

TEACHER TRAINING



MINOR

Course guide 2025 - 2026

Programme code: **OA-TEACHERTR**

Semester: Fall

Number of ECTS: 30

Language of instruction: English

1. Profile of the programme

General description

Are you keen to be a teacher? Do you enjoy working with students and developing young minds? Our Teacher Training minor is a 30 ECTS programme which guides you past all aspects of modern –day teaching. We don't expect you to have any experience in teaching, but if you have, feel free to share these during your classes.

We work with our blended learning concept, meaning you come to class prepared and you are ready to process what you have learned by discussing the material you have prepared and by doing assignments together in class.

At the Archimedes Institute, the centre of teacher training programmes of the HU, you will study with other international students who are part of our 4 year bachelor programme. You share some of the same courses with them.

Who is this minor for

This program is designed for International students who wish to learn more about teaching at a secondary school level. The course will give you a solid theoretical basis as well as room to be creative. You will learn more about the various factors that teenagers are influenced by in the adolescent phase, you will learn about diversity in Dutch education and will think of your own vision on several educational issues. On the practical side, you will also experience teaching a mini-lesson in front of your peers and some of the modules will allow you to develop lesson plans or materials that can be used in your future teaching. As this minor is offered in English, it will give you the opportunity to work on your English-language skills as well. This minor does NOT include an internship at a secondary school.

Potential for further studies

This course may serve as a foundation for further studies such as a master's degree in education.

Assessment

portfolio

Details of the proposed study programme

Students follow courses during a 5-month period in which they can earn 30 ECTS (European credits). This minor will take place in the period from the 1st of September until the end of January.

Entry requirements

The minor is taught in English. A high level of English is an important condition to follow this minor. An overall score (in speaking, reading and writing) of B2 or higher (Common European Framework) is recommended for an active and successful participation in this minor.

Coordination

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Course structure diagram

BLOCK A	ECTS
OAR-PEDU2-22 Education 2 Adolescent Development (5 EC)	5
OAR-HEDU3-21 Education 3b Curriculum Design (5 EC)	5
OAR-HEDUGS-21 Teacher in General Secondary Education (part 1, 5 EC)	5
BLOCK B	
OAR-PEDU1-16 Education 1 Introduction to Teaching (5 EC)	5
OAR-HEDU4-16 Education 4 The teacher as an educator (5 EC)	5
OAR-HEDUGS-21 Teacher in General Secondary Education (part 2, 5 EC)	5

Module: [OAR-PEDU2-22](#) Adolescent Development (5 EC)

Meetings: 7x 2 hours

Course Description and Goal:

In this module the student learns about the development of people during adolescence (10-22 years). We study examples of teenage behaviour in films, books and other media and interview a teenager ourselves.

During the adolescent period a person develops his capacity to control his emotions and impulses, and gains autonomy in relation to parents and his peers; he becomes increasingly able to empathise with other people, and gains an increasing sense of responsibility for himself and for others. In short, the person develops his own identity during this period.

We focus on various aspects of adolescent development. What happens in biological and psychosexual terms? What is going on at a cognitive level? How does psychosocial and moral development take place? What roles are played by the family, peers, and the social and cultural context in which a young person grows up? The student gets to know the most important theories and models in this field.

In the module we will also take a look at the ways in which a teacher can deal with a group of pupils, whilst teaching. We focus on establishing a positive learning environment in class, a healthy communication with pupils and maintaining an orderly classroom.

Learning outcomes

This course has the following learning outcomes:

1. The student presents a picture of the diversity in behaviour and experiences of adolescents in the form of a portrait of an adolescent, on the basis of a variety of up-to-date sources (film, literature, personal experience, data from research etc.).
2. The student describes the most important knowledge and theories surrounding the biological, cognitive, psychosocial and moral development of people and analyses the behaviour and experiences of adolescents as presented in the portrait of an adolescent, making use of this theory.
3. The student describes the influence of various ecological systems, as mentioned in Bronfenbrenner's theory, on the behavior of adolescents
4. The student describes how teachers while interacting with pupils, can take into account the various aspects of adolescent development.
5. The student gives examples of how teachers shape a positive learning environment fit to the needs of adolescents and their development.
6. The student can carry out a simple research project into the world of experience of young people in education, in the required methodological and critical way, making use of interviews.
7. The student can create a safe atmosphere while interviewing adolescents by introducing the topic, being transparent about what will be done with the data, and by having an open positive attitude.
8. The student can converse with pupils while listening, summarising, and questioning in depth are applied, without expressing a judgement, or giving an opinion or advice.
9. The student can find relevant English literature to use while researching the ideas and perceptions of adolescents.

Test: creative piece/ portfolio

Module: OAR-HEDU3-21 Curriculum Design (5 EC)

Meetings: 7x 2 hours

Course description:

One of your key tasks as a teacher is to teach in your own field of professional expertise. However, being able to do so properly requires more than your own understanding of the material and being able to explain it well. In Curriculum Design, we will build upon this knowledge and get to work on designing a lesson that will stimulate specific learning processes among your pupils or students. The central question in this section primarily concerns what students should be doing in a lesson in order to learn, and only secondly what the teacher must do in order to get the ball rolling. This way of thinking lies at the centre of the didactic principle that we use within the Archimedes Institute in shaping our own education, whereby the role of the teacher / student alternates depending on the learning objective, learning activity or learning environment.

The student:

1. can choose one original trend from the various trends within their field, describe it and formulate a collective and substantiated view of this trend. The trend is understandable and clear to colleagues.
2. can conduct simple descriptive research about students' misconceptions, following the methodological and critical manner described, and can present his/her findings in a written research report. Uses the results of the research to give shape to the content of the lesson design.
3. can, as part of a collective vision (heart of the curricular "spider web"), develop the threads of the "spider web", whereby at the very least, the learning objectives, learning activities and assessments are substantiated using the available literature. This vision offers insight into how the student intends to incorporate aspects of the immediate context (pupil/student characteristics and teaching concept) as well as trends within the profession. This manifests itself in a lesson design that makes use of differentiated instruction and activating teaching methods that challenge pupils/students to be active and motivated participants in their own learning processes, and whereby ICT tools are used effectively.
4. knows all themes (concept checking, study attitude, ratio and classroom culture) and instruction skills. The student is skilled enough so that in a given (simulated) context they can apply these techniques correctly and in full accordance with the description of the techniques.
5. provides adequate and constructive feedback on the personal contributions of individual team members and takes responsibility for individual and group contributions to ensure mutual success.

6. writes texts that are referenced, logically coherent, have an adequate word choice and clearly address the intended reader. The layout and structure makes the text understandable. The quality of language is at B2

Test: portfolio

Module: OAR-PEDU1-16 Education 1 Introduction to Teaching (5 EC)

Meetings: 7x 2 hours

Course Description:

In this course, the student will become familiar with a number of aspects from the Dutch educational system and the preparation, execution and evaluation of a lesson. The student is trained in things such as presentation, attitude and maintaining order. The student gains basic teaching skills and learns to observe with an existing observation instrument.

Learning outcomes

1. The aspiring student describes their own role as a future teacher, and their vision on guiding the learning process of their future pupils.
2. The student researches their (possible) future work field and acknowledges their pedagogic/didactic tasks within the secondary school and vocational education.
3. The student processes the various components of the model didactic analysis (starting point, learning objectives, curriculum, learning activities, learning aids and evaluation) in a lesson plan and justifies the choices made using the obligatory literature.
4. The student executes a lesson (component) in which they apply the basic principles of effective class management.
5. The student executes a lesson (component) in which the basic principles of direct instructions are being applied.
6. The aspiring teacher conducts simple observation research in a methodical and critical method.
7. The student searches and finds literature in a strongly structured context with which a given research question can be answered and can be processed in a self-written report.

Test: teaching a mini lesson (to peers) and writing a portfolio

Module: OAR-HEDU4-16 Education 4 The teacher as an educator (5 EC)

Meetings: 7x 2 hours

Course description:

In this course you will learn to think about educational approaches and develop your own approach in the classroom.

In order to develop a professional educational approach for the classroom, you need to know how your own upbringing and frame of reference affects that approach. This course will examine this personal background and frame of reference from multiple perspectives and it will teach you how educational approaches are determined by time, culture and place. It will also cover ethical dilemmas in the educational arena and which aspects of education and upbringing have their place in the classroom.

Throughout the course you will work on a skills file which includes four assignments, each covering a specific theme; The Role of an Educator, Knowing Yourself, Important Educators and Preparing a Positive Lesson. Each theme deals with the curriculum in a different way and includes various assignments to apply the material to be worked on during the classes

Learning outcomes

The student:

1. Recognises the importance of his or her role as an educator in the areas of creating a safe and structured learning environment, personal development and citizenship education. Indicates what, aside from own ideas, has influenced the development of individual values and attitudes to pedagogy.
2. Argues the pedagogical mission of the teacher in the secondary/vocational education systems, using the available literature, current social developments, analysis of own experience, transactional analysis and the individuals' beliefs, values and standards.
3. Explicitly relates their own views regarding education to the various educators and approaches covered in the course.
4. Practices developing a safe learning environment.
5. Delivers pedagogical behavior that helps provide a safe educational environment and powerful learning environment and relates this to the own pedagogical ideas.
6. Justifies a choice that should be made in an ethical and/or moral dilemma which could arise for a teacher, and demonstrates adequate moral reasoning.
7. Writes in a consistent, readable manner in which views are defended with arguments for and against, and additional points. Arguments are underpinned by theory, facts and, where necessary, specific experiences.

Test: essay

Module: Teacher in General Secondary Education (10 EC in total)

Meetings: 7 x 2 hours in block A and 7x 2 hours in block B

Course Description and Goal:

Content

During this course, you will learn about various aspects of diversity and how to deal with difference in the first years of general secondary education. We will be discussing some of the most important challenges that are intrinsic to our current pluralistic society. You will be asked to think about your own attitude towards diversity and how you can contribute to the development of all pupils by employing appropriate professional pedagogical teaching methods.

The ideal outcome of the course would be that you are able to show, based on a well-founded vision of appropriate (suitable) and citizenship education, how you can handle differences between pupils with the appropriate pedagogical and didactic methods and can stimulate a positive group learning process. We will be dealing with such topics as: how to offer differentiated instruction, how to stimulate equal opportunities for the development of all pupils, how to deal with cultural, religious, linguistic and sexual diversity, as well as what role your own views on these matters might play in influencing your instruction methods. Since your own views concerning pupils are decisive for your actions as a teacher, this course will be devoting a lot of attention to this topic. Using the Professional in the Mirror (Touw, 2009) method, we will be looking at so-called 'constructs'. This method helps to form an understanding of your (underlying) ideas regarding students and how these might influence teacher/student interactions.

Being able to properly handle diversity requires skills in supervising students, in addition to didactic knowledge and skills. Specific attention will be given to having conversations and working on the social safety in the classroom. In this course, you will not only learn about the tasks, responsibilities and powers of a teacher; you will also investigate questions such as: what is my contribution to the supervision of students? How does the student affect me? How do I respond to this? Am I personally affected by the student? And how does this affect my attitude to supervision and my interaction with the individual pupil and the group? Personal and professional development go hand in hand in this course.

Learning Outcomes for this module

The student...

1. Identifies various forms of diversity and explains how all these forms are represented in each individual and therefore in each group.
2. Reflects on their own thinking regarding pupils and the influence this may have on their professional behaviour; can also explain the relationship between this thinking and their own socialisation processes, mental models and personal convictions (constructs) regarding various aspects of identity.
3. Explains - substantiated by theory - how their lessons and teaching materials have been adjusted to the diversity in the classroom and how this supports the equal opportunity of all students to develop optimally.
4. Explains - substantiated by theory - how they seek to create a safe living and working environment in which diversity is the norm and how they deal with their own personal preferences in a professional environment.
5. Explains - substantiated by theory - how the pupils are prepared for their future in a multicultural and pluralistic society and how, as a teacher, they deal with discussions and situations in the classroom where social themes play a role and how this relates to their own vision of civic education.
6. Practices conversation skills in a simulated context and conducts conversations with pupils, using various techniques that are appropriate for the purpose of the conversation and tailored to the conversation partner.

7. Explains - substantiated by theory - which supervision interventions they might use when there is stagnation in the developmental process of pupils, and how this relates to their own vision on appropriate education.
8. Can explain their own professional views, working methods, limits and approaches as a teacher.
9. Writes a vision and explanation of a lesson plan, whereby the text demonstrates a thorough and logical coherence, is properly aimed at the right audience and is able to write texts at B2 level.

Test: portfolio

Literature used in the Education modules

Most materials are provided for download on the CANVAS online environment

Suggested literature:

Geerts, W and Kralingen, R. The Teacher's Handbood for Secondary and Vocational Education (1st edition). Coutinho. ISBN9789046906217 Costs about: 48,95 eu

Harris, Jones et al. The Dutch Way in Education (1st edition). Publishers Omis. ISBN9789079336227 costs: 44 euro