

Appendix to the Student Charter Specialisation Modules Spring 2019

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Health

Module type, scope and language

10 ECTS in English

Short description

The module is about achieving competences in how to analyse the function of health in a lifelong perspective in coherence to history, culture and society.

The module also works with developing competences to promote health and wellbeing in relations to life style and different life conditions

Knowledge area

Health science

Competence areas

Health and well-being

Competence goals:

- analyse, discuss and reflect on health promoting life styles in different countries
- knowledge about outdoor cooking
- knowledge about nutrition
- knowledge about food and activity

Skills: The student can	Knowledge: The student have knowledge about
Reflect on the importance of Health according to life style regarding the individual and the society	Knowledge about how to analyse the function of health in a lifelong perspective
Identify elements which have influence on life style and living conditions in a local and global perspective	Knowledge about promoting health, life style and living conditions
Be able to use the local schools surroundings with emphasis on outdoor cooking	Knowledge and skills in using local surroundings in outdoor activities
Develop interest and skills in preparing meals	knowledge about how to combine food in order to prepare a proper meal

Module in practice

In cooperation with PE

Participation obligation

Participation at a course at Bosei

History & Social Geography: Working interdisciplinary and Inquiry based connecting the local to the global.

Subjects: History and Geography

10 ECTS

Language: English

Short description

Three main focuses are part of the course. Firstly on how to identify and work with interdisciplinary themes by using methods from both history and geography; secondly on connecting the local to the global and thirdly on problem based learning/teaching. You will try it out yourselves and reflect on how to apply these methods to your future classroom.

Learning outcomes - students develop:

- awareness of elements of interest in relation to geography and/or history in the local environment
- awareness of chance and continuity in the local environment and in a broader context
- knowledge about of central historical periods, persons or events and how they have had impact on the local environment
- knowledge of place and distribution of geographical phenomena, processes and patterns and their impact on natural and human systems.
- skills in analysing differences and similarities on several political, economic, cultural and environmental levels
- skills in using geographical and historical sources of the local area or found in the local area
- skills in using museums and other external resources in the local area
- skills in using artefacts as historical and geographical sources
- knowledge of the relationship between the local and the global and being able to transfer local phenomenon to global structures and developments

Skill goals: The student can ...	Knowledge goals: The student is to have knowledge of ...
plan and implement geography teaching with learning goals that develops students' ability to apply and evaluate models for understanding geographic phenomena and contexts	geographical methods in teaching

plan and implement geography teaching with learning goals that develops students' ability to apply and evaluate models for understanding geographic phenomena and contexts	geographic models, including characteristics of models and assessment criteria for geographical models
plan and implement education that enables students to understand reasons for demographic, urban and business patterns as well as understanding living inequalities and allowing them to discuss possible solutions	demography and occupation, division, interaction and development on the basis of natural conditions, as well as historical, social, economic and political relationships
plan and implement interdisciplinary teaching that gives students knowledge and empowers them to reflect on the consequences of different forms of business and production in the light of different natural and social perspectives as well as different land use and spatial planning strategies	production with sustainable exploitation of natural resources
plan, implement, evaluate and develop interdisciplinary teaching based on learning goals within issues that develops students' versatile and scientific skills	pupils' work with interdisciplinary issues that promote their versatile and scientific skills
Asses causes for reasons by applying political, economic, social, cultural and mentality historical perspectives	History scientific perspectives
Include multicultural perspectives and different identity bearing memory communities in the history teaching	Interaction between history, identity and cultures

The module builds three themes, which can be subject specific and/or interdisciplinary. The approach to the themes are dialectical between the local and the global perspectives - between the pupils' specific context and broader subject related concepts. The themes builds upon *The Exemplary Principle*, where the students work with transfer of knowledge and skills to other contexts.

Module projects:

In relation to each theme, the students show skills in changing perspective between the local and the global. The students shows their development of this dialectical competence in an educational context through two to four smaller assignments.

Students choose for themselves which media to use in relation to these smaller assignments (for example short videos, theatre, models, home page etc.).
In accordance to assessment criteria given by the teacher, the students make written review on one of their fellow students work.

Research and Academic Working Methods 1

(10 ECTS)

After the course, the student should be able to:

- Reflect on her/his own professional inquisitiveness.
- Understand research strategies, designs, and the related choices of appropriate research methodologies from both quantitative as well as qualitative nature, used in educational sciences.
- Produce a researchable question
- Identify, assess and evaluate ethical issues regarding educational research.
- Reflect upon the relation between research methods and the teaching profession.
- Understand and apply basic research and academic working methods related to teaching and school development.
- Identify the relationship between different epistemological perspectives and research methodologies.

Contents:

- Research strategies and research designs. An overview of and introduction into both qualitative as well as quantitative methods for research in educational contexts.
- Introduction to the differences in qualitative and quantitative methods.
- Working with basic research methods such as interviewing, surveying and observation.
- Working on formulating feasible research questions.
- Discussing ethical issues related to educational research.
- Working on the use and relevance of research methods in the teaching profession.

Realisation:

Lectures, group work, individual work, peer-feedback, exercises, seminars.

Assessment:

Conducting small-scale studies using different methods for data collection and different theoretical approaches showing ability to conduct studies and reflect on relevant issues related to qualitative and quantitative research as well as reliability, validity and ethical dilemmas.