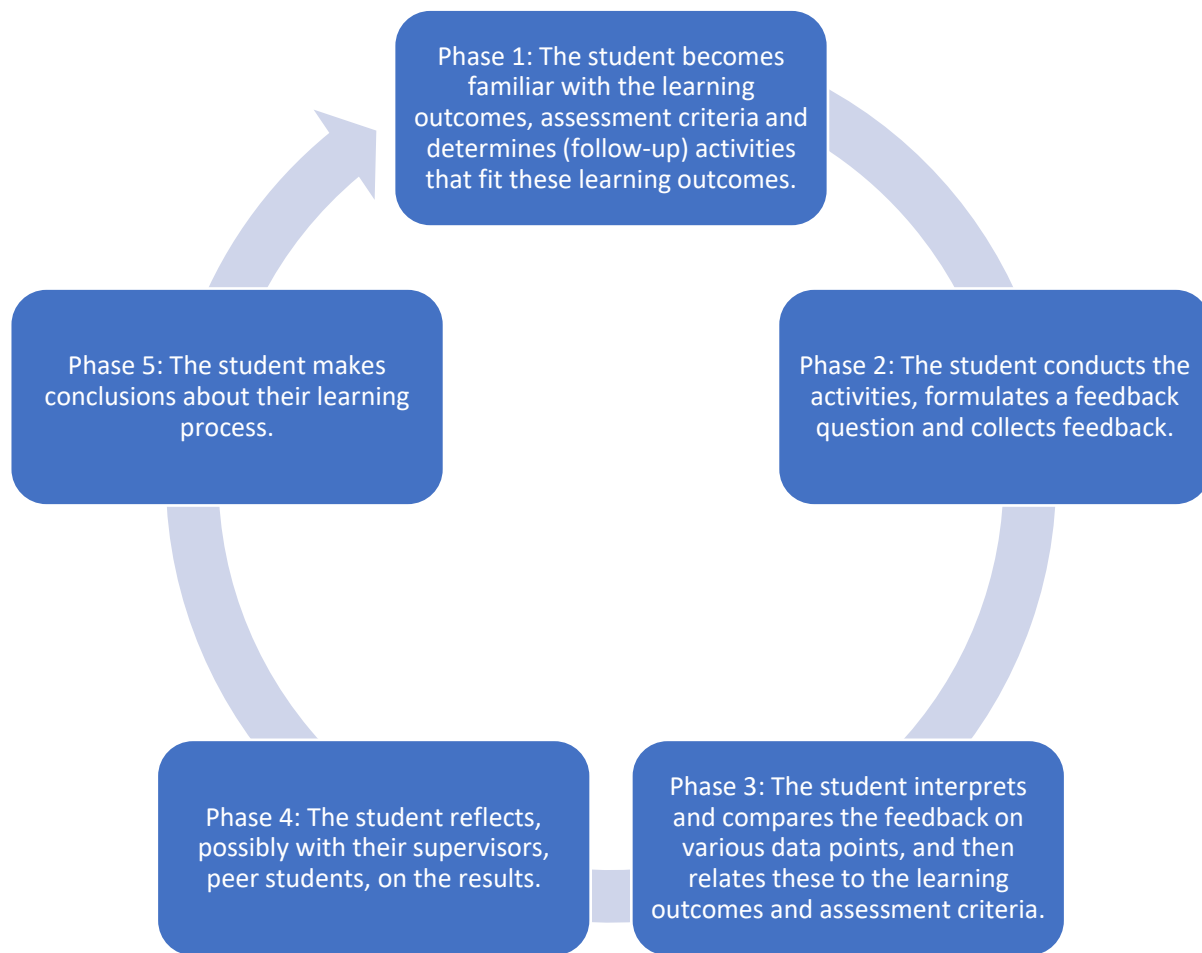
6. The role of feedback

The feedback cycle

Feedback becomes an integral part of the learning process within the modules of teaching methods and teaching methods. Feedback is thus seen as part of learning, rather than part of assessment. There are feedback and landing weeks planned during each module in which the feedback received is discussed and incorporated into a plan of action. This supports students in continuous development. This working method stimulates students to take ownership of their own learning process. In addition to the teachers at IA, the internship mentor and the internship supervisor play an important role in this process.

The internship mentor and internship supervisor **do not** have an assessing role (see also The role of feedback in assessment and closure: the High-stake moment). They support the student in the learning process by giving meaningful feedback that encourages the student to learn. They indicate what the student can already do and where there is still room for development. This works best by giving feedback that is descriptive in nature (sentences about what has been observed and where there is still room for development) and that focuses on a limited number of things. This prevents *feedback overload*.

The whole process of asking, collecting, and reflecting on feedback is as follows:

Phase 1: The student becomes familiar with the learning outcomes, assessment criteria and determines (follow-up) activities that fit these learning outcomes.

Phase 5: The student makes conclusions about their learning process.

Phase 2: The student conducts the activities, formulates a feedback question and collects feedback.

Phase 4: The student reflects, possibly with their supervisors, peer students, on the results.

Phase 3: The student interprets and compares the feedback on various data points, and then relates these to the learning outcomes and assessment criteria.

The internship mentor and internship supervisor therefore play an important role in Phases 2, 4 and 5 to help the student in the learning process. Especially in Phases 2 and 4 the debriefing when giving feedback is important: it is a check on the student's understanding to see whether they understand the feedback received and can put it into words. The idea is that the student takes the initiative in the feedback process, and clearly lets it be known what they are working on and where feedback is desirable. The feedback forms help with this.

Completing the feedback forms

When requesting feedback from relevant persons, the student uses a standard feedback form. This form always starts with the question to the student: which learning outcome are you working on with the performance shown, and to what aspects (knowledge, skills, attitude, integration between them) does the performance relate? With this the student indicates the desired focus of the feedback. Without this focus no effective feedback can be given. The student has to take the first steps before the internship mentor or internship supervisor can do anything.

The following steps can be used for the feedback moments:

1) **Preparation**: The student prepares the feedback form and indicates for which learning outcome(s) and aspects (knowledge, skills, attitude, integration) feedback is requested. The student communicates this information clearly and on time to the feedback giver.
2) **Feedback moment**: The student shows the performance (output / lesson plan / conversation, etc.). The feedback giver makes notes that are descriptive in nature: what things can be seen and which can still be developed within the framework of the selected learning outcome(s) and aspects?
3) **Discussion**: The student and feedback giver talk to each other: feedback giver discusses the notes made and the student writes a summary of the feedback received. Feedback giver can also check whether the student has understood the feedback well, and if they have succeeded in extracting the main points. It is recommended during this debriefing to *not give the* student the notes made by the feedback giver in written form, but to discuss them verbally with the student.
4) **Accord**: The student shows the notes made to the feedback giver for approval. If the notes correspond with the content of the debrief (what was observed, and which development points), the feedback giver approves the student's summary. This can be done by putting a signature at the bottom of the form. Only then is the feedback a valid data point that may be taken into account by the student in the portfolio for the module PP.

It is expected that from the start of the module Pedagogical Practice A the feedback form will be included in the digital system Scorion. It is recommended to use the same approach as above and have the **student fill** in the form in Scorion during the debrief, then log in to the system at the end of the interview and approve the feedback immediately. This completes and encrypts the feedback process in Scorion.

The role of feedback in assessment

At the completion of the modules Teaching Techniques and Pedagogics the student presents a portfolio with collected material (performance + corresponding feedback and possibly reflection) to an examiner. This is called the "Highstake moment". This examiner is an (as) independent (as possible) party, and

never the student's learning team coach. The examiner looks at the feedback the different parties have given on the student's performance, and checks whether the resulting picture of the student's level matches the required level of the learning outcomes for that module.

The internship mentor and internship supervisor play a crucial role in this: only they have a picture of the student's functioning in professional practice, and their feedback is therefore of great importance for the examiner to get a good picture of all aspects of the learning outcomes. To give the examiner a clear picture it is therefore also important to give the feedback in a descriptive way, and to indicate clearly what was observed, and what was (or was not) observed.

Important to keep in mind is that the student can determine which achievements and associated feedback are included in the portfolio. So not every feedback moment is part of the assessment, and the student can ask for feedback on the learning outcomes several times in order to eventually prove the desired level to the examiner. The student determines what the feedback is, and whether it is valuable for the portfolio, or mainly shows that there is still (much) to develop. In the latter case the student can choose not to include the feedback in the portfolio, but first take time for development and then deliver a new performance and ask for feedback. That is why the feedback moments within programmatic assessment are called "low-stake moments": not much depends on the individual feedback moment for the final assessment.

7. The internship contract (learning agreement) and OnStage

The student applies for a suitable work placement and in most cases has an interview with the internship coordinator. If the student is welcome at the school, the student fills in a learning agreement and has it signed by the internship coordinator and the learning team coach. On this site the student can find a format of a learning agreement for various training PPases and variants.

The student uploads the completed and signed learning agreement on OnStage, where they have registered the internship.

OnStage is an online application, accessible to:
- training and partner schools to update vacancies of internships. They include details of the school and contact persons, such as internship coordinators.
- For supervisors (ltb and io), who can see where the student has found a workplace and whether it is appropriate for the student's course and stage of training.
- For students who need to register their internship here.

First-year students register the work placement in OnStage. They choose the "tile" 22-23 Teacher Education Full-time Year 1 Internship Registration and fill in their own data and those of the training school. A manual for learning to work with OnStage can be found on this site.

Students who have not found a placement before the deadline, only fill in their own details. Bureau Werkplekleren fills in the details of the training school where the student is placed,

The procedure for registering an internship is described here: Full-time student work placements and new curriculum | Work placement and graduation (husite.co.uk)

OnStage is only used to register an internship and upload the internship agreement. All products students work on and feedback they collect are collected in a file in Gradework (or later in Scorion).

8. Training offer (feedback and OTA)

Giving feedback

In the new curriculum, internship mentors and internship supervisors provide feedback using a pre-structured feedback form. The general outlines of this working method are described in chapter 5.

Because the method is new for both the wb and also the io, IA offers several ways to get to know and become familiar with the instrument.

1. On the site [Workplace Learning IA | Internship and graduation (husite.nl)](husite.nl) in the folder "New curriculum". find feedback givers
   - an empty format of the feedback form
   - examples of feedback on learning tasks of MP-A and PP-A
   - a video explaining how to use the feedback format
   - an information video about the role of the WB and the IO in the learning process of 1^e year students

2. In addition, school-io's offer a workshop at their training-at-partner school "Giving feedback in the new curriculum" for internship mentors.

3. The basic training for internship mentors includes the new method for giving feedback.

4. Finally, workshops "Giving feedback in the new curriculum" are offered during each exchange meeting (see dates on [Exchange meetings and Internship market | Internship and graduation (husite.nl)](husite.nl)).

Archimedes Observation Tool (OTA)

In the academic year 2021-2022, all internship supervisors were able to participate in information and calibration sessions focusing on working with the OTA. Workshops were also offered during all exchange meetings in 2021-2022 to get to know the instrument and to calibrate observations.

This academic year school-io's are offering a workshop to internship mentors at their training-at-partner schools to learn about OTA and to calibrate observations.

On [this site (Dutch)](#) or [this site (English)](#) internship mentors can find a manual to work with OTA.