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UNIVERSITY  
COLLEGE  
ABSALON

# The Teacher Education

## Student Charter

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## **o. Specifics to the International Honours Degree in Teaching:**

This chapter is specific to the Honours Degree in Teaching. From Chapter 1 and onwards, you will find in translation relevant parts of the official Student Charter for the Teacher Education, University College Absalon.

The Honours Degree in Teaching is a profile of the regular Danish Teacher Education and the respective executive orders and in addition comply with the specific executive order about talent programmes: *Talentbekendtgørelsen, bek nr. 597 af 8. marts 2015.*

### **o.1 Description**

#### **About the programme**

The increased number of international schools worldwide is creating a high demand for teachers with intercultural competences. As a response to this demand, University College Absalon offers an honours degree with an international focus.

#### **What is special about the International Honours Programme in Teaching?**

The International Honours Programme is a teacher education programme. However, it is also much more:

- You will complete two special interdisciplinary modules
- You will complete a special course on 'General Education' which contains knowledge about Danish culture and language
- You will have to complete part of your programme abroad – either as teaching practice at a school or as studies at a higher education institution
- You will have to complete teaching experience in both Danish and international schools
- You will be responsible of developing your teaching through the you a digital portfolio – subject to a special test
- You can choose between individual modules in English and Danish – We do not offer all modules in English (please refer to the current Student Charter)

In addition to completing the regular teacher education programme (240 ECTS-points); the Honours Programme will required you to complete extra studies equal to 32 ECTS-point over four years.

#### **Why choose the International Honours Programme in Teaching?**

The international honours programme is much more demanding, but it opens the door to extraordinary opportunities during and after your education:

- You will get many opportunities to develop an international teaching profile
- As an international student, you will get a unique opportunity to base your teacher education on Danish pedagogical traditions and principles
- As part of international programme, your studies will be enriched by the diversity of your fellow students
- Extra studies will be credited to your diploma
- You will receive the honorary 'with distinction' on your diploma if you complete the programme within the allotted four years
- You will have an attractive job profile for all internationally minded schools – in Denmark and across the world!

## Selection process for the International Honours Programme?

In order to gain admission to the International Honours Programme you must apply and be accepted into the Danish Teacher Education programme at Vordingborg.

Once enrolled you need to fulfil both of the following two requirements:

- You must have English qualifications at Danish level-A (or equivalent)
- You must pass the special 3-hour admission test for Honours Programme. The test evaluates your command of written English, as well as your ability to formulate a well-structured argument

## In order to graduate with honours you must

1. Take the three modules "English as an additional language"
2. Take the module "General Education (KLM)" (a special course comprising 20 ECTS points)
3. Spend one semester studying abroad or have a teaching experience abroad
4. Take a teaching subject taught in English, which contains additional international competences.
5. Collect and select material during the programme for a portfolio and subsequent presentation/test in 7

### 0.2 Structure

År 1		År 2		År 3		År 4	
1 semester	2 semester	3 semester	4 semester	5 semester	6 semester	7 semester	8 semester
General Education: (AD/KLM) and Teaching in educational practice 10 ECTS	General Education: (AD/KLM) and Teaching in educational practice 10 ECTS	General Teaching Competence 10 ECTS	Crosscurricular module - 10 ECTS	Specialisation module: Research and Academic Working Methods 1 + Portfolio TEST - 10 ECTS	Crosscurricular module - 10 ECTS	Research and Academic Working Methods 2/ Bachelor module 1 - 10 ECTS	Bachelor Laboratory/workshop, bachelor project 10 ECTS
Pupils Learning 5 ECTS	Pupils Learning 5 ECTS	Curricula 5 ECTS	Teaching Subject Module - 10 ECTS	Bilingual Education - 10 ECTS - TEST	Teaching Subject Module - 10 ECTS	Inclusive Education - 10 ECTS - TEST	Crosscurricular module - 10 ECTS
English - 15 ECTS	English - 15 ECTS - TEST	Academic writing /Literacy 5 ECTS	Teaching Subject Module - 10 ECTS - TEST	Teaching Subject Module - 10 ECTS	Teaching Subject Module - 10 ECTS - TEST	Teaching Subject Module - 10 ECTS	Teaching Subject Module - 10 ECTS
		Teaching Subject Module - 10 ECTS				Portfolio TEST 2 ECTS	Teaching Subject Module - 10 ECTS - TEST
	Teaching Experience 1 - Local School - 10 ECTS - TEST		Teaching Experience 2 - Abroad or Local Special School - 10 ECTS - TEST		Teaching Experience 3 - International School in DK - 10 ECTS - TEST		
30	10	30	10	30	10	30	40

### 0.3 Special modules

#### 0.3.1 Research and Academic Writing with Portfolio

The module is 10 ECTS.

After the course, the student should be able to:

- Reflect on her/his own professional inquisitiveness.
- Understand research strategies and 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.

*Portfolio*

Besides research, we work reflectively on the teacher education and your teaching experiences in the form of a portfolio, which is also mandatory for module approval. This part of the module has the following objectives and content:

**Objectives:**

Reflect on past and future work in the teacher education and teaching experiences.

Finding ways to document and communicate what the student has achieved so far, the student's ability to reflect, and the student's demonstration of her/his values as a teacher.

**Content:**

Work on a 'work portfolio' to make a useful collection of materials from the education as well as ideas and reflections on teaching to benefit from it all in future teaching experiences and the student's professional life as a teacher after graduation.

Work on a 'presentation portfolio' to be presented and discussed in a fair on an announced date in the semester of RAWM.

The portfolio consists of both physical objects and digital elements, which live up to a number of requirements specified by the teacher. The portfolio must be presented and approved.

**0.3.2 Literacy/Curricula**

This module contains two independent parts of each 5 ECTS and thus comprises a total of 10 ECTS points

### *Literacy*

To follow - see semester plan

### *Curricula*

The purpose of this module segment is

- To obtain knowledge about curricula in different national and international schools
- To be able to identify and define curriculum
- To be able to describe different types of curricula
- To be able to describe the difference between curriculum, syllabus, course and programme
- To be able to compare curricula

The module will introduce students to various types of international curricula through literature, school visits and lectures.

For approval of the module segment: a group presentation of a chosen international curriculum.

## **o.3.3 Health (connects to P.E.)**

### **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 that are included in the module**

Health and wellbeing

### **Competence goals**

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

Skill goals: The student can	Knowledge goals: The student has knowledge about
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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 lifestyle and living conditions in a local and global perspective	Knowledge about promoting health, lifestyle 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 relation to practice

Together with PE

### Module approval

Participation in course at Bosei

## 0.3.4 History and Social Geography (connects to History and Geography)

10 ECTS in English

### Short description

This is a special offer for Danish students who want some international flavour on their teacher education since you will be working with students from The International Honours Degree in Teaching program. This module is part of their course in either History or Geography. Hereby giving you a perfect opportunity to develop your intercultural competence.

Three 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.

### Knowledge basis

- Newer subject specific knowledge within the fields of History and Geography.
- Newer international didactical theory on History and on Geography.

## Competence areas

### History:

Competence area 1: Teaching and learning in history

Competence area 4: Interpretation and mediation

### Geography:

Competence area 1: Natural science didactic perspectives in consideration of pupil learning during Geography lessons.

Competence area 3: Geography in cross-disciplinary cooperation

Competence area 4: Teaching the core areas of geography

### History:

1) Plan, complete, evaluate and develop history lessons in a substantiated way that mono disciplinarily and cross disciplinarily mediate historical topics, themes and events and consider heterogeneous pupil groups' conditions, lifeworld and contemporaries

2) Identify, analyse, formulate and mediate substantiated suggestions for historical interpretations and stories for the purpose of history lessons

### Geography

1) In a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils

2) In a substantiated way plan, implement, evaluate and develop geography teaching in a cross disciplinary interaction with other subjects

3) In a substantiated way plan, implement, evaluate and develop varied, differentiated and objective oriented geography teaching, including technical geography concepts

Skill goals: The student can ...	Knowledge goals: The student is to have knowledge of ...
<ul style="list-style-type: none"><li>plan and implement geography teaching with objectives that develops students' ability to apply and evaluate models for understanding geographic phenomena and contexts</li></ul>	<ul style="list-style-type: none"><li>geographical methods in teaching</li></ul>

<ul style="list-style-type: none"> <li>plan and implement geography teaching with objectives that develops students' ability to apply and evaluate models for understanding geographic phenomena and contexts</li> </ul>	<ul style="list-style-type: none"> <li>geographic models, including characteristics of models and assessment criteria for geographical models</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>demography and occupation, division, interaction and development on the basis of natural conditions, as well as historical, social, economic and political relationships</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>production with sustainable exploitation of</li> <li>natural resources</li> </ul>
<ul style="list-style-type: none"> <li>plan, implement, evaluate and develop interdisciplinary teaching based on objectives within issues that develops students' versatile and scientific skills</li> </ul>	<ul style="list-style-type: none"> <li>pupils' work with interdisciplinary issues that promote their versatile and scientific skills</li> </ul>
<ul style="list-style-type: none"> <li>plan, complete and evaluate lesson plans with changing perspectives on the view of events, connections and courses of development</li> </ul>	<ul style="list-style-type: none"> <li>local, national, global connections and</li> <li>perspectives in history</li> </ul>
<ul style="list-style-type: none"> <li>evaluate causal explanations by adopting political, financial, social, cultural and mentality historical</li> <li>perspectives</li> </ul>	<ul style="list-style-type: none"> <li>historical scientific perspectives</li> </ul>
<ul style="list-style-type: none"> <li>Include IT and digital media in history lessons for</li> <li>strengthening of historical realization and mediation</li> </ul>	<ul style="list-style-type: none"> <li>IT and digital media in realization and mediation</li> </ul>



<ul style="list-style-type: none"> <li>Plan, complete and evaluate teaching in the subject that develop the pupils' action competence when meeting future possibilities and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Problem oriented history lessons</li> </ul>
<ul style="list-style-type: none"> <li>use different types of teaching aid in history</li> </ul>	<ul style="list-style-type: none"> <li>varied didactic and non-didactic teaching aids, including picture and film analysis</li> </ul>

### Module relationship to practice

In the Danish Folkeskole interdisciplinary projects is an often-used teaching method. The ideal of “the open school” where the local area somehow is part of the teaching. This module investigates possibilities for this relationship between school and local area,

### Module approval

1. Developing interdisciplinary teaching aid where the local area is in focus and with use of elements that has been didacticized for teaching. Product is either written or presentation
2. Developing interdisciplinary teaching aid where technological elements are in focus. Product is either written or presentation.
3. Planning workshops for excursion and participation in excursion.

### 0.3.5 STEAM (Science Technology Engineering Art Mathematics - connects to Art and Science)

To follow

### 0.3.6 Mathematics – 1 module in Denmark

*Module: Statistics, probability and students with difficulties in math*

#### Module type, scope, language

Basis, locally developed, 10 ECTS points. The module is in English

#### A brief summary of the module

The focus of the module is to develop the students’ ability to work with statistics and probability in grades 1-6.

The core of the module is an interaction between a mathematics didactic perspective, a practice perspective and a math technical perspective. Furthermore, a specific part of the module will be about students with math difficulties.

#### The areas of competence within the module are

Area of competence 1: Mathematical skills

Area of competence 2: Mathematical competence

Area of competence 3: Mathematics didactic

Area of competence 4: The math teacher in practice

**The areas of competence within the module are:**

The student is able to

- Plan, implement, evaluate and develop the teaching of math where the different topics of mathematics are related to students through math as a science and its use and historical development, the way of teaching and the teachers curricula
- Entice the students development of mathematical skills through challenging questions and answers in and about mathematics as well as the use of language and different tools related to the teaching of math in grades 1-6
- Describe, analyze and evaluate the teaching and learning of mathematics with the use of the mathematical didactic theory
- Justified planning, completion, valuation and development of the teaching of mathematics in practice from a professional and course didactic perspective and evaluation

#### **o.4 International Honours Degree – Subjects offered during the next four years<sup>1</sup>**

**(All subjects except German comprise 1 module in Autumn and 3 modules in Spring)**

2020-21	2021-22	2022-23	
<ul style="list-style-type: none"><li>• English</li><li>• Physical Education</li><li>• History and Social Geography</li><li>• Geography (minimum 10 students)</li><li>• German (3 semesters – with DK students)</li><li>• Mathematics - 1 module in DK + 3 modules virtually or at Linnaeus University in Sweden</li></ul>	<ul style="list-style-type: none"><li>• English</li><li>• Art and Culture</li><li>• Science</li><li>• Mathematics - 1 module in DK + 3 modules virtually or at Linnaeus University in Sweden</li></ul>	<ul style="list-style-type: none"><li>• English</li><li>• Physical Education</li><li>• History and Social Geography</li><li>• Geography (minimum 10 students)</li><li>• German (3 semesters – with DK students)</li><li>• Mathematics - 1 module in DK + 3 modules virtually or at Linnaeus University in Sweden</li></ul>	<ul style="list-style-type: none"><li>• English</li><li>• Art and Culture</li><li>• Science</li><li>• Mathematics - 1 module in DK + 3 modules virtually or at Linnaeus University in Sweden</li></ul>

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<sup>1</sup> The offers are subject to changes that cannot be foreseen

# Introduction to the student charter

## 1. What is a student charter?

Welcome to the teacher education at University College Absalon – and welcome to this student charter.

A student charter is an indication of the legislation on which the education is based. Thus, the current student charter is a collection and elaboration of the entire legislation on which the teacher education is based. That means the following Danish legislation:

- BEK nr. 1068 af 08/09/2015, om uddannelsen til professionsbachelor som lærer i folkeskolen "Uddannelsesbekendtgørelsen", see <https://www.retsinformation.dk/forms/R0710.aspx?id=174218>
- BEK nr. 1046 af 30/6/2016, om prøver i erhvervsrettede videregående uddannelser "Eksamensbekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=183396>
- BEK nr. 114 af 03/02/2015 om karakterskala og anden bedømmelse "Karakterbekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=167998>
- BEK nr. 1047 af 30/6/2016 om erhvervsakademiuddannelser og professionsbacheloruddannelser "LEP-bekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=183397>
- BEK nr. 85 af 26/01/2016 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser "Adgangsbekendtgørelsen", §38, see <https://www.retsinformation.dk/forms/r0710.aspx?id=177119>
- Ministry of Higher Education and Science: Om prøver i læreruddannelsen (LU13). Letter addressed to Danish university colleges of September 1st 2015
- BEK nr. 211 af 27/02/2019 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser "Adgangsbekendtgørelsen", § 38 se <https://www.retsinformation.dk/Forms/R0710.aspx?id=207810>

## 2. Institutional part/common part of the student charter

The student charter for the teacher education at University College Absalon comprises two parts:

1. the ***institutional part*** of the student charter has been prepared by the teacher education institution at University College Absalon and comprises local regulations on the teacher education
2. the ***common part*** of the student charter has been prepared jointly by those university colleges approved for offering this education.

The student charter as a whole applies to the teacher education run by University College Absalon, regardless of where and how it is offered. For more information about the teacher education at University College Absalon, please visit <http://phabsalon.dk/uddannelser/laerer/>. If you are a student and have some questions about this student charter, you are welcome to contact the local head of studies at the teacher education at University College Absalon.

### 2.1 Commencement

The student charter for the teacher education at University College Absalon 2015 applies as of August 1st 2015 and is valid for students who commenced this education on September 1st 2013 or later.

Interim arrangements for students who commenced the education as of February 1st 2013 or later are described in appendix 8 of this student charter. Students who are enrolled in the teacher education within the interim arrangement are subject to this student charter, except for the internal test related to the module *Teaching of bilingual pupils*. Students within the interim arrangement are exempt from this test.

All students are covered by the new test descriptions which take effect as of September 2019.

Postgraduate courses commenced before August 1st 2015 follow Danish regulation *BEK nr. 231 af 08/03/13*.

### 3. The Purpose of the Teacher Education

The purpose of the teacher education is described in the Danish executive order, §1, on education:

§1. The purpose of the education is that the student through the education acquires the knowledge and skills needed to work as a professionally, educationally and didactically competent teacher in the Danish municipal primary and lower secondary school in accordance with the purpose of the municipal primary and lower secondary school, cf. §1 in the law on the municipal primary and lower secondary school.

University College Absalon organises the teacher education in accordance with this purpose, thus emphasising the importance of the student acquiring both practical, professional, educational and didactic competences during the educational course.

### 4. The teacher education at University College Absalon

The teacher education at University College Absalon is offered in the towns of Vordingborg and Roskilde respectively. In addition, the teacher education is available as an e-learning course. Regardless of place and form, it is one joint teacher education at University College Absalon with one common student charter. As a student, you can do subjects or modules across places and organisational forms as agreed with the institution.

The teacher education at University College Absalon emphasises a high professional, educational and didactic level in all subjects and modules. University College Absalon works in close cooperation with the practice field and other research institutions.

### 5. Alternative planning forms

In addition to traditional planning of the teacher education, University College Absalon also offers the teacher education as an e-learning course and as school-based education.

#### 5.1 The teacher education as an e-learning course

In terms of content, the teacher education as an e-learning course is the same education as the teacher education organised as day studies/summer intake. It also follows the same structure with regards to the order of individual subjects within the education; cf. the model in section 8.1: Day studies and e-learning studies, summer intake. The only difference is the teaching organisation.

The theoretical part of the teacher education as an e-learning course is planned as a combination of face-2-face seminars and virtual study periods involving study group as form of organisation. The study groups are created during the first seminar of each subject. A seminar is a period of approx. 2 ½ days where the students must be physically present. The student can expect to attend 6-8 seminars per year of study.

The practical part of the education takes place at those teaching experience schools working with the teacher education institution on a long-term basis or, according to agreement, at schools abroad as chosen by the student. The educational institution must approve all schools.

During the face-2-face seminars, the teaching is usually compact. Between the seminars, the student (within the study group) is responsible for planning his or her own studies. This form of study requires a high level of self-discipline and sense of responsibility.

Face-2-face seminars for all year groups within the teacher education as an e-learning course take place at the same time. This facilitates an active study environment and the establishment of relations across the year groups during the seminars.

It is possible to select part of the education as e-learning or day studies if the desired modules are not available within the form of organisation in which the student is enrolled.

## **5.2 The school-based teacher education**

The school-based teacher education is organised as 3 days at the educational institution and 2 days working at a school. In this way, the student receives both the state education grant and a salary during the education.

In terms of content, the school-based teacher education is the same as the ordinary teacher education, meaning that the student must pass the same competence goal tests in order to become a teacher. The school-based teacher education follows a different structure with regards to the order of individual subjects within the education; cf. the model in section 8.6: Structure for the school-based teacher education.

Teaching within the school-based teacher education is planned in close interaction with practical experience at the school where the student is employed in order to create synergy between practical experience and education throughout the entire educational course.

## **6. The length and organisation of the education**

The education is set to 240 ECTS credits (in accordance with the *European Credit Transfer System*). 60 ECTS points correspond to the work of a full-time student for 1 year whereby the education lasts 4 years. The education gives the graduate the right to use the title Professional Bachelor of Education as a teacher at the Danish municipal primary and lower secondary school. The English equivalent of the programme title is Bachelor's Degree Programme in Education.

The teacher education is organised as day studies with a summer intake, a winter intake as well as an e-learning course. The education is organised in modules of 10 ECTS points each and comprises the following subjects:

- the teacher's fundamental professional qualifications, corresponding to 60-70 ECTS points
- teaching subjects, corresponding to 120-130 ECTS points
- practical teaching experience, corresponding to 30 ECTS points
- bachelor project, corresponding to 20 ECTS points

The education must be organised in such a way that the student normally obtains teaching competence in 3 teaching subjects but at least 2 teaching subjects. Normally, the student must obtain teaching competence in one of the following teaching subjects: Danish 1st - 6th form, Danish 4th - 10th form, Mathematics 1st - 6th form, or Mathematics 4th - 10th form, cf. the Ministerial Order on Education. Module descriptions are available in appendices 1-7 of this student charter.

The teaching subjects comprise subjects corresponding to the teaching subjects in the Danish municipal primary and lower secondary school, cf. the Danish law on the municipal primary and lower secondary school, §5 (2).

The education is usually organised as described in appendix 8. The structure is under revision. As a new structural element, those modules relevant to the competence goals within the areas of pedagogy and professional competence run for an entire year of study.

### **6.1 Structure of the education**

The various teacher education structures (including the interim arrangement) are shown in appendix 10.

## **7. Offer of modules, specialisation modules and teaching subjects**

The teacher education at University College Absalon offers all teaching subjects in a coordinated plan between the two locations of education and the e-learning course. Whereas the teaching subjects Danish and Mathematics comprise a minimum of 4 obligatory basic modules of 10 ECTS points each, the other teaching subjects comprise a minimum of 3 obligatory basic modules of 10 ECTS points each. Participation in and completion of the obligatory basic modules is a prerequisite for a student to register for the final tests in those subjects (see also chapter 12 on study activity and duty to participate).

In addition to the obligatory basic modules in the teaching subjects and the teacher's fundamental professional qualifications, the student also has to choose some specialisation modules in order to obtain a total of 240 ECTS points. Specialisation modules are locally developed at University College Absalon and can be organised as:

- mono curricular (within one singular subject in the teacher education)
- cross curricular (across subjects in the teacher education)
- cross professional (across professions)

Each autumn, a catalogue of specialisation modules is published. Choosing specialisation modules takes place during the autumn semester and those specialisation modules are studied in the following spring semester. A description of the specialisation modules, including specific descriptions of competence areas and goals as well as duty of participation for each module, will be made available at the time of module initiation.

The student may also choose to study specialisation modules at universities or other higher education institutions in Denmark or abroad. If the student wishes to study specialisation modules at educational institutions other than University College Absalon, this must be pre-approved by the head of studies.

The head of studies answers questions concerning specialisation modules and choosing these.

### **7.1 Admission requirements for teaching subjects**

The student obtains admission to teaching subject modules once he or she has achieved the grade "pass" at the determined level at a qualifying upper secondary school as defined in appendix 6 of the Ministerial Order on Education.

If the student does not reach the required admission level, it is possible to apply for an individual assessment (IA) where the actual competences are assessed individually. The purpose of an individual assessment is to recognise the overall knowledge, skills and competences of the student with regards to his or her ability to choose a certain teaching subject within the teacher education.

The student must make probable that the acquired competences can be equated with the general admission requirements of the teaching subject in question. Applications for individual assessment must be forwarded to the central admission team at University College Absalon where a centrally appointed committee will process the application. The student may contact a student counsellor within his or her place of education for further information on the application procedure.

## 7.2 Selection and reselection of specialisation modules and teaching subjects

During the education, the student is required to select both specialisation modules and teaching subjects, cf. structure of the education, 6.1. If reselection is desired, this must take place within two weeks as of specialisation module start and within two weeks of starting the first module in the range of modules within a teaching subject.

## 8. Minimum scope stated in ECTS points for access to each of the final tests

In order to be able to register for the following competence goal tests, the minimum scope stated in ECTS points below must be completed within qualifying modules:

- general education: 10 ECTS points (of which at least 1 basic module)
- pedagogy and professional competence (external) 30 ECTS points (of which at least 3 basic modules)
- pedagogy and professional competence (internal): 10 ECTS points (of which at least 1 basic module)
- teaching subjects except Danish and Mathematics: 30 ECTS points (of which at least 3 basic modules)
- the teaching subjects Danish and Mathematics: 40 ECTS points (of which at least 4 basic modules)
- practical teaching experience (level 1): 10 ECTS points (of which at least 1 basic module)
- practical teaching experience (level 2): 10 ECTS points (of which at least 1 basic module)
- practical teaching experience (level 3): 10 ECTS points (of which at least 1 basic module)
- bachelor project: 20 ECTS points (of which at least 2 basic modules)

Basic modules are obligatory modules within a given subject/subject area which the student must do. Basic modules are developed partly at a national level, partly locally at University College Absalon. Participation in and completion of the obligatory basic modules is a prerequisite for a student to register for the final tests in those subjects. Module descriptions are available in appendices 1-7 of this student charter.

The student must select extra ECTS points for subjects in addition to the minimum requirements; however, to an extent that limits the education to a total of 240 ECTS points. The extra ECTS points are studied as specialisation modules. Participation in and completion of specialisation modules is a prerequisite for obtaining 240 ECTS points within the education.

### 8.1 Plurality of modules

*General education: Religion, Life Education and Citizenship and Teaching in Educational Practice*

To take the test in General education, the student must have completed the plurality of the following modules: *General education: Religion, Life Education and Citizenship and Teaching in Educational Practice*. The student has completed the modules when he/she has had all the mandatory elements approved, as described in appendix 3.

*Bachelor module 1 and Bachelor module 2*

To take the test in The Bachelor project, the student must have completed the plurality of the following modules: *Bachelor module 1 and Bachelor module 2*

The student has completed the modules when he/she has had all the mandatory elements approved, as described in appendix 3.

### 8.2 Registration for tests

At the teacher education at University College Absalon, the student must actively register for the competence goal tests for the teaching subjects. Students are automatically signed up for tests related to the teacher's fundamental professional qualifications, practical teaching experience and the bachelor

project, provided that the minimum number of ECTS points for the relevant subject has been obtained, cf. chapter 8 in this student charter. See also chapter 26: Registration for tests.

For tests that the student must actively register for, registration usually takes place in the middle of April for summer tests and in the beginning of November for winter tests. The study service department informs the students of the exact registration date for the upcoming test period at the beginning of the semester.

The students are automatically registered for module tests for the teaching subjects Danish, Mathematics, English, German and French for the module to which the test is related.

If a test is not passed, the student is still registered for (automatically registered for) the retry. Each student may only take the same test three times. Students who have been on sick leave or other leave at the time of a test are still registered for the retry or re sit due to illness for the same or the next test date following the end of their sick leave or other leave.

It is not possible to de-register for a test or a retry. This means that a test attempt is used even if the student does not carry through with the test. This does not apply if the student is prevented from participating in the test due to documented illness and maternity/paternity leave.

The general education test: Religion, Life Education and Citizenship must be passed by the end of the student's 2nd year of study, cf. the Ministerial Order on Education, §18.

## 9. Practical teaching experience

Through practical teaching experience, the student obtains the competences to plan, implement, evaluate and reflect on the teaching procedure, gaining an insight into other core tasks related to teaching work. The student must complete practical teaching experience in his or her selected teaching subjects, and the practical teaching experiences must be implemented and processed based on interaction between the teaching subjects and the teacher's fundamental professional qualifications. The student has a duty to participate in the practical teaching experience, including participation in planning, implementation and processing procedures.

Practical teaching experience consists of three modules of each 10 ECTS credits and the modules are planned in accordance with the progression between levels I, II and III as stated in the competence goals for the subject "Practical teaching experience" in the Ministerial Order on Education, appendix 3 (see also the practical teaching experience descriptions in appendix 5 of this student charter). Each period of practical teaching experience is completed by means of an individual test, which is assessed with a grade. Practical teaching experience deals with the practical/pedagogical dimension aimed at the teacher's work with pupils and the analytical dimension aimed at being able to study own and others' practices. Practical teaching experience provides a link between the subjects of the teacher education and the student's work at the teaching experience school.

### Competence areas:

Competence area 1: didactics

Competence area 2: classroom management

Competence area 3: relation work



Level	Number of weeks and scheduling	ECTS Points	Place of practical teaching experience	Test
Practical teaching experience Level I	6 weeks  Summer intake: Week 48 and 2-6 in the first semester  Winter intake: Week 48 and 2-6 in the second semester	10	Approved teaching experience schools at primary and lower secondary school level.	The test is internal and assessed by a teaching experience teacher, a lecturer appointed by the university college and an external examiner.
Practical teaching experience Level II	6 weeks  Summer intake: Week 48 and 2-6 in the third semester  Winter intake: Week 48 and 2-6 in the fourth semester	10	Approved municipal primary and lower secondary schools/independent primary and lower secondary schools/continuation schools as well as schools on the Faroe Islands, on Greenland and abroad in connection with a period of study abroad organised by the teacher education.	The test is internal and assessed by a teaching experience teacher and a lecturer appointed by the university college.  In individual cases, the test can be carried out virtually.

Practical teaching experience Level III	6 weeks Summer intake: Week 48 and 2-6 in the fifth semester  Winter intake: Week 48 and 2-6 in the sixth semester	10	Approved teaching experience schools at primary and lower secondary school level.	The test is internal and assessed by a teaching experience teacher, a lecturer appointed by the university college and an external examiner.
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### 9.1 The teaching experience school as a place of education

The teacher education institution expects the teaching experience school to enter into a binding cooperation with teaching students and lecturers from the teacher education.

The school is expected to prepare a plan of education of teaching experience teachers in order to improve the quality of the students' teaching experience and of the school activities in general. It is expected that the school provides the students with insight into the focus and development areas of the school. The teaching experience teachers are expected to give the students an insight into annual plans and teaching plans. The students must be granted the possibility of observing the teaching of teaching experience teachers and of doing the teaching themselves.

During their entire studies, the students must be provided with the possibility of collecting empirical data relevant to the focus areas of the teaching experience school as described in the practical teaching experience documents within the education.

### 9.2 Quality assurance of the practical teaching experience

Only teachers qualified in the teaching subjects or with similar competences in the teaching subjects may supervise students during practical teaching experience periods.

The student works a minimum of 30 hours a week at the teaching experience school, including teaching planning, implementation and processing. In addition, the student participates in counselling, team meetings, pedagogical meetings, playground duties, school/home cooperation etc. in accordance with the educational plan of the school. Teaching experience is full-time work for the student.

As a starting point, the student must be provided with a minimum of one hour of guidance and a minimum of 12 teaching lessons per week at level 1, 12-15 teaching lessons per week at level 2 and 12-18 teaching lessons per week at level 3, unless otherwise agreed with the teaching experience coordinator at the teacher education institution.

A teaching experience teacher is made responsible for the student with a view to facilitate reflection and progress within the practical teaching experience and offer guidance concerning the fulfilment of the competence goals of the practical teaching experience.

The teaching experience school appoints the teaching experience teacher who will act as examiner at the practical teaching experience test.

### **9.3 The teaching plan of the teaching experience school**

The school prepares a teaching plan for the students' practical teaching experience related to teaching experience levels I, II and III. The student is responsible for getting to know every aspect of the teaching plan from the school. The teacher education institution approves the teaching plan before the start of the practical teaching experience period.

The teaching plan must comprise:

- a presentation of the teaching experience school
- the expectations of the teaching experience school with regards to the student doing the practical teaching experience
- a description of the opportunities and frameworks made available by the school in order for the student to fulfil the competence goals at the different levels of practical teaching experience, including counselling

### **9.4 Requirements of the cooperation between the teacher education institution and the teaching experience school**

As a starting point, the teacher education institution is committed to continuously inform the parties about any changes to current legislation concerning the teacher education and the practical teaching experience.

The teacher education institution communicates with the teaching experience school regarding every aspects of the practical teaching experience at the school and the practical teaching experience test. If possible, in September, the teaching experience school and the student are provided with the name of the lecturer who will be the examiner for each practical teaching experience group.

Teaching experience brochures, action plans and further information is available at the website of University College Absalon.

### **9.5 The international dimension of the practical teaching experience**

Upon agreement with the international coordinator at the teacher education institution, it is possible to do the practical teaching experience at level II abroad. This is only possible at teaching experience schools that have been approved by University College Absalon. Before the exchange, information on how, where and when to carry out the teaching experience test must be agreed. During the practical teaching experience period, continuous and close contact between the students and the practical teaching experience examiner at the teacher education institution is maintained.

### **9.6 Digital professional portfolio as part of the practical teaching experience**

The student is obliged to document continuously the practical teaching experience work by means of a digital professional portfolio (see chapter 15 in this student charter). In this portfolio, the student must reflect on preparation, implementation and evaluation of the competence areas of the practical teaching experience: didactics, classroom management and relation work. During the practical teaching experience period, the student is responsible for working with various digital media and various forms of products, artefacts, portfolios etc. to document his or her own teaching practices, and those of others. Empirical

data in the form of video recordings, observations and/or interviews etc. must be part of each practical teaching experience.

The student is obliged to anonymise all experiences from the practical teaching experience that are described in assignments within the teacher education, also including all experiences that the student reflects upon in the digital professional portfolio.

### **9.7 Practical teaching experience guidance**

The teaching experience school makes teaching experience teachers available for guidance purposes. The student is responsible for preparing and planning those counselling sessions. The teacher education institution appoints a counsellor for each teaching experience group. This counsellor will be the examiner at the test.

Approximately one weekly counselling session per week is expected to take place, using as a starting point the fulfilment of the competence goals for the practical teaching experience period by the teaching experience group.

During practical teaching experience at level I, and when necessary and possible, a conversation with the three parties, i.e. student, teaching experience teacher and lecturer, must take place. This three-party conversation may also take place virtually. The purpose is to discuss and reflect on problems related to the practical teaching experience, focus on the relationship between theory and practice, and qualify the work of the student through a synopsis for the teaching experience test.

Selected parts of the profession portfolio may be used by the student for all types of guidance. See the study activity model at the website of University College Absalon: [www.phabsalon.dk](http://www.phabsalon.dk)

### **9.8 The teaching experience tests**

Prerequisites for the student to be able to register for the test in the subject "practical teaching experience" are:

- that the teaching experience school has informed the student that the duty to participate has been fulfilled
- that the student's digital professional portfolio for the teaching experience contains all required documents with a sufficient content as a result of individual work or work in the teaching experience group
- that the counsellor/examiner at the teacher education institution has registered that the required documents are available in the individual student's digital professional portfolio for the practical teaching experience

For the subject "practical teaching experience", the test comprises an internal test and two external tests, which are each assessed with a grade in accordance with the 7-point grading scale. The internal test is attended by a teaching experience teacher and a lecturer appointed by the teacher education institution. The external tests are also attended by an external examiner.

Level	Test
Practical teaching experience level I	The test is external and assessed by a teaching experience teacher, a lecturer appointed by the university college and an external examiner.
Practical teaching experience level II	The test is internal and assessed by a teaching experience teacher and a lecturer appointed by the university college. In individual cases, the test can be carried out virtually.
Practical teaching experience level III	The test is external and assessed by a teaching experience teacher, a lecturer appointed by the university college and an external examiner.

Each practical teaching experience level must be passed before the student can continue with the next level.

### **9.9 Interaction between practical teaching experience and the rest of the education**

Practical teaching experience contributes to theoretically founded experience establishment related to the teaching subjects and "The teacher's fundamental professional qualifications". Thereby, experiences from practical teaching are included in all subjects. In addition, the student can gather experience in collecting empirical data in the practical teaching experience periods in order to improve and qualify the work with collection of empirical data for the professional bachelor project etc.

### **9.10 Repeated practical teaching experience**

If the student cannot complete significant parts of the practical teaching experience due to documented illness, the student is entitled to a new practical teaching experience period.

Repeated practical teaching experience is offered as agreed with the practical teaching experience coordinator.

## **10. Organisation of the professional bachelor project**

The professional bachelor project comprises a total of 20 ECTS points divided into 2 modules of 10 ECTS points each. The professional bachelor project is finalised during the 4th year of study through an oral, external exam, which is awarded one individual grade for the written project and the oral performance. A prerequisite for signing up for the exam for the professional bachelor project is completion of modules 1 and 2 within the professional bachelor project; cf. descriptions of duty of participation for the modules, appendix 3.

For students within the summer intake structure, specific teaching is offered for the professional bachelor project during the 7th semester. All students are provided with one or more counsellors.

During the 8th semester, the student works independently and in groups to complete the professional bachelor project, using counselling and guidance.

Throughout the education, the student has gained experience in collection of empirical data using a scientific approach. All teaching subjects as well as "The teacher's fundamental professional qualifications" contribute to this throughout all the years of study. During the 7th semester, the student indicates his or her choice of a preliminary problem area that he or she wishes to investigate through the professional bachelor project. It is possible for the student to use one of the research and innovation projects of the institution as a starting point.

The student has the possibility of creating international and cross-disciplinary professional bachelor projects. An international professional bachelor project implies that the student, as part of the collection of empirical data, has participated in a period of study abroad with a duration of two weeks to three months, and that the empirical data from this period abroad is utilised within the project.

As an example, a cross-disciplinary professional bachelor project may be compiled by a teacher student and a pedagogy student together, or by a teaching student in cooperation with a student from a different professional course.

See also chapter 53 *Requirements related to the design of the professional bachelor project*.

## **11. Teaching and working methods**

The teacher education at university College Absalon applies many different teaching and working methods, including class lessons, group work, student presentations, workshop activities, experiments, lectures, teacher presentations, virtual presentations, digital learning media, using outdoor areas for open air activities based on the possibilities of the public open space, and involving current cultural activities etc.

The education is planned in a way that allows the student to encounter a variety of teaching and working methods during the time of study. The teaching and working methods are described partly in the study activity models (see chapter 11.1 of the student charter below), partly in specific module plans. In addition, specific teaching and working methods may be agreed upon between students and lecturers, e.g. in connection with the practice affiliation within the subjects.

### **11.1A Study Groups**

At the teacher education, study groups is a prioritised work form because it strengthens the study and professional competences as well as the learning, well-being, professional and social integration and study intensity of the students. Through the study group work, the students develop their cooperative and communication skills, create professional immersion and train other central teacher competences such as managing meetings and facilitation. Study group work can be of shorter or longer duration during the education, and the education provides various forms of guidance at the convenience of the student. It is the education that is responsible for designing the frames for the study group work. In the competence goal tests and module descriptions, the requirements for study products, presentations etc. will appear.

### **11.1B Study activity models and study intensity**

The teacher education is a full time education with an expected workload of 41 hours per week. The teaching and work forms are amongst others described in the specific module plans for the subjects. If you

wish to know more about your study activity for a given semester/module/course, please refer to Studienet via this link: <https://phabsalon.dk/studienet/english-studienet/study-net/my-programme/international-honours-degree-in-teaching/study-activity/>, where Absalon has prepared study activity models that you can use to plan your time as student.

## **12. Study activity and duty to participate**

### **12.1 Study activity**

Being an actively studying student means that the student within the last 12 calendar months:

- has complied with the duty to participate in any type of activity that is part of the education, including group work, joint projects, virtual lessons etc., as described in the student charter
- has handed in, as described in the student charter, the assignments, reports, (learning) portfolios etc. that are prerequisites for participation in the tests with reliable content, and has not handed in material prepared by others without any reference to the source
- has attended activities with a duty of participation, as described in the common as well as the institutional part of the student charter

Periods in which the student has not been active due to leave of absence, maternity/paternity leave, adoption, documented illness or compulsory military service are not included. Upon request, the student must provide documentation for these circumstances.

If the student cannot comply with the requirement of study activity, an agreement must be in place about this between the head of studies and the student.

### **12.2 Lack of study activity**

Students who have not complied with one or more criteria in the definition of study activity for a period of 12 months may be expelled from the education following written warning from the head of studies.

In case of unusual circumstances, the institution may decide to grant an exemption from these rules.

### **12.3 Duty of participation related to module evaluation**

Amongst other things, the teacher education is based on experience-based learning processes directed at process and action-oriented forms of knowledge. This requires attendance of the student in the form of active participation, e.g. in lessons, group work, presentations or virtually organised lessons, as a prerequisite for obtaining the competence goals as described. The active participation of students in lessons and evaluations contribute to the enhancement of the professional and educational level of the lessons.

Duty of participation may also include the duty to hand in written assignments, give oral or other forms of presentations etc. as described in module descriptions and semester plans.

Participation at module evaluations, if required, is understood as active participation of the student in his or her own learning progress, as well as in that of his or her fellow students, and fulfilment of the requirements for participation as described in modules and course plans.

Please refer to appendix 3 for an overview of elements of duty of participation for each module.

See also appendix 8 of this student charter on duty of participation and attendance.

## **13. Guidance**

### **13.1 Student guidance**

The joint student guidance department at University College Absalon offers students various forms of guidance, e.g. completion and retention guidance as well as career guidance. Within the joint student guidance, the student can be guided in respect of questions concerning the course of education, study competence, special needs, study climate and course credits.

### **13.2 Professional guidance**

The institution offers professional guidance throughout the course of the education. This takes place within the subjects and in joint events where the student is informed and guided with regards to central education elements. As an example, this can relate to the structure of the education, the student's course of education, choice of teaching subjects and guidance in connection with the professional profile desired by the student as well as the demands of the Danish municipal primary and lower secondary school.

Amongst other things, professional guidance intends to create an overview of the studies, provide the best basis for the student to make choices regarding teaching subjects, and improve the student's chances of completing the studies.

## **14. Teacher profession guidance**

Throughout the entire course of education, students will be offered teacher profession guidance in groups. The purpose is to support the development of competences in each individual student for him or her to manage the task as professional bachelor as a teacher at the Danish municipal primary and lower secondary school.

Teacher profession guidance focuses on:

- the student's ability to work explicitly, documented and determinedly with regards to his or her personal professional development
- the student developing study competences, as well as relational and professional competences, with a view to working as a teacher at the Danish municipal primary and lower secondary school

## **15. Digital professional port folio**

The digital professional portfolio is the student tool used to collect structure and share reflections in connection with the competence areas of the education. The digital profession portfolio creates coherence throughout all four years of study and can be used to document student developments from student teacher to fully competent professional.

The profession portfolio is the personal opportunity for the student to collect and share his or her reflections in connection with his or her studies. From this resource, the student can select elements to be used in class, as documentation in connection with module conclusions, as a basis for exams in the subjects, or as a discussion basis for teacher profession guidance, practical teaching experience guidance or other types of guidance. In this way, the student can follow and document his or her own competence development.

The content of the portfolio may include analysed video recordings of own teaching, teaching plans, Wikis, teaching material analyses and more – as well as comments that the student has made on other students' products. Thus, the digital profession portfolio can contain products which the student prepares



throughout his or her studies within the teaching subjects, the subject of the teacher's fundamental professional qualifications and during practical teaching experience (please refer to chapter 9.6 on the role of the digital profession portfolio during practical teaching experience).

The student teacher has duty of secrecy and, thus, is obliged to anonymise information from practical teaching experiences and experience from practice affiliation. This applies to both assignments and the digital profession portfolio. All pupils, parents, teachers and schools mentioned in the digital professional portfolio must be anonymised, cf. the Danish Public Administration Act, *LBK nr. 1365 af 07/12/2007 §27 (1)*.

## **16. Content and organisation of optional courses**

The student must be offered courses on the following topics:

- traffic education, including first aid
- health and sexual education and family studies
- education and work
- how to work practically and musically as an approach
- writing and rhetoric

Course participation is voluntary for the student. It is a prerequisite for the issue of a course certificate that the student has participated actively.

The optional courses always take place in spring. The general education plan shows when those courses are offered.

## **17. Cross-professional courses**

The teacher education at University College Absalon cooperates with other professions on cross-professional courses, also including the offer of cross-professional modules.

Cross-professional modules are offered in spring as specialisation modules. Each autumn, the catalogue of specialisation modules shows which cross-professional modules will be offered next spring. University College Absalon ensures that each year, the overall teacher education offers both mono-disciplinary, cross-disciplinary and cross-professional specialisation modules so that all students within the teacher education at University College Absalon are able to personalise their education in a cross-disciplinary and cross-professional context.

Apart from cross-disciplinary and cross-professional courses, the institution also offers a range of shorter courses whereby students from the teacher education work with students from other professions to participate in presentations, research and innovation projects, joint lessons etc.

## **18. International activities**

The students may participate in studies or practical teaching experience abroad at especially selected, strategic and quality-ensured partners of University College Absalon in the Northern countries, Europe and outside Europe.

The stay must not prolong the studies and should therefore always be planned in cooperation with the international coordinator.

For longer stays (3 months and more), the student must have completed at least 1 year of studies. Course credits for all or part of the stay must be agreed with the international coordinator as well as the head of studies. A detailed agreement on course credits must be drawn up prior to departure.

Study periods abroad always take place in the spring semester, unless practical teaching experience corresponding to level II is included and agreed upon.

Periods of practical teaching experience abroad may only take place within practical teaching experience level II.

It is possible to join a summer school and obtain course credits, provided the student has obtained 10 ECTS points.

Certain specialisation modules contain study trips of 14 days duration. The student has a duty to attend those study trips included in specialisation modules.

All students within the teacher education at University College Absalon may decide to do, as an example, just one module at the international teacher education at University College Absalon. The language of instruction is English and teaching takes place in an international class with students from various countries. Several of the modules within the international teacher education are offered as specialisation modules in spring as described in the catalogue of specialisation modules. In case of questions about the international teacher education, please contact the head of studies.

In addition, students have the opportunity to participate in various projects involving study trips and University College Absalon offers the students the option of writing international professional bachelor projects.

University College Absalon offers our international courses in Denmark to Danish and foreign students. The courses are taught in English. A more detailed course description is available on the [website](#).

## 19. Profiles within the teacher education

Profiles within the teacher education are specially planned courses that aim at deepening a selected subject area with relation to school practice.

A profile contains one or more of the following elements:

1. choice of one or more specific teaching subjects
2. choice of specific specialisation modules
3. specially planned and ECTS-relevant study activities (e.g. workshops)
4. special extracurricular study activities

The profiles can be organised as talent courses, cf. the Danish law on talent initiatives

(*Talentbekendtgørelsen, bek nr. 597 af 8. marts 2015*). These talent courses are characterised as follows:

1. special admission requirement (apart from admission requirements for the teacher education)
2. extra study activity within ECTS apart from the teacher education specification (240 ECTS points)
3. duty of attendance for selected elements and courses. Duty of attendance is defined as minimum 80% attendance. If a student cannot fulfil this requirement due to illness or other circumstances, rectification options related to attendance issues are discussed with the module lecturers.

Under special circumstances, talent courses can lead to a "distinction" on the certificate. The following requirements must be fulfilled in order to obtain a distinction through the talent course:

1. the course must include at least 30 ECTS points apart from the education specification (i.e. at least 270 ECTS points in total)
2. the course must include special and in-depth skill and knowledge goals
3. the inclusive talent course within the education must be completed within the standard period of study (4 years)

Profiles on offer, including talent courses, are listed in appendix 7 - "Profiles within the teacher education".

## 20. Practical matters

### 20.1 Leave of absence

The student has a right to obtain leave of absence due to maternity/paternity leave, adoption or military service. The student has the option of applying for leave of absence for a complete semester or a complete school year at a time, and leave of absence can be granted for no more than two years of study. Leave of absence cannot be granted until all tests after the 1st year of study have been passed. During the leave of absence, students may not participate in lessons and tests for the education from which the student has taken leave of absence. Resumption of studies must always take place at the beginning of a semester; cf. current rules on leave of absence in the Danish law on admission (*Adgangsbekendtgørelsen*).

### 20.2 Rules on course credits

Credit for education elements completed at another Danish or foreign educational institution, cf. Danish laws on education and admission (*Uddannelsesbekendtgørelsen*, *Adgangsbekendtgørelsen*) are awarded.

#### Obligatory course credits

If applying students have previously been registered at a teacher education or another relevant education, upon applying, their previously passed exams will be assessed in order to determine whether course credits may be awarded for those exams. If obligatory course credits are awarded for education elements, the student will not be able to take classes or do tests related to these elements, and they will be included in the student certificate.

#### Course credits applied for

Students who have previously completed and passed education elements at a Danish or foreign educational institution in accordance with the regulations of the given institution may apply for course credits. The student may apply for these education elements to replace education elements within the teacher education at University College Absalon even though these might not be directly comparable to education elements within the teacher education.

#### Documentation

University College Absalon awards course credits based on documented education and work carried out that measure up to the subjects or education element for which course credits have been applied. Students applying for course credits are responsible for supplying the necessary documentation for content and assessment of the education elements that form the basis of the course credit application.

#### Application

The student may apply for course credits for subjects or subject parts by sending an application, along with documentation, to [merit@phabsalon.dk](mailto:merit@phabsalon.dk). The deadline for applying for course credits for subjects or subject parts (modules) is 8 weeks prior to initialisation of the subject or subject parts (modules) in

question within the education. The application form is available at the digital platform of University College Absalon.

A centrally appointed course credit board handles the application. Following an actual professional and individual assessment, the course credit board decides whether the education elements in question correspond to each other or whether the student has achieved similar qualifications in other ways.

The student can obtain further information about how to apply for course credits by contacting the joint study guidance department.

#### Approval of course credits

Approval of course credits means that a given education element is considered completed or passed and that the student, based on this, can complete the teacher education without having to follow the course or do the test in the elements approved.

#### Course credits for teaching experience

In special cases, course credits can be applied for with regards to teaching experience based on extensive experience from teaching or related work tasks. Course credits are only awarded for level III practical teaching experience in extremely rare circumstances.

Course credits may be applied for within the ordinary teacher education (and the teacher education with course credits) with regards to both the practical teaching experience module and the competence goal test in teaching experience. Obtaining course credits for the competence goal test is only awarded, however, if the applicant has something for which course credits may be awarded – i.e. has relevant teaching experience/work experience AND has passed a test that in some way or other is equal to the competence goal test for the practical teaching experience. The deadline for applying for course credits for the practical teaching experience level to be completed in the following autumn semester is April 1st. The application form is available at the digital platform of University College Absalon.

#### Complaint options

The board of qualification treats complaints concerning decisions made by Danish educational institutions in cases concerning course credits and course credits awarded in advance with regards to Danish and foreign education, as well as complaints regarding recognition of actual competence.

### **20.3. Individual competence assessment**

Students that have been admitted on another basis than the fixed admission requirements have been assessed by the educational institution to have professional qualifications that are considered equal to the fixed admission requirements, cf. *Adgangsbekendtgørelsen*, §7.

Through the admission process, the educational institution has assessed the applicant based on information about his or her overall knowledge, skills and competences. Thus, the institution will have decided whether the qualifications are eligible for course credits, regardless of admission to the teacher education or the teacher education with course credits.

### **20.4 Exemption from participation in the education**

The student is obliged to participate in the education in the form, which is organised by University College Absalon. Under very special circumstances, the student may apply in writing to repeat a semester. The

student has no right to repeat a semester. The written application must be forwarded to the head of studies.

Repeating a semester does not change the requirement that the education must be completed no later than 6 years after commencement of studies.

### **20.5 Transfer to another place of study**

Students may apply for transfer to another place of study than where they were admitted. Usually, transfer takes place at the beginning of a semester. Normally, it is not possible to transfer until the tests of the first year at the receiving university college have been passed.

### **20.6 Internal transfer within the teacher education at Absalon**

An application for internal transfer, e.g. from Roskilde to Vordingborg or from e-learning to day studies, must be received no later than 14 days before semester start and is only considered at semester start.

Usually, it is not possible to be transferred from winter intakes (study commencement February 1st) to e-learning.

### **20.7 Discharge from the education**

If a student has not completed the education with 6 years after enrolment, the student is discharged from the education.

In case of special circumstances, the educational institution may grant an exemption from the 6-year-rule.

### **20.8 Expulsion**

A student can be expelled from the institution if he or she

- has grossly disregarded normal rules of conduct around other students or the employees or partners of the institution
- due to continuing illness, misuse of medicine or alcohol or the like poses such a risk to the health or safety of others that the student should not be sent out to do practical teaching experience
- furthermore, a student may be expelled from the institution if he or she is guilty of a circumstance that is clearly inconsistent with the student continuing the education at the educational institution

### **20.9 Exemption from the regulations of the student charter**

In special cases, the program director responsible for the teacher education may allow exemption from regulations in the student charter provided by University College Absalon.

## **21. Teacher education with course credits**

The teacher education at University College Absalon offers the education for teachers with course credits as a specially organised part-time course according to the regulations in the Danish law on open education (cf. *Bekendtgørelse af lov om åben uddannelse, nr. 952 af 02/10/2009*).

The purpose of this education is to provide people with previously acquired qualifications and experience with the professional, pedagogical and practical prerequisites needed to work as a teacher at a Danish municipal primary and lower secondary school.

Special admission requirements apply to the teacher education with course credits:

1. the applicant has completed a master, bachelor or professional bachelor education.
2. the applicant
  - is at least 25 years of age, and
  - has completed vocational education at initial training level as a minimum, and
  - has at least 2 years of work experience

Based on an actual individual assessment, exemption from the admission requirements for the teacher education with course credits may be awarded if the overall qualifications and competences of the applicant substantiate admission.

Applications for admission to the teacher education with course credits must be forwarded to each individual education institution.

### **21.1 Duration, subjects and ECTS points**

The teacher education with course credits has a duration of 150 ECTS points and consists of the following subject areas and modules:

Pedagogy and professional competence (a total of 40 ECTS points)

- |  |                |
|--|----------------|
| • the pupil's learning and development | 10 ECTS points |
| • general teaching competence          | 10 ECTS points |
| • special education                    | 10 ECTS points |
| • teaching of bilingual pupils         | 10 ECTS points |

Modules that lead to teaching competence

- |  |                 |
|--|-----------------|
| • at least 2 and maximum 4 teaching subjects | 100 ECTS points |
|--|-----------------|

Practical teaching experience at level III in the chosen teaching subjects

### **21.2 Course credits**

Students who have qualifications equal to the entire or parts of the education are awarded course credits for these parts, cf. the Ministerial Order on Education, §31 (1)-(3).

It is always possible to apply for course credits based on an actual individual assessment of previously gained qualifications.

### **21.3 Additional regulations**

For the teacher education with course credits, the following regulations apply, which also apply to the 4-year education to become a professional teaching bachelor at the Danish municipal primary and lower secondary school, and are listed in this student charter:

- the education must be completed no later than 6 years as of study commencement (cf. the Ministerial Order on Education, §3)

- regulations on practical teaching experience (cf. the Ministerial Order on Education, §11-§13)
- admission to teaching subjects (cf. the Ministerial Order on Education, §16, §17)
- regulations on tests in the subjects and subject areas included in the teacher education with course credits (cf. the Ministerial Order on Education, § 21 and the Danish executive order on exams)
- requirements of the student charter (cf. the Ministerial Order on Education, §23)
- regulations on guidance and advise (cf. the Ministerial Order on Education, §24)
- complaints (cf. the Ministerial Order on Education, §34)

## 22. Common part/institutional part of the student charter

The student charter for the teacher education comprises two parts:

1. The *common part* of the student charter has been prepared jointly by those university colleges approved for offering this education and includes regulations on the following topics:

- final tests for each teaching subject, the subject of pedagogy, professional competence and general education, including test form and planning
- special organisation of tests for students who have obtained course credits for modules that qualify them for the final test
- organisation of tests related to practical teaching experience at level I, II and III
- requirements related to the design of the professional bachelor project

2. The *institutional part* of the student charter has been prepared by each individual university college and comprises local regulations on the teacher education.

This document makes up the common part of the student chapter.

Administrative, not subject-related test conditions with regards to

- withdrawal from tests
- implementation of resit due to illness and retry
- use of own work and the work of others
- disciplinary measures in case of cheating or disruptive behaviour during examinations
- exam complaints are described in the local regulatory basis of the university colleges.

## 23. Tests within the teacher education

### Test regulations

#### 23.1. Regulatory basis for tests within the Teacher education

The tests within the teacher education are carried out in accordance with:

- BEK nr. 1068 af 08/09/2015, om uddannelsen til professionsbachelor som lærer i folkeskolen "Uddannelsesbekendtgørelsen", see <https://www.retsinformation.dk/forms/R0710.aspx?id=174218>
- BEK nr 1500 af 02/12/2016, om prøver i erhvervsrettede videregående uddannelser "Eksamensbekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=184136>

- BEK nr. 114 af 03/02/2015 om karakterskala og anden bedømmelse "Karakterbekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=167998>
- BEK nr. 1047 af 30/6/2016 om erhvervsakademiuddannelser og professionsbacheloruddannelser "LEP-bekendtgørelsen", see <https://www.retsinformation.dk/Forms/R0710.aspx?id=183397>
- BEK nr. 107 af 27/01/2017 om adgang til erhvervsakademiuddannelser og professionsbacheloruddannelser "Adgangsbekendtgørelsen", §38 see <https://www.retsinformation.dk/Forms/R0710.aspx?id=186297>
- Ministry of Higher Education and Science: *Om prøver i læreruddannelsen (LU13)*. Letter of September 1st 2015 addressed to Danish university colleges

### 23.2. Overview of assessment within the education

At the end of each module or a unity of modules, the student outcome of the module or modules is assessed. The assessment form is apparent from the joint respectively the institutional part of the student charter.

When assessment is carried out by means of a test, such a test is either internal or external.

External tests are evaluated by a lecturer and an external examiner whereby the external examiner is appointed by the Danish Agency for Science and Higher Education. For the external tests in connection with practical teaching experience, there will be participation of a teacher, a practical teaching experience teacher and an external examiner. Internal tests in connection with practical teaching experience are evaluated by a lecturer from the educational institution and a practical teaching experience teacher.

### 23.3. Test forms within the common part of the student charter

Tests that finalise

- the teacher's fundamental professional qualifications
- the teaching subjects
- practical teaching experience
- the professional bachelor project

are external, however; one of the tests in practical teaching experience and one test in The teacher's fundamental professional qualifications in the area of pedagogy and professional competence are internal. The test forms are described in detail in chapters 9-32.

### 23.4. Individual or group test and non-individual assessment

#### 23.4.1. Individual assessment, individual test or group test

An individual *assessment* is an assessment of the performance of the individual examinee – an individual assessment should always be made at all tests.

A test is organised either as an individual test or as a group test. Test form definition is shown in the description of the individual test in this student charter.

An individual *test* is understood as the examination of an individual examinee – the student is alone at the examination table – with a subsequent assessment/grade.



At an individual oral test, at which the student is examined based on an assignment prepared jointly by a group, the other members of the group may not be present in the test room prior to their own test.

A group test is defined as the examination of the whole group at the same time – all the members of the group are present at the examination table – with a subsequent assessment/grade.

At an oral group test, the individual student is examined in a way that ensures that an individual assessment of the performance of the student can be made.

#### **23.4.2. Non-individual assessment of written test products**

Non-individual assessment is an overall assessment of e.g. the oral and written partial tests/one overall grade.

If written work is included in a test, which might be the case both in respect of an individual and a group test, it appears from the description of the individual test within this student charter that a non-individual assessment of the written performance is to be made.

If it has been decided for a group test that an individual grade is not given but an overall grade instead, it is not necessary to individualise the written assignment.

This means that no individualisation of written group test products is necessary within the teacher education, except for the internal test in the subjects of pedagogy and professional competence.

#### **23.4.3 Exam language**

Tests must be submitted in Danish, unless it is a part of the test to document skills in a foreign language.

Tests may be submitted in Swedish or Norwegian instead of Danish, unless the purpose of the test is to document the student's skills in Danish. For specific tests, another language may be stated.

Students with a different mother tongue than Danish may apply for an exemption from the requirement that spelling and fluency is part of the assessment of the professional bachelor project as well as tests in which the student charter stipulates that the competences mentioned are part of the assessment. The application must be forwarded to the student's own institution no later than four weeks prior to the exam. Usually, no exemption is awarded in the subject of Danish.

Students with a different mother tongue than Danish may apply to be allowed to bring dictionaries to tests at which aids are otherwise not permitted. The application must be forwarded to the student's own institution no later than four weeks prior to the exam.

In case of unusual circumstances, the educational institution may grant an exemption from the fixed deadline. The application for exemption must be sent to the student's own institution.

#### **23.4.4 Aids**

Aids, including electronic aids, are permitted for the test and during preparation time, unless otherwise stated specifically for the test in question.

### 23.4.5 Special organisation of tests

Special organisation of tests takes place at the place of education for students who have obtained course credits for modules that qualify them for the final test. In such cases, the minimum ECTS requirement, as described in the institutional part of the student charter, for admittance to each of these final tests is reduced. Test content and forms are described in chapters 9-32.

### 23.4.6 Special test conditions

If substantiated through a physical or psychological impairment, students may apply for permission to use aids of a relevant character at tests. The application must be forwarded to the student's own institution no later than four weeks prior to the test. An exemption from the application deadline may be granted in case of sudden health problems. The application must be accompanied by a medical certificate, a statement from institutes for speech, hearing, dyslexia or the blind or other documentation for health-related conditions or relevant specific impairments.

## 24. Consequences of not meeting condition requirements and access to competence goal test

The condition for meeting the requirements for the tests can be found in this common part of the student charter.

Not meeting the *condition requirements*:

E.g. not meeting the requirements to:

- deadline for handing in product
- form of delivery
- form requirements to a written assignment, project, learning portfolio and similar,

will be equated to not turning up to a test, and the student will have used one (1) test attempt.

Not meeting the form requirements in respect of *content*:

If a written assignment has not been prepared with an honest content, or if it contains e.g. text, figures, charts, templates to which the copyright belongs to other people (plagiarism), without due reference, the assignment may be rejected.

If the content requirement is a condition for the test, and the assignment is rejected, this is equated with not turning up to the test, and the student will have used one (1) test attempt.

## 25 Registration for tests

Within the teacher education, modules and competence goal tests are structurally separated from each other. In other words, no specific modules are connected to specific competence goal tests, and specific competence goal tests do not require a specific module content or scope or a certain order.

At some university colleges, students are automatically signed up for tests; at other university colleges, there is no automatic registration for tests. If no automatic registration for tests is carried out, the student

must actively register for the competence goal tests. The relevant procedure is introduced at each individual university college.

If students are automatically registered for tests, the beginning of a module is also automatically the registration of students for the associated tests. With regards to tests in The teacher's fundamental professional qualifications, teaching subjects, practical teaching experience and the professional bachelor project, automatic registration is carried out once the provisions of the student charter concerning ECTS minimum scope have been fulfilled. If the student wishes to supplement the ECTS minimum scope for the test, the student is automatically registered for the test at the beginning of the final module for the subject.

The institution may deviate from automatic registration if this is substantiated by unusual conditions including documented disability.

At the time of registration, one test attempt is used. This does not apply if the student is prevented from participating in the test due to documented illness and maternity/paternity leave.

If a test is not passed, the student is still registered for the test. Each student may only take the same test three times. In special substantiated cases of unusual circumstances, the institution may allow further test attempts. In the assessment of such unusual circumstances, the question of academic ability cannot be included.

## 26. Special conditions concerning retry of tests including sick tests

Partial tests comprise one integrated assessment basis and the performance of the student across the partial tests make up one overall performance. For a student who is prevented from participating in a test, e.g. due to illness, it depends on the applied test forms. This includes the circumstance that the same external examiner and examiner must evaluate the partial tests based on the overall performance across all partial tests in order to provide one overall grade, whether an actual retry of all parts is necessary or, as an example, only the oral part. The head of education evaluates each case and the scope of retry.

## 27 Competence goal tests

### 27.1 Competence goals

Reference is made to the competence goals of each individual test:

- *BEK nr. 1068 af 08/09/2015, om uddannelsen til professionsbachelor som lærer i folkeskolen, bilag 1-4, see <https://www.retsinformation.dk/Forms/R0710.aspx?id=174218>*

In terms of content, the purpose of the competence goal tests is to document the extent to which the student fulfils the requirements related to the skill and knowledge goals described for the relevant competence goal, cf. executive order, §21 (1), (2).

For tests in the competence goals of the teaching subject, it also applies that the purpose is to ensure that the student is able to demonstrate competence in managing classroom teaching in this subject at a Danish municipal primary and lower secondary school, cf. executive order, §21 (3).

## 27.2 Partial tests, mutual association and assessment

According to the executive order, the competence goal tests for the teaching subjects must consist of several partial tests and the competence goal tests for professional qualifications may consist of several partial tests.

No student test is meant to test the student in all skill and knowledge goals included in the relevant competence goal.

The partial tests are one part of the overall assessment basis and individual partial tests are allowed to address the same skill and knowledge goals several times and across the partial tests.

A competence goal test comprises one integrated assessment basis and the performance of the student across the partial tests make up one overall performance. A partial test is not an independent assessment basis in its own right.

## 27.3 Test scheduling during the course of education

Please see the institutional part of the student charter for details.

## 27.4 Group sizes, times of examinations and number of pages in written assignments for group tests

Times of examinations and number of pages for synopses and written assignment as defined in chapters 9-32 are stated throughout the document for individual tests. In case of group tests, the examination times and number of pages mentioned below are valid in accordance with the Danish executive order on exams, §11 (2).

Unless otherwise stated, a group comprises 2-4 students. However, for the test related to the professional bachelor project the group may only comprise two students.

The following norms are defined for examination times for oral group tests:

Number of students	Examination time in minutes		
1	30	45	60
2	50	75	100
3	65	95	130
4	75	115	150

Voting and subsequent evaluation/grading is included in the examination times listed above.

Similarly, the maximum allowed number of pages of written assignments is reduced if prepared by several students in accordance with the following table:

Number of students	Maximum allowed number of pages in written assignments			The bachelor project
1	5	10	15	25 standard pages
2	9	18	25	35 standard pages
3	12	25	30	–
4	15	30	30	–

Definitions of the concept of standard pages and regulations concerning appendices are stated in section 8.5. Regulations for evaluation of written assignments prepared by several students are described in section 2.5.

### 27.5 Definition of a standard page

In all written presentations included in tests within this common part of the student charter, a standard page is defined as 2,600 keystrokes including characters, spaces, illustrations, tables, footnotes etc. Illustrations in the form of picture and models take up the same number of keystrokes, as a normal text would do within the same space as the illustration takes up. Front page, table of content and bibliography are not included.

The number of appendices must be reduced to a minimum. The student cannot expect neither the lecturer/the teaching experience teacher, nor the external examiner to read appendices. Appendices can never be part of the basis for evaluation.

### 27.6 Handing in written assignments

Time and place for handing in written assignments are described in the guidelines drawn up by each individual educational institution.

## 28. Tests within the teacher's fundamental professional qualifications

### 28.1. The test in the subject General Education

The test in the subject General Education is an oral test. The starting point of this oral test is a short, written presentation prepared by the student. The basis of the written presentation is the identification by the student of a problem related to ethical, political, democratic and religious challenges at the school. The student focuses on a problem, which is related to either teaching, parent cooperation or the school as a community institution. The chosen problem is handled based on an analysis of the central values behind the culture, society and school with regards to the personal practical teaching experience of the student.

For the oral test, the student must be able to relate to the problem described and include all relevant skill and competence goals. Based on this, the student must present substantiated proposals on how to handle the problem in question through independent actions.

The short, written presentation is part of the assessment.

The test can be carried out individually or as a group test, depending on student preferences.

The extent of the short, written presentation is a maximum of 5 standard pages. The number of pages corresponds to the group size.

Examination time: 30 minutes. Please refer to the timetable if the exam is carried out as a group exam. The following prerequisites apply to participation in the exam:

- handing in a short, written presentation with the stated form and content at the right time and place

## **28.2. Tests within the subjects Pedagogy and Professional Competence**

The test within the subjects Pedagogy and Professional Competence consists of two tests: an internal written test and an external test comprising two partial tests. Together, these two tests cover the four competences of the main area.

### **The internal test**

The internal test comprises a written assignment prepared by the student, which covers the competence area: *Teaching of bilingual pupils*.

For this assignment, a teaching situation, a teaching procedure and/or a professional teaching aid from one of the teaching subjects of the student is analysed based on a relevant problem related to using Danish as a second language as one of the subject dimensions. In continuation of the analysis, the student presents proposals for action based on reflections on second language didactics with a view to handling the challenges experienced by bilingual pupils when studying the subject and the subject topic in question.

The test can be carried out individually or as a group test, depending on student preferences. If the test is carried out as a group test, the written assignment must be individualised.

Scope: max. 10 standard pages. The number of pages corresponds to the group size.

The following prerequisites apply to participation in the exam:

- handing in the assignment in the required form and with the required content at the right time and place

### **The external test**

This test consists of two partial tests. One overall grade is awarded for both partial tests.

The test covers the following competence areas: The pupil's learning and development, General teaching competence and Special education

*1st partial test: written test*

Based on a completed teaching period at the school, the student formulates a pedagogical theme and a professional issue connected to teaching. The theme and issue must take into consideration the competence goals for The pupil's learning and development, General teaching competence and Special education, and they must be approved by the student advisor.

The written part of the test includes both the teaching period and a real-life case study related to the teaching procedure. The case study must be available as a written description or be documented in another way. The teaching period must be available as a written description and must be substantiated.

The paper on the problem is based on investigations and analyses of the theme, teaching plan and the didactical close-up picture in the light of relevant theory as well as national and international research results with the three competence areas. Both the teaching plan and the didactical close-up picture should be discussed finally seen from a development and action perspective.

Scope: max. 15 standard pages. The number of pages corresponds to the group size.

#### *2nd partial test: oral test*

The oral part of the exam elaborates on analyses, discussions and development perspectives from the written presentation, preferably with inclusion of practical elements.

Examination time: 45 minutes. Please refer to the timetable if the exam is carried out as a group exam.

Both tests are carried out individually or as a group test, depending on student preferences. In case of a group test, at least one of the examinees must have carried out the teaching and know about the case study.

The following prerequisites apply to participation in the exam:

- handing in the written part in the required form and with the required content at the right time and place

## **29. The test within the subject Art**

This test consists of three partial tests. One overall grade is awarded for the partial tests.

#### *1st partial test: practical test*

The practical partial test is an exhibition at which the student presents a self-elected and approved practical, experimental art project that demonstrates professional art competences and which comprises both analogical and digital art works.

In connection with the project a process documented visual material is prepared, which should be brought and expanded upon at the test.

In addition, relevant art professional experiences and processes from the portfolio should be included and reflected upon in connection to the test project.

The practical test may be carried out individually or as a group test, depending on student preferences.

#### *2<sup>nd</sup> partial test: Synopsis*

Preparation of a synopsis that deals with a teacher professional problem. The student must in a reflected manner include his or her own experiences from teaching practice with pupils in the subject art.

The test can be carried out individually or in a group. The student can decide. Scope of synopsis: max. 5 standard pages. The number of pages corresponds to the group size.

#### *3rd partial test: oral test*

Partial test 2 is based on partial test 1 and 2.

The oral test takes place as a conversation based on an exhibition, visual process material and a synopsis..

The oral test may be carried out individually or as a group test, depending on student preferences.

Total examination time for both partial tests: 60 minutes. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- preparation of an exhibition in the required form and with the required content at the right time and place
- handing in the synopsis in the required form and with the required content at the right time and place
- handing in the portfolio in the required form and with the required content at the right time and place

### **30. The test within the subject Biology**

Is not offered in English, please refer to the student charter in Danish.

### **31. The test within the subject Danish 1st-6th form**

Is not offered in English, please refer to the student charter in Danish.

### **32. The test within the subject Danish year 4th-10th form**

Is not offered in English, please refer to the student charter in Danish.

### **33. The test within the subject English year 1st-6th form**

The test comprises 2 partial tests. One collective grade will be given for the two partial tests.

#### *Partial test 1: Written test*

The student will, independently, prepare 4 synopses in writing in English to be targeted at the age specialisation and, collectively, cover all 4 competence areas. Each synopsis must demonstrate the student's ability to master the relevant competence goals within the school subject of English. The synopses must further demonstrate the student's ability to plan, practice and assess English teaching in the school and, also to motivate and base his/her choices on the basis of theoretical knowledge about foreign-language didactics.



Each individual synopsis must comprise:

- a text containing topic motivation and a bibliography listing a minimum of 4 sources
- a short presentation of a practice-related element linked with the research question/topic of the synopsis such as e.g. a teaching plan, teaching materials of the student's own making, audio- and/or video recordings from own practice, analysis of teaching materials, etc. The practice-related element will be attached as an appendix of 2 standard pages as a maximum
- an example of age-specific pupil language – oral, written or multi-modal – attached as an appendix of 2 standard pages as a maximum (1 standard page = 1 minute of recording)

The scope of the synopsis will be 3-4 standard pages per student excluding appendices. In connection with group tests, the page number will be reduced so that 2 students must write 5-6 standard pages, 3 students 7-8 standard pages and 4 students 9 standard pages. The synopses may be prepared individually or in a group of up to 3 students.

Prior to the oral test, lots will be drawn between the students' 4 synopses. 24 hours prior to the oral test, the student will be notified of the result of this draw. The assessment will include the synopsis, which accounts for the written part of the test.

#### *Partial test 2: Oral test*

Taking his/her departure in the drawn synopsis, the student must demonstrate his/her command of competence goals within the age specification with particular focus on goals within the scope of the drawn area.

The test will be realised as a conversation opened by a 5-minute introductory presentation by the student. The test will comprise a description and analysis of the attached practice-related element and of the age-specific pupil-language example; and, thus – in combination with relevant theoretical concepts – this will constitute the basis of a collective assessment of such subject-didactic reflections as appear from the competence goals.

The following elements may be included in the interlanguage analysis of the pupil text: learning premises and potentials, communicative and learning strategies, and proposals for feedback and feedforward.

The assessment of both partial tests will focus on the student's command of English for teaching purposes as well as for personal use – comprising participation in professional didactic debates– as well as the student's knowledge about the structure and application of the English language.

The oral partial test will be held as either an individual or a group test pursuant to the student's own preference.

Test time: 45 minutes. In case the test is held as a group test, see time schedule.

The following provisions are linked with participation in the test:

- Submission of 4 synopses subject to the stipulated form and content, at the stipulated time and place.

### **34. The test within the subject English 4th-10th form**

The test comprises 2 partial tests. One collective grade will be given for the two partial tests.

### *Partial test 1: Written test*

The student will prepare independently 4 synopses in writing in English to be targeted at the age specialisation and, collectively, cover all 4 competence areas. Each synopsis must demonstrate the student's ability to master the relevant competence goals within the school subject of English. The synopses must further demonstrate the student's ability to plan, practice and assess English teaching in the school and, also, to motivate and base his/her choices on the basis of theoretical knowledge about foreign-language didactics.

Each individual synopsis must comprise:

- a text containing topic motivation and a bibliography listing a minimum of 4 sources
- a short presentation of a practice-related element linked with the research question/topic of the synopsis such as e.g. a teaching plan, teaching materials of the student's own making, audio- and/or video recordings from own practice, analysis of teaching materials, etc. The practice-related element will be attached as an appendix of 2 standard pages as a maximum
- an example of age-specific pupil language – oral, written or multi-modal – attached as an appendix of 2 standard pages as a maximum (1 standard page = 1 minute of recording)

The scope of the synopsis will be 3-4 standard pages per student excluding appendices. In connection with group tests, the page number will be reduced so that 2 students must write 5-6 standard pages, 3 students 7-8 standard pages and 4 students 9 standard pages. The synopses may be prepared individually or in a group of up to 3 students.

Prior to the oral test, lots will be drawn between the students' 4 synopses. 24 hours prior to the oral test, the student will be notified of the result of this draw. The assessment will include the synopsis which accounts for the written part of the test.

### *Partial test 2: Oral test*

Taking his/her departure in the drawn synopsis, the student must demonstrate his/her command of competence goals within the age specification with particular focus on goals within the scope of the drawn area.

The test will be realised as a conversation opened by a 5-minute introductory presentation by the student. The test will comprise a description and analysis of the attached practice-related element and of the age-specific pupil-language example; and, thus – in combination with relevant theoretical concepts – this will constitute the basis of a collective assessment of such subject-didactic reflections as appear from the competence goals.

The following elements may be included in the interlanguage analysis of the pupil text: learning premises and potentials, communicative and learning strategies, and proposals for feedback and feedforward.

The assessment of both partial tests will focus on the student's command of English for teaching purposes as well as for personal use – comprising participation in professional didactic debates – as well as the student's knowledge about the structure and application of the English language.

The oral partial test will be held as either an individual or a group test pursuant to the student's own preference.

Test time: 45 minutes. In case the test is held as a group test, see time schedule.

The following provisions are linked with participation in the test:

- Submission of 4 synopses subject to the stipulated form and content, at the stipulated time and place.

### **35. The test within the subject French**

Is not offered in English, please refer to the student charter in Danish.

### **36. The test within the subject Physics/Chemistry**

Is not offered in English, please refer to the student charter in Danish.

### **37. The test within the subject Geography**

This test consists of two partial tests. One overall grade is awarded for both partial tests.

#### *1st partial test: written test*

Prior to the test within this teaching subject, the student must hand in five written test products. These five written test products consist of the four subject-specific themes within the Joint Goals for Geography: demography and business, Earth and its climate, globalisation, natural basis and living conditions, and a fifth theme focusing on cross-disciplinary aspects.

Each of the five test products must contain the following coherent elements:

- a problem related to professional teaching
- a course plan for a teaching period for geography classes at primary school, including relevant subject-related didactic considerations
- one or more of the competence areas relating to the teaching period
- a short explanation of geography-teaching elements that will be handled in-depth during the oral part

Scope: max. 5 standard pages. The number of pages corresponds to the group size.

One of the five written test products is selected through drawing by lot. The student is informed of the result of the drawing by lot 24 hours before the test. The selected test product makes up the written partial test.

The first partial test is carried out individually or as a group test with groups of max. three students, depending on student preferences.

#### *2nd partial test: oral test*

Based on the selected test product, the student explains and reflects on his or her own teaching professionalism in terms of subject-related didactics and school-related elements, including examples of practical pupil activities or actual artefacts such as: pupil assignments, selected teaching aids, short video sequences, photo documentation etc. In this connection, the student explains his or her geography-relevant competences at a professional teaching level.

The examination time should be divided equally between the teaching-related and the geography-related content areas. The examination time per student is a total of 45 minutes. In case of a group test, the examination time depends on the group size.

The oral test is carried out individually or as a group test, depending on student preferences. A group test requires that the students in the group have prepared shared group products to be used in the drawing by lot.

Preparation time: 24 hours.

Examination time: 45 minutes. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- handing in written test products with the stated form and content at the right time and place

### **38. The test within the subject History**

This test consists of two partial tests. One overall grade is awarded for both partial tests.

#### *1st partial test: written test: project*

The student prepares a project based on a self-elected professional issue relevant to the teaching subject History in association with the planning of teaching a topic/theme. The issue must be aimed towards several of the competence goals of the subject and document insight into history didactics as well as the subject of history.

The issue must be approved by a teacher.

The issue is analysed, and through professional treatment the student demonstrates that he or she is able to use it in history lessons at a Danish municipal primary and lower secondary school.

The project is written and, when considering its use in teaching, must include a short presentation of four teaching aids that are suitable for use in teaching the chosen topic/theme within the project. Various types of teaching aids must be chosen, including multi-modal aids.

Scope: max. 10 standard pages. The number of pages corresponds to the group size.

#### *2nd partial test: oral test*

The oral exam is based on one of the teaching aids selected by the student, determined through drawing by lot immediately before the preparation time. The student analyses and assesses the teaching aid with regards to the subject of history and didactics. This includes discussion and assessment of relevance and use and any re-didactisation possibilities of the teaching aid with regards to teaching history at a Danish municipal primary and lower secondary school. Product aspect must be integrated in the conversation.

Preparation time: 30 minutes.

Examination time: 30 minutes. Please refer to the timetable if the exam is carried out as a group exam.

Both tests are carried out individually or as a group test, depending on student preferences.

The following prerequisites apply to participation in the exam:

- handing in a project in the required form and with the required content at the right time and place

### **39. The test within the subject of Crafts and Design**

Is not offered in English, please refer to the student charter in Danish.

## 40. The test within the subject of Physical education, 1st - 6th form

The test consists of three partial tests: a written assignment, a practical test and an oral test. One overall grade is awarded for all three partial tests.

Coherence between 1st, 2nd and 3rd partial test must be evident.

The three tests may be carried out individually or as a group test with a maximum of four students, depending on student preferences.

### *1st partial test: written assignment*

The student prepares a written assignment which includes a teaching profession-oriented problem related to the teaching and didactics of the subject of physical education. The problem must be current and relevant to the subject of physical education at Danish municipal primary and lower secondary schools for the chosen age group specialisation. Within this written assignment, the student must demonstrate didactic competence relevant to physical education through analyses, substantiated choices and discussion.

The extent of the short, written assignment is a maximum of 5 standard pages. The number of pages corresponds to the group size.

### *2nd partial test: practical test*

The written assignment forms the basis of a substantiated practical lesson in physical education in which the student demonstrates:

- didactic competences relevant to physical education, and
- his or her own skills relevant to physical education

with a view to teaching the subject of physical education.

### *3. partial test: oral test*

The oral test is based on the chosen problem and the age group specialisation, and it is carried out as a conversation in which the student provides in-depth analyses, discussions and development perspectives related to the written assignment and the demonstrated practice.

Through the three partial tests, the student must demonstrate compliance with all the competence goals of the subject.

Total examination time for the practical and the oral test: 60 minutes for an individual test. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- handing in a written assignment about didactics in physical education with the stated form and content at the right time and place

## 41. The test within the subject of Physical education, 4th - 10th form

The test consists of three partial tests: a written assignment, a practical test and an oral test. One overall grade is awarded for all three partial tests.

Coherence between 1st, 2nd and 3rd partial test must be evident.

The three tests may be carried out individually or as a group test with a maximum of four students, depending on student preferences.

*1. partial test: written assignment*

The student prepares a written assignment which includes a teaching profession-oriented problem related to the teaching and didactics of the subject of physical education. The problem must be current and relevant to the subject of physical education at Danish municipal primary and lower secondary schools for the chosen age group specialisation. Within this written assignment, the student must demonstrate didactic competence relevant to physical education through analyses, substantiated choices and discussion.

The extent of the short, written assignment is a maximum of 5 standard pages. The number of pages corresponds to the group size.

*2. partial test: practical test*

The written assignment forms the basis of a substantiated practical lesson in physical education in which the student demonstrates:

- didactic competences relevant to physical education, and
- his or her own skills relevant to physical education

with a view to teaching the subject of physical education.

*3. partial test: oral test*

The oral test is based on the chosen problem and the age group specialisation, and it is carried out as a conversation in which the student provides in-depth analyses, discussions and development perspectives related to the written assignment and the demonstrated practice.

Through the three partial tests, the student must demonstrate compliance with all the competence goals of the subject.

Total examination time for the practical and the oral test: 60 minutes for an individual test. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- handing in a written assignment about didactics in physical education with the stated form and content at the right time and place

## **42. The test within Religious Studies**

Is not offered in English, please refer to the student charter in Danish.

## **43. The test within the subject Home Economics**

Is not offered in English, please refer to the student charter in Danish.

## **44. The test within the subject Mathematics 1st - 6th form**

Is not offered in English, please refer to the student charter in Danish.

## **45. The test within the subject Mathematics 4th - 10th form**

Is not offered in English, please refer to the student charter in Danish.

## 46. The test within the subject Music

Is not offered in English, please refer to the student charter in Danish.

## 47. The test within the subject Natural science/Technology

This test consists of two partial tests. One overall grade is awarded for both partial tests.

### *1. partial test: written test*

Prior to the final, external test within this teaching subject, the student/s must hand in four written test products. Each test product must deal with a teaching-related problem related to one or more of the competence areas of this subject. Each individual test product must shed a light on and discuss principle didactic issues related to the subject and connected to teaching of natural science/technology at Danish municipal primary and lower secondary schools. The test product may include multimodal elements as examples of central points within the problem. If visual or auditive recordings are used, 1 minute of recording equals 1 standard page. A maximum of 2 minutes of recordings may be included.

For an individual test, each test product must not exceed 5 standard pages. In case of group tests, please refer to the general test guidelines.

Along with the four test products, the student/s must hand in an overview that demonstrates that the products as a whole cover all the competence areas of the subject.

One of the four test products is selected through drawing by lot. The student is informed of the result of the drawing by lot 24 hours before the oral test. The selected test product makes up the written partial test.

The written test may be carried out individually or in groups of max. three students, depending on student preferences.

### *2. partial test: oral test*

Based on the drawn test product, the student presents and demonstrates analyses, perspectives, examples of activities (including practical work, if relevant to the issue), and practical experience, if possible. Furthermore, subject-related didactic and natural scientific knowledge is demonstrated at a professional teaching level in connection with the content of the test product.

Preparation time: from the publication of the result of the draw until the beginning of the examination.

Examination time for the oral test: 45 minutes. Please refer to the timetable if the exam is carried out as a group exam.

The oral test is carried out individually or as a group test with max. three students, depending on student preferences. A group test requires that the students in the group have prepared shared group products to be used in the drawing by lot.

The following prerequisites apply to participation in the exam:

- handing in four written test products with the stated form and content at the right time and place
- handing in an overview that demonstrates that the products as a whole cover all competence areas of the subject

## 48. The test in the teaching subject Social Science

Is not offered in English, please refer to the student charter in Danish.

## 49. The test within the subject German

This test consists of two partial tests. One overall grade is awarded for both partial tests.

### *1. partial test: written test*

The test is organised as a 6-hour test with a duty to attend.

The written test is divided into two parts: an interlinguistic analysis in Danish or German and a subject-related didactically-oriented paper that must be completed in German.

1. An interlinguistic analysis of an unknown, authentic pupil text from FSA (final examination of primary and lower secondary school) or FS10 (final examination after the 10th form). An interlinguistic analysis of the pupil's language is required in Danish or German, including integration of a schema.
2. A shorter paper based on genres which are realistic writing situations, e.g. a letter/an email to a German colleague, exchange, establishment of internet contact, e-mail exchange between classes, exchange visits with a class in Germany, application for a Goethe grant, presentation of own teaching materials e.g. for "*Stationenlernen*" or other worksheets. The paper must be in German and must be based on an unknown subject-related didactic, German text (scope: approx. 2-3 pages), and it must integrate teaching materials.

All aids are allowed; however, communicating with others during the test is not permitted. The work handed in by the student as a whole must allow the examiner and the external examiner to assess the degree to which the student fulfils the competence goals from the competence areas 1, 2, 3 and 4.

The written assignment must not exceed 10 standard pages.

The written partial test must be carried out as an individual test.

### *2. partial test: oral test*

The oral test is carried out in German. The student prepares six broadly formulated discussion topics which must also contain a performance element and as a whole must cover all four competence areas. One of the discussion topics from the student is selected through a draw by lot (including the performance element). In the morning on the day before the oral test, the student is informed about which of the discussion topics will form the basis of the test. The student prepares his or her test based on the drawn discussion topic along with the performance element. The student is given a maximum of 7 minutes to start the oral test through an introduction. The rest of the examination time is used for a conversation related to the discussion topic and the performance element.

Preparation time: 24 hours.

Examination time: 30 minutes. Please refer to the timetable if the exam is carried out as a group exam. The test can be carried out individually or as a group test, depending on student preferences.

The following prerequisites apply to participation in the exam:



- handing in six discussion topics with a performance element in the required form and with the required content at the right time and place

*Please refer to the Danish version of the Student Charter for descriptions of subjects **not** offered in English or target language (English as an Additional Language and German):*

*Biology  
Crafts and Design  
Danish class 1-6  
Danish class 4-10  
French  
Home Economics  
Mathematics class 1-6  
Mathematics class 4-10  
Music  
Physics and Chemistry  
Religious Studies  
Social Science  
Spanish*

## **51. Organisation of tests related to practical teaching experience at level I, II and III**

For the subject "practical teaching experience", the test comprises an internal test and two external tests which are each assessed with a grade in accordance with the 7-point grading scale. The individual university college decides which practical teaching experience level to test through an internal test and which ones are tested through an external test.

The test is conducted in immediate continuation of the practical teaching experience in accordance with the planning of each individual university college.

The tests at all three levels of practical teaching experience involve an evaluation of the extent to which the competence goals have been fulfilled in accordance with the three requirement levels that apply to the teacher education in general (cf. executive order §21). The evaluation is based solely on test performance, including the practical teaching experience assignment.

During the practical teaching experience periods, it is a requirement that the student works with various digital media and forms of products, artefacts, portfolios etc. to document his or her own teaching practices, and those of others.

The practical teaching experience tests are based on a practical teaching experience assignment which, along with the material that the student has brought along (or as a practical demonstration), illustrates the work of the student, including chosen knowledge and skill goals within the competence goal of the practical teaching experience.

The material brought along by the student only serves as a basis for the test and is not included in the evaluation. The teaching experience assignment is, however, part of the assignment.

The tests are carried out either at the teaching experience school or at the university college.

The test can be carried out individually or as a group test.

The maximum allowed number of pages for the teaching experience assignment at level I, II and III is 5 standard pages. The number of pages corresponds to the group size.

Examination time: 30 minutes. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- handing in the practical teaching experience assignment in the required form and with the required content at the right time and place

## **52. Requirements related to the design of the professional bachelor project**

The student must prepare a written professional bachelor project based on an empiric problem, in which results from actual research and development projects, as well as research-based literature within the area of the Danish primary and lower secondary school, are included. The problem must be based on the practice of the Danish municipal primary and lower secondary school, or practices from other school forms, and as a starting point it should include one of the student's teaching subjects.

The project must be prepared within a topic which is self-chosen and approved by the institution, and which concerns a teacher profession problem:

- in connection with the student's teaching subject and "The teacher's fundamental professional qualifications" and including the results from actual research and development projects that are relevant to the teacher profession
- based on an empirical problem relevant to the practice of the Danish municipal primary and lower secondary school, or practices from other school forms, and including reflections on actual research and development projects in a setting of the school, university college or university
- using scientific research methods

The written professional bachelor project is a larger, written assignment of no more than 25 standard pages. Appendices must not exceed an additional 10 standard pages. In addition, audio and video recordings etc. deemed necessary in order to facilitate an insight into the empirical and theoretical context of the analysis may be included. Only the written assignment of no more than 25 standard pages is part of the assessment.

The project may be drawn up individually or in groups of max. two students. Groups may be mono-disciplinary or cross-disciplinary.

### **52.1 Spelling and fluency ability within the professional bachelor project**

Spelling and fluency abilities are included in the assessment of the professional bachelor project, although the professional content carries the highest level of importance.

Students who can document a relevant specific functional impairment may apply for an exemption from the requirement that spelling and fluency abilities are included in the assessment. The application must be forwarded to the student's own institution no later than four weeks prior to the exam.

## **52.2 The professional bachelor project exam**

The professional bachelor project is finalised during the 4th year of study through an oral, external exam which is awarded one individual grade for the written project and the oral performance.

If the student has decided to write the project in a group, the oral exam takes place as a group exam; however, it is possible to do the oral part of the exam alone. If a student selects this individual exam, he or she must inform the institution of this no later than 14 days prior to handing in the project. In case of unusual circumstances, the institution may decide to grant an exemption from this deadline.

Examination time: 45 minutes. Please refer to the timetable if the exam is carried out as a group exam.

The following prerequisites apply to participation in the exam:

- handing in a written professional bachelor project based on an empirical problem in the stated form and with the stated content at the right time and place

## **53. Exemption**

If substantiated in unusual circumstances, the education institution can derogate from whatever the institution or institutions themselves have stipulated in the student charter.

## **54. Entry into effect**

- The common part of the Student Charter enters into effect as of August 1st 2018 and applies to exams commenced on September 1st 2018 or later.
- In respect of students who have commenced the education before August 1st 2015, the descriptions of the competence goal tests in the common part of the student charter 2014 will be effective in accordance with the stipulation of the individual institution.

The common part of the student charter that entered into effect as of August 1st 2017 is revoked.

## **55. Other test regulations**

### **56. Individual test on the basis of a product produced by a group.**

It is possible for a student to take an individual oral test on the basis of a product produced by a group. In such case the product produced by the group should follow the regulations for page numbers corresponding to the size of the group.

### **57. Anonymity and confidentiality**

Personal information about pupils and teachers collected by students during practical teaching experience and in connection with practice association is confidential data and must be treated confidentially. Therefore, personal data must be anonymised in written assignments that are part of tests and the student is responsible for handling data during data collection and for storing data in a way that maintains confidentiality and anonymity.

## 58. Mandatory participation and attendance

### 58.1 Prerequisites and admission to the competence goal test

Test prerequisites are stated in the common part of the student charter.

Non-compliance with prerequisites:

E.g. non-compliance with:

- submission deadline
- submission form
- form requirements of written assignment, project, learning portfolio etc.

is given equal status to non-appearance at the test whereby the student will have used one (1) attempt.

Non-compliance with form requirements for the content:

If a written assignment is not prepared with a *proper content*, or if it contains text, figures, tables or templates copyrighted by others (plagiarism) but lacking references, the assignment may be rejected.

If the content requirement is a prerequisite for the test and the assignment is rejected, this is given equal status to non-appearance at the test whereby the student will have used one (1) attempt.

Criteria for termination of registration of non-active students:

Students who have not passed at least one competence goal test in a continuous period of at least 1 year (non-compliance with study activity) are expelled from the education.

### 58.2. Mandatory attendance

Mandatory attendance means that the student must be physically present when the education activity is taking place. If mandatory attendance applies to an education activity, this is stated within the regulations for the individual module.

*Special registration of mandatory attendance*

When mandatory attendance is prescribed for individual modules, registration of student attendance at an education activity is carried out. The students are informed about the registration framework beforehand in writing. The registration form may vary and registration is carried out by the lecturer, students or others. If a student is getting close to exceeding the limit of the mandatory attendance, he or she is notified in writing about possible consequences. Mandatory participation is further described in the institutional part of the student charter.

## 59. Registration for tests

At the teacher education at University College Absalon, the student must actively register for the competence goal tests for the teaching subjects. Students are automatically signed up for tests related to the teacher's fundamental professional qualifications, teaching experience and the bachelor project, provided that the minimum number of ECTS points for the relevant subject has been completed, cf. chapter 8 in this student charter. See also chapter 26: Registration for tests.

For tests that the student must actively register for, the signing up usually takes place in the middle of April for summer tests and in the beginning of November for winter tests. The study service department informs the students of the exact registration date for the coming test period at the beginning of the semester.

The students are automatically registered for module tests for the teaching subjects Danish, Mathematics, English, German and French for the module to which the test is related.

If a test is not passed, the student is still registered for (automatically registered for) the retry. Each student may only take the same test three times. Students who have been on sick leave or other leave at the time of a test are still registered for the (sick leave) test for the same or the next test date following the end of their sick leave or other leave.

It is not possible to de-register for a test or a retry. This means that a test attempt is used even if the student does not carry through with the test. This does not apply if the student is prevented from participating in the test due to documented illness or maternity/paternity leave.

The general education test: Religion, Life Education and Citizenship must be passed by the end of the student's second year of study, cf. the Ministerial Order on Education, §18.

## **6o. Resits due to illness**

A student, who has been prevented from carrying through a test due to documented illness or other unforeseeable reason, will be given opportunity to resit the test in the same or subsequent test period.

If the test is placed in the final test period of the education, the student must be given an opportunity to resit the test in the same test period or immediately after.

Partial tests make up an integrated basis for evaluation, and the performance of the student across the partial tests constitute one final performance. Whether it is necessary to resit all parts (or eg. only the oral part) if a student eg. due to illness is prevented in participating in a partial test, must rely on the test forms applied, including whether the same external examiner and the examiner must evaluate the partial tests on the basis of the total performance across the partial tests in order to give one grade. The head of studies will assess in each individual case the scope of the resit.

The resit can be identical to the next ordinary test. Often the resit will coincide with a possible retry, but the student is responsible for keeping him or herself informed about when a resit/test is carried out as well as register him or herself. The education encourages students, as soon as they are well, to contact the study administration for further clarification as to the time and date of the resit.

Illness must be documented with a medical certificate. The institution must receive this certificate no later than five (5) days subsequent to the test date. Students who become ill acutely during the test, must document that they have been ill on the day in question.

If the illness is documented in accordance with the above, the student has used one (1) attempt.

The student is obliged to pay for the medical certificate him or herself.

## 61. Cheating during exams

When handing in a written assignment, the examinee must confirm by signature that the assignment has been made without unlawful help.

### 61.1 Use of own work and the work of others - plagiarism

Cheating in the shape of plagiarism includes cases where a written assignment, forming part of the basis for evaluation, is fully or partly presented as having been made by the examinee or examinees, even though the assignment

- 1) includes identical or almost identical reproduction of wording or work by another person without any marking of the reproduced section with quotation marks, italics, indentation or other clear marking, including listing the source; includes large passages with wording that is so close to another work or similar wording etc. that you can tell during comparison that the passages could not have been written without the use of the other work
- 2) includes the use of words or ideas from another person without this person being credited appropriately
- 3) reuses text and/or main ideas from own previously evaluated work without compliance with the regulations in section 1 and 2

### 61.2 Measures in case of cheating or disruptive behaviour during examinations

An examinee who clearly during a test

- is unlawfully getting help, or
- provides another examinee with help for completing an assignment, or
- is using aids that are not permitted

and/or an examinee who during a test

- exhibits disruptive behaviour

may be expelled from the test by the head of education or by a person authorised by the head of education or by the examiners in unity while the test is still taking place. In such a case, justification of the expulsion is evaluated in connection with the subsequent decision.

In less serious cases of disruptive behaviour, the student is first given a warning.

In connection with a re-examination which the student failed because the performance was graded at 0-3/fail and which included written material, the student, upon approval from the educational institution, may correct the submitted written material for the purpose of re-evaluation. In such circumstances, the submitted material is not considered plagiarism.

### 61.3 Suspicion of cheating, including plagiarism, during and after the test

If during or after a test, it is suspected that an examinee

- has unlawfully obtained or given help, or
- has claimed the work of another person as his or her own (plagiarism), or
- has used own previously evaluated work or parts thereof without reference (plagiarism)

this is immediately reported to the head of education.

### 61.4 Process for clarification of cheating at exams, including plagiarism

*Test postponement*

If the report is concerned with cheating at an exam as plagiarism in a written assignment where the assignment is the basis for evaluation at an oral test later, the head of education postpones the test if it is not possible to conclude the matter before the set test date.

#### *Report form and content*

Reports of cheating at an exam must take place without undue delay. The report must include a written description of the matter for the head of education, including information that can identify the reported persons as well as a short account and the available documentation for the matter. If it is a case of a repeat offence for one or more of the reported persons, this must also be reported.

In case of plagiarism reports, the plagiarised parts must be marked with clear reference to the sources from which they have been plagiarised. The plagiarised text must also be marked in the source text.

#### *Involvement of the examinee - consultative procedure*

The head of education determines whether student consultation is to take place orally, in writing or as a combination of both.

In case of an oral consultation, the examinee is invited to a meeting regarding further clarification of the matter with a view to presenting the student with the documentation on which the suspicion of cheating at an exam is based, and to hearing how the examinee perceives the matter. The examinee has a right to appear with a companion.

In case of a written consultation, the documentation on which the suspicion of cheating at an exam is based is sent to the student requesting a written account of the matter.

### **61.5 Sanctions in case of cheating and disruptive behaviour during examinations**

If the head of education confirms the suspicion of cheating at an exam following further clarification of the matter, and if the action has affected or might affect the evaluation, the head of education expels the examinee from the test.

In less serious cases, the student is first given a warning.

In case of aggravating circumstances, the head of education can expel the student for shorter or longer periods. In such a case, the examinee is given a written warning stating that repetition may result in permanent expulsion.

Expulsion means that any grade for the test in question no longer applies and that the examinee has used one (1) test attempt.

The examinee may not participate in a resit due to illness/re-test but have to wait until the next ordinary test is held.

The student cannot participate in lessons or tests during the period in which the expulsion applies.

## **62. Complaint**

The education administration recommends that the examinee seek guidance from a student advisor with regards to the complaint procedure and the filing of a complaint. The rules regarding complaints about exams can be found in *Eksamensbekendtgørelsen*, the Danish executive order on exams, chapter 10.

Professional decisions regarding having used a test attempt and/or expulsion due to cheating at an exam are final and cannot be brought before a higher administrative authority.

The Danish executive order on exams distinguishes between complaints about the following topics:

1. the examination basis etc., the course of the test and/or the evaluation
2. complaints about legal issues

These two types of complaints are handled differently.

### **62.1 Complaints about the examination basis etc., the course of the test and/or the evaluation**

An examinee may send a written and substantiated complaint within a deadline of two weeks (14 calendar days) after the evaluation of the test has been announced in the usual way. If the deadline happens to be on a bank holiday, the following working day counts as deadline. In case of unusual circumstances, the institution may decide to grant an exemption from this deadline.

Students may complain about:

1. the test basis, including test questions, assignments and similar, and its relation to the goal and requirements of the education
2. the course of the test
3. the evaluation

The complaint can be related to all tests, including written, oral and any combination of those, as well as practical tests. The complaint must be directed to the head of studies and forwarded to the student's own institution.

The complaint is immediately presented to the original evaluators, i.e. the examiner and the external examiner for the test in question. The statement from the evaluators must be usable as the basis for the decision of the institution regarding academic matters. Usually, the institution applies a deadline of two weeks (14 calendar days) for handing in the statements. Immediately after the statement of the evaluators becoming available, the complainant is given the opportunity to comment on the statements within a typical deadline of one week.

The decision is made by the institution based on the professional statement of the evaluators and any comments from the complainant regarding the statement.

The decision must be presented in writing and be substantiated, and it may include:

1. an offer for a new evaluation (re-evaluation); however, this only applies to written tests
2. an offer for a new test (re-examination)
3. a decision which is not in favour of the student

If it is decided to provide an offer for re-evaluation or re-examination, the head of studies appoints new evaluators. Re-evaluation can only be offered for written tests as far as material is available for evaluation as new evaluators cannot (re-) evaluate an already held oral test and as the notes of the original evaluators are personal and cannot be made available.

If the decision includes an offer for re-evaluation or re-examination, the complainant must be informed that the re-evaluation or the re-examination might result in a lower grade. The student must accept the offer within two weeks (14 calendar days) of the decision being made. It is not possible to take back an



acceptance. If the student does not accept the offer within the deadline, re-evaluation or re-examination will not be carried out.

Re-evaluation or re-examination must take place as soon as possible.

In case of re-evaluation, the evaluators must be presented with the case documents: assignment, paper, complaint, statements from the original evaluators with the comments from the complainant and the decisions of the institution.

The evaluators inform the institution of the result of the re-evaluation, including a written explanation. Re-examinations and re-evaluations might result in lower grades.

If it is decided to carry out a new evaluation or offer re-examination, the decision applies to all examinees whose test suffers the same inadequacy as the subject of the complaint.

## **62.2 Appeal**

The complainant may bring the decision of the institution before an appeals board with regards to academic questions. The work of the appeals board is subject to the Danish public administration act, including regulations on incapacity and duty of confidentiality.

The appeal must be directed to the head of studies and forwarded to the student administration department. The deadline for appeal is two weeks (14 calendar days) as of the day when the examinee was informed about the decision. The requirements mentioned above regarding complaints (in writing, substantiated etc.) apply equally to appeals.

The appeals board consists of two external examiners appointed by the chair of external examiners, a teacher qualified for examination and a student within the subject area in question (the education) who are both appointed by the head of studies. The appeals board decides based on the material that formed the basis of the decision of the institution and the substantiated appeal from the examinee.

The appeals board handles the appeal which may include:

1. an offer for a new evaluation done by new evaluators; however, this only applies to written tests
2. an offer for a new test (re-examination) done by new evaluators, or
3. a decision which is not in favour of the student

If the decision includes an offer for re-evaluation or re-examination, the complainant must be informed that the re-evaluation or the re-examination might result in a lower grade. The student must accept the offer within two weeks (14 calendar days) of the decision being made. It is *not* possible to take back an acceptance. If the student does not accept the offer within the deadline, re-evaluation or re-examination will not be carried out.

Re-evaluation or re-examination must take place as soon as possible. In case of re-evaluation, the evaluators must be presented with the case documents: assignment, response, complaint, statements from the original evaluators with the comments from the complainant and the decisions of the institution.

The appeals board must decide no later than two months as of the date of appeal submission, or three months in case of a summer exam. The decision of the appeals board is final, meaning that the case cannot be brought before a higher administrative authority with regards to the academic part of the complaint.

### 62.3 Complaints about decisions made by an educational institution or an appeals board (legal issues)

The Danish executive order on exams defines two types of complaints:

- A. examination complaints (including appeals)
- B. complaints about legal issues

Regarding A, examination complaints and appeals are described above. Among other things, it says that the decision of the appeals board (the academic evaluation) cannot be brought before a different administrative authority.

Regarding B, complaints about legal issues might, as an example, be a complaint that the teacher education institution has not handled the case in accordance with the laws or executive orders on education, e.g. *Adgangsbekendtgørelsen* and *Eksamensbekendtgørelsen*, and/or that standard administrative-legal requirements have not been fulfilled, or that the decision as such is not in line with legislation or conventions.

The student may complain about legal issues in connection with a decision made with regards to an examination complaint in the following cases. If the student believes:

- that the institution has made legal mistakes with regards to the decision
- that the appeals board was not competent, cf. rules on competence of an appeals board

Such complaints may be brought before the teacher education institution within two weeks (14 calendar days) as of the day on which the complainant is informed of the decision.

If the decision of the teacher education institution is not in favour of the student in terms of

- the evaluators having made legal mistakes with regards to their decision about either re-examination or re-evaluation, or
- the teacher education institution assessing that the appeals board was in fact competent

this person may complain about this decision (at a different level) to the Danish Agency for Science and Higher Education in the same way as described below regarding complaints related to decisions made by the teacher education institution in accordance with the Danish executive order on exams in general.

A complaint about legal issues in decisions made by the teacher education institution according to the rules in the Danish executive order on exams may be submitted to the Danish Agency for Science and Higher Education.

The complaint must be presented to the teacher education institution for consequent submission of a statement which the student has the possibility to comment on within a deadline of usually one week.

The teacher education institution sends the complaint, the statement and any comments from the student to the agency. The deadline for submitting a complaint to the institution is two weeks as of the day when the complainant is informed of the decision.

## 63. Competence goal tests

### 63.1 Competence goals

Reference is made to the competence goals of each individual test:

- *BEK nr. 1068 af 08/09/2015, om uddannelsen til professionsbachelor som lærer i folkeskolen, bilag 1-4*, see <https://www.retsinformation.dk/Forms/R0710.aspx?id=174218>

In terms of content, the purpose of the competence goal tests is to document the extent to which the student fulfils the requirements related to the skill and knowledge goals described for the relevant competence goal, cf. executive order, §21 (1), (2).

For tests in the competence goals of the teaching subject, it also applies that the purpose is to ensure that the student is able to demonstrate competence in managing classroom teaching in this subject at a Danish municipal primary and lower secondary school, cf. executive order, §21 (3).

### 63.2 Partial tests, mutual association and assessment

According to the executive order, the competence goal tests for the teaching subjects must consist of several partial tests and the competence goal tests for professional qualifications may consist of several partial tests.

No student test is meant to test the student in all skill and knowledge goals included in the relevant competence goal.

The partial tests are one part of the overall assessment basis and individual partial tests are allowed to address the same skill and knowledge goals several times and across the partial tests.

A competence goal test comprises one integrated assessment basis and the performance of the student across the partial tests make up one overall performance. A partial test is not an independent assessment basis in its own right.

## 64. Registration for tests

At the teacher education at University College Absalon, the student must actively register for the competence goal tests for the teaching subjects. Students are automatically signed up for tests related to the teacher's fundamental professional qualifications, teaching experience and the bachelor project, provided that the minimum number of ECTS points for the relevant subject has been completed, cf. chapter 8 in this student charter. See also chapter 26: Registration for tests.

For tests that the student must actively register for, the signing up usually takes place in the middle of April for summer tests and in the beginning of November for winter tests. The study service department informs the students of the exact registration date for the coming test period at the beginning of the semester.

The students are automatically registered for module tests for the teaching subjects Danish, Mathematics, English, German and French for the module to which the test is related.

If a test is not passed, the student is still registered for (automatically registered for) the retry. Each student may only take the same test three times. Students who have been on sick leave or other leave at

the time of a test are still registered for the (sick leave) test for the same or the next test date following the end of their sick leave or other leave.

It is not possible to de-register for a test or a retry. This means that a test attempt is used even if the student does not carry through with the test. This does not apply if the student is prevented from participating in the test due to documented illness or maternity/paternity leave.

The general education test: Religion, Life Education and Citizenship must be passed by the end of the student's second year of study, cf. the Ministerial Order on Education, §18.

## **65 Retrys and resits due to illness**

### **65.1. Retrys**

Students who are going to do a resit have the following options with regards to the written product at the test:

- to prepare and submit a completely new written product
- to submit the same (or a corrected) written product as for the first test which the student failed whereby the submitted material is not considered plagiarism

### **65.2 Resits due to illness**

Students who are going to resit due to illness have the following options with regards to the written product at the test:

- to prepare and submit a completely new written product
- to submit the same written product as for the first test which the student failed

If the written product for a test was prepared in a group and one of the group members falls ill at the time of the oral test, the other group members do the oral test based on the joint written product. When the student who was ill at the time of the group test does his or her test, this student has two options: either to submit and be tested in the same joint product as the other group members were tested in or to prepare a new product. If the student prepares a new product, such a product must be prepared according to the rules for an individual product.

## **Appendix 1: Module descriptions for the Teacher's Fundamental Professional Qualifications**

## **B1.1 The Teacher's Fundamental Professional Qualifications**

### **Preamble**

The subject "Teacher's fundamental professional qualifications" consists of two main areas with four and one competence goals respectively, each involving an exam.

- 1) Pedagogy and professional competence
  - a) The Pupil's Learning and Development
  - b) General Teaching Competence
  - c) Special Education
  - d) Teaching of Bilingual Pupils
- 2) General Education: Religion, Life Education and Citizenship

The three national modules consist of two modules within the area "Pedagogy and Professional Competence" and one module within the area "General Education: Religion, Life Education and Citizenship", hereby covering the two main subject areas.

The national modules within the area "Pedagogy and Professional Competence" include the knowledge and skill areas within a) and b). The module within the area of "General Education: Religion, Life Education and Citizenship" includes competence, knowledge and skill goals.

The three modules are based on three different perspectives: school, teacher and pupil, developing basic professional competences of the student with regards to comprehension, analysis, reflection and action, as well as development of teaching and other teacher activities.

### **MODULE: General Education: Religion, Life Education and Citizenship**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

#### **Brief module description**

This module introduces analyses of the purpose, democracy and citizenship of the Danish municipal primary and lower secondary school seen from a historical, general education theoretical and professional ethics perspective. The key concept of the module is the student's work on relating to the school values and holding them up against the teaching profession with respect for the cultural and religious diversity that currently characterises the school and society in general.

#### **This module qualifies the student for the following competence goal tests**

The module qualifies the student for the competence goal test of "General education" at 10 ECTS points.

#### **Subject areas (teaching subjects, teacher's fundamental professional qualifications) related to the module**

The module is part of the teacher's fundamental professional qualifications related to teaching subjects, practical teaching experience and the bachelor project.

#### **Knowledge basis of the module**

The key concepts of the module are philosophy, history of ideas, general education theory and religious studies. The module is in the area of tension between various theory formations within the knowledge and competence goals of the module. It is based on national and international research and development

knowledge about general education, democracy and citizenship, professional ethics and religious and cultural encounters.

### Competence areas included in the module

General education: religion, life education and citizenship is about interpretation of the purpose of the Danish municipal primary and lower secondary school, development of professional ethics as well as handling of complex challenges in teaching within a globalised society characterised by cultural, value-related and religious diversity.

### Competence goals included in the module

The student is able to relate, in a varied and reflective way, to ethical, political, democratic and religious challenges associated with teaching, parent cooperation and school in a globalised society.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
organise inclusive lessons in the area of tension between individual and community	the background of history of ideas and pedagogy-philosophy for concepts such as tolerance, authority, equality, freedom and solidarity in connection with diversity and inclusion at school
assess affiliations and matters related to identity, and develop coherence between the school tasks related to fellow citizenship and cultural education	different types of citizenship, fellow citizenship and global citizenship seen from the perspective of history of ideas, history and the current situation
in a substantiated way propose organisation of teaching, parent and colleague cooperation and school culture based on freedom of thought, equality and democratic education	human rights, children's rights and the background of history of ideas for the rights perspective, including relations between human rights, religion and democracy
organise professional cooperation regarding complex ethical and religious challenges at school	rituals and existence interpretation in selected philosophical and religious traditions
use and assess different types of ethical argumentation	life education, ethical traditions and their background within the history of ideas

handle and assess religious and cultural matters in the school tradition and everyday life	the relationship between religion, culture and politics in Evangelic-Lutheran Christianity and other outlooks on life, types of secularisation and their consequences for the daily life at school
enter into a dialogue with and reflect on meetings with pupils and parents from different religions and with different outlooks on life	Christianity, Judaism, Islam and other outlooks on life in a current context
evaluate connections and conflicts between Christianity, secularisation and school in a historical and current perspective	the stories, basic concepts and effect history of Christianity in connection with the view on people and education of different periods

### **The module's relation to practice**

In cooperation with or in relation to the external institutions of the area, the academic content must be aimed towards teacher competence in terms of relating, in a varied and reflective way, to ethical, political, democratic and religious challenges associated with teaching, parent cooperation and school in a globalised society.

### **Compliance with duty of participation for the module**

See appendix 3.o.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teacher's fundamental professional qualifications. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

### **MODULE: The pupil's learning and development**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

#### **Brief module description**

The module is about the learning pupil within a learning community, focusing on the pupil's learning processes and development within a diverse group of pupils where each individual pupil, with his or her personal, social and cultural basis, is part of the school community.

The module contains the following three topic areas:

- pupil development, socialisation and identity
- learning, learning environment and learning management
- teacher interaction and communication with the pupils

**This module qualifies the student for the following competence goal tests**



The module qualifies the student for the competence goal test of "Pedagogy and professional competence" at 10 ECTS points.

### **Knowledge basis of the module**

The key concept of the module is pedagogical psychology which is based on national and international research and development knowledge about the learning and development of children and young people, social interaction and communication and pedagogical guidance at school. The module is based on various theory formations within the knowledge and skill goals of the module.

### **Competence areas included in the module**

Competence area 1: The pupil's learning and development

### **Competence goals included in the module**

Alone and in cooperation with others, the student is able to create communities and facilitate pupils' learning and development, lead learning processes in consideration of the development of individual, social and communicative competences, as well as conflict management in multiple social connections.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
develop learning environments for pupils and groups in consideration of different qualifications for learning and objectives	pupils' learning and about effective factors within the learning environment
observe, support and challenge pupils' social, emotional and cognitive development	pupils' social, emotional and cognitive development, including gender and motivation
facilitate development-supporting relations with particular emphasis on own position as teacher	development-supported relations
facilitate interaction and learning processes in a way that makes them conducive to pupils' welfare and development	class, learning and group management
independently and with others develop cooperation based on mutual respect and responsiveness	cooperation and communication between the school parties and other relevant players
use and substantiate different forms of guidance	pedagogical guidance, feedback and reflection forms as well as profession learning

use communicative framing and methods, making conflicts, social problems and bullying the basis of positive reformulations	attribution, including knowledge of social problems, conflict management and bullying
lead so that inclusion and socialisation processes are optimised while the development of the individual pupil is supported	inclusion and individualisation and socialisation processes, including diversity and marginalisation

### **The module's relation to practice**

The module relates to practice by, as an example, including case studies in a written or digital format whereby the connection between theory and practice is discussed. In addition, the module aims at including practical experience from students and lecturers.

### **Compliance with duty of participation for the module**

See appendix 3.0.

## **MODULE: Teaching in Educational Practice**

### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

### **Brief module description**

The module focuses on the practice of the school and its purpose is to introduce an investigative view on the complexity of the teacher job. The focal point of the module is the democratic cultivation task of the school, pupil perspectives and teacher professionalism. The module comprises

- partly a theoretically informed and empirically founded investigation of the democratic cultivation of the school, the identity formation of the pupils in everyday school life, that should be marked by freedom of spirit, equality and democracy
- partly an insight into and development of didactical competences that supports the students in the formation of a teacher professionalism, which encourage the participation possibilities of the pupils, action competences and participatory democracy

### **This module qualifies the student for the following competence goal tests**

The module qualifies the student for the competence goal test of "General education" and the competence goal test of "Pedagogy and professional competence"

### **Subject areas (teaching subjects, Teacher's Fundamental Professional Qualifications) related to the module**

The module is part of the Teacher's Fundamental Professional Qualifications related to General Education: Religion, Life Education and Citizenship and General Teaching Competence. In addition, the module prepares for practical teaching experience and the bachelor project.

### **Knowledge basis of the module**

The module is based on research based methods and analysis strategies in empirical investigation and research based knowledge about the organisation of the teaching and the teacher as a reflective

didactician. Connections will be made to cultivation theory, understandings of democracy and modernity research as well as research and development based knowledge about general didactic, citizen didactic and teacher professionalism. .

### Competence goals which are included in the module

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
organise inclusive lessons in the area of tension between individual and community (KLM)	the background of history of ideas and pedagogy-philosophy for concepts such as tolerance, authority, equality, freedom and solidarity in connection with diversity and inclusion at school
assess affiliations and matters related to identity, and develop coherence between the school tasks related to fellow citizenship and cultural education (KLM)	different types of citizenship, fellow citizenship and global citizenship seen from the perspective of history of ideas, history and the current situation
in a substantiated way propose organisation of teaching, parent and colleague cooperation and school culture based on freedom of thought, equality and democratic education (KLM)	human rights, children's rights and the background of history of ideas for the rights perspective, including relations between human rights, religion and democracy
plan teaching, including definition of objectives for both the class and the individual pupil (AUK)	the legal, social and cultural basis of the school, teaching theory, various didactic basic positions as well as teaching planning, including planning of teaching based on objectives
develop cooperation with colleagues, school resource persons, parents and pupils about the teaching and development of teaching (AUK)	the professional basis for communication, collegial cooperation, parent cooperation, interprofessionalism and school development
analyse teaching sequences with a view to develop the teaching (Praktice niv. 1)	observation, data collection and documentation methods

identify, apply and assess analytical knowledge pertaining to the school and teaching work (BA1)	fields of activity and development within the Danish municipal primary and lower secondary school and the teacher profession, as well as dilemmas in school practice
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### **Compliance with duty of participation for the module**

See appendix 3.0.

## **MODULE: General teaching competence**

### **Type, extent and language of module**

Basic module, formulated nationally for 10 ECTS points. The module language is Danish.

### **Brief module description**

This module focuses on the teacher's planning, implementation, evaluation and substantiation of teaching in the Danish municipal primary and lower secondary school. In addition, the module focuses on the teacher's didactic analysis and development of teaching in consideration of the pupil's general education and optimal learning through teaching differentiation, varied working methods, application of analogue and digital teaching aids, evaluation and feedback.

### **This module qualifies the student for the following competence goal tests**

The module qualifies the student for the competence goal test of "Pedagogy and professional competence" at 10 ECTS points.

### **Subject areas (teaching subjects, teacher's fundamental professional qualifications) related to the module**

The module is part of the teacher's fundamental professional qualifications related to teaching subjects, practical teaching experience and the bachelor project within the education.

### **Knowledge basis of the module**

Key concepts of the module are general didactics and pedagogy based on national and international research and development knowledge about teaching planning, pupils' general education and the teacher as a reflecting didactics professional. The module is based on various theory formations within the skill and knowledge goals of the module.

### **Competence areas included in the module**

Competence area 2: General educational competence deals with the framework for school education, inclusive learning environments and teaching differentiation, classroom management, didactic potentials of teaching aids, cooperation between colleagues, resource persons, schools and homes as well as research methodical prerequisites for assessing and utilising research results.

### **Competence goals included in the module**

The student is able to substantiated plan, implement, evaluate and develop teaching at a Danish municipal primary and lower secondary school.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
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plan teaching, including definition of objectives for both the class and the individual pupil	the legal, social and cultural basis of the school, teaching theory, various didactic basic positions as well as teaching planning, including planning of teaching based on objectives
use a wide repertoire of teaching methods, including the involvement of movement as well as varied action and application-oriented teaching methods	teaching methods as well as analogue and digital teaching aids and other resources, and their applicability with regards to pupil qualifications and the ethics, purpose, goal and content of the teaching
use a wide range of relevant teaching aids and other resources	analogue and digital teaching aids and other resources, and their applicability with regards to pupil qualifications and the ethics, purpose, goal and content of the teaching
systematically evaluate (pupils') learning outcome, learning environment and teaching, using the results as the basis for feedback and further teaching planning and development of teaching	the possibilities and limitations of evaluation and feedback with regards to teaching and learning
differentiate teaching in relation to the pupils' qualifications and potentials	teaching differentiation, inclusion theory and learning environments
manage teaching in consideration of teachers' intentions and make use of own professional judgement in complicated situations	class management, teacher conduct, relations in teaching and the ethics of teaching
plan, implement and develop lessons that develop the pupils' imagination, innovative and entrepreneurial competences as well as their desire to learn and motivation to act	creativity, innovation and entrepreneurship in relation to the pupils' versatile general education, the teacher's professional development and development of pedagogical practice
develop cooperation with colleagues, school resource persons, parents and pupils about the teaching and development of teaching	the professional basis for communication, collegial cooperation, parent cooperation, interprofessionalism and school development

critically evaluate and use research methods and results with relation to teaching and learning	research methods, national and international research and development results
plan, implement and develop teaching with and about IT and media that supports the pupils' ability to act as a critical investigator, an analysing recipient, a goal-oriented and creative producer and a responsible participant	IT and media competences

### **The module's relation to practice**

The module includes work on teaching planning associated with teaching subjects, partly in practice and partly through practical association, whereby substantiated choices, assessment and criticism of own and others' planning are pivotal.

### **Compliance with duty of participation for the module**

See appendix 3.o.

## **MODULE: Inclusive education**

### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

### **Brief module description**

*Learning context at the school:* The purpose of the module is for the student to acquire knowledge about pupils in complicated learning situations and develop skills and competences needed to be able to include these pupils in the school's general education and cooperate with contact persons in this field. The student is able to identify, investigate, develop and discuss teacher profession problems.

### **This module qualifies the student for the following competence goal tests**

The module qualifies the student for the competence goal test of "Pedagogy and professional competence" at 10 ECTS points.

### **Subject areas (teaching subjects, teacher's fundamental professional qualifications) related to the module**

The module is part of the teacher's fundamental professional qualifications related to teaching subjects, practical teaching experience and the bachelor project within the education.

### **Knowledge basis of the module**

The module is based on recent research on pupils in complicated learning situations, for example on diagnoses, teaching methods, inclusion, observation and testing.

### **Competence areas included in the module**

Competence area 3: Special education is about substantiated planning, implementation and evaluation of specifically arranged teaching of pupils who find themselves in complicated learning situations.

### Competence goals included in the module

The student is able to, in a substantiated way, plan, implement, evaluate and develop specifically arranged inclusive teaching for pupils in complicated learning situations.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
analyse the complexity of own and others' practice related to special education work	paradigms for understanding and explaining pupils in complicated learning situations, including understandings of the concept of normalcy
in a substantiated way account for the framework, organisation and development of special education	international declarations of intent, national legal basis as well as executive orders and implementation and organisation of special education efforts at municipal and institutional level
carry out structured observations of single pupils and groups of pupils	methods for systematic and continuous observation and evaluation of the pupil's participation and learning profile
prepare pupil learning plans and action plans	methods for preparation of pupil learning plans and action plans
in a substantiated way choose special education and inclusive efforts	preventative, anticipating and reactive efforts as well as the use of IT and other teaching aids in daily lessons
cooperate with the internal and external resource persons of the school	communication, collegial cooperation, cross-disciplinary cooperation and parent cooperation

### The module's relation to practice

This module is based on actual practice. Through practical teaching experience and practical association, the student develops competences, knowledge and skills needed to observe, plan and implement inclusive teaching.

### Compliance with duty of participation for the module

See appendix 3.o.

### Specialisation modules

The student can select various specialisation modules in relation to the teacher's fundamental professional qualifications. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

## **MODULE: Teaching of bilingual pupils**

### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

### **Brief module description**

Learning context at the school: The purpose of the module is for the student to acquire knowledge about and skills in planning, implementing and evaluating teaching of bilingual pupils in the subjects taught at a Danish municipal primary and lower secondary school.

Content: The module prepares the student for teaching work at a linguistically and culturally diverse school. The module focuses on: Danish as a second language within the subjects, language acquisition, interlanguage and interlinguistic analysis, and the connections between identity and language.

Receptively: The student must analyse case studies from primary school with a view to understanding and evaluating the teaching of bilingual pupils in the school subjects.

Productively: The student must develop teaching procedures for bilingual pupils in the school subjects.

### **This module qualifies the student for the following competence goal tests**

The module qualifies the student for the internal competence goal test of "Pedagogy and professional competence" at 10 ECTS points.

### **Subject areas (teaching subjects, teacher's fundamental professional qualifications) related to the module**

The module is part of the teacher's fundamental professional qualifications related to teaching subjects, practical teaching experience and the bachelor project within the education.

### **Knowledge basis of the module**

The module is based on recent research in development and learning at school, language acquisition, interlanguage and second language pedagogy for bilingual pupils.

### **Competence area included in the module**

Competence area 4: Teaching of bilingual pupils. Teaching of bilingual pupils is about identification of second language pedagogical challenges in subject lessons and about teaching that considers bilingual pupils' linguistic and academic development in the linguistically versatile classroom.

### **Competence goals included in the module**

The student is able to, in a substantiated way, plan, implement, evaluate and investigate teaching of bilingual pupils in a linguistically versatile classroom.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
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evaluate whether learning of the second language is promoted in own and others' practice	learning of a second language, the linguistic development of bilingual pupils
support the interlanguage development of the bilingual pupil	interlanguage
plan lessons that promote academic and technical terminology development in bilingual pupils	language and literacy in subject teaching seen from a second language perspective
include the linguistic qualifications of bilingual pupils in the lessons	linguistic diversity and bilingualism as well as the significance of language for identity formation
identify second language pedagogical challenges with regards to teaching	second language pedagogical research and development work
cooperate with teachers of Danish as a second language and the other teachers of the class about academic and technical terminology development in the bilingual pupils	legal basis and executive orders as well as organisation of the subject Danish as a second language at the Danish municipal primary and lower secondary school

### **The module's relation to practice**

The student's practical teaching experience will be integrated in the module. This module includes case studies from the school subjects, teaching aids, teaching plans, subject-relevant materials and materials related to Danish as a second language, including the cross-disciplinary theme *Linguistic development*.

### **Compliance with duty of participation for the module**

See appendix 3.0.

**Appendix 2: Module descriptions for teaching subjects**

Please refer to the Danish version of the Student Charter for descriptions of subjects **not** offered in English or target language (English as an Additional Language and German):

*Biology*

*Crafts and Design*

*Danish class 1-6*

*Danish class 4-10*

*French*

*Home Economics*

*Mathematics class 1-6*

*Mathematics class 4-10*

*Physics and Chemistry*

*Social Science*

## **B2.1 Module descriptions for Art**

### **MODULE: Art-related practice forms**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is mainly Danish.

#### **Brief module description**

The purpose of this module is for the student to develop competence in teaching practical art production, knowledge of art and art presentations that reflect the visual culture, and in using art conversation to qualify pupils' imagery and technical terminology.

The student works practically with artistic and experimental methods in analogue as well as digital art. In this module, the interaction between theory and practice is fundamental.

The content and working methods of the module relate in a reflecting and didactic way to regulations regarding the subject Art at school.

#### The key content areas are:

Visual production and communication, art conversation, imagery awareness, imagery development in pupils, aesthetic learning and sense-based orientation, creativity and art's potential for developing knowledge and realisation as well as visual didactics.

#### **Knowledge basis of the module**

The module is based on research-based theory on:

- visual culture as an art field and reflection strategy both nationally and internationally
- visual communication
- aesthetics, aesthetic learning and creativity
- recent research-based knowledge about the subject Art and subject-related didactics

And on knowledge about:

- artistic working methods
- the history of the subject of art

#### **Competence areas included in the module**

Competence area 1: visual generation of meaning in analogue and digital art

Competence area 2: decoding of analogue and digital images

Competence area 4: visual didactics

## Competence goals included in the module

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' competences in producing and reflecting within different art categories, whereby the student must be aware of art's contribution to knowledge development within different subject areas, genres and visual cultures (1)
- in a substantiated way plan, implement, evaluate and develop teaching in consideration of pupils' competences in terms of decoding various analogue and digital art and visualisations using image analytical methods (2)
- in a substantiated way plan, implement, evaluate and develop art teaching with inclusion of knowledge on international visual educations (4)

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
use different materials and techniques for art production (1)	imagery devices
analyse didactic issues using own experiences in art production with a view to achieving differentiated teaching at the Danish municipal primary and lower secondary school (1)	analogue and digital production and application methods
use art and visualisations within a wide repertoire of art and expression forms (1)	the purpose of various art and expression forms within art, visual cultures and visual learning and profession cultures
analyse various analogue and digital art media (2)	visual perception of analogue and digital learning surroundings
identify the various learning potentials of art and visualisations (2)	visual and aesthetic learning
substantiate own view on the subject in relation to the development of the school subject and in the light of recent subject-related research (4)	key stipulations on the subject in school and results from subject-related didactic research
analyse actual visual teaching and learning processes as national interpretation of international trends (4)	subject-related pedagogical and didactic trends seen from an international perspective
plan objective-oriented teaching for different ages and in different types of art processes (4)	various approaches to teaching this subject, including motivation, imagery-related and verbal development as well as realisation

## The module's relation to practice

Cooperation with teachers at Danish municipal primary and lower secondary schools. Integration of recent research on children's visual expressions.

## **Compliance with duty of participation for the module**

See appendix 3.1.

## **MODULE: Visual cultural project**

### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is mainly Danish.

### **Brief module description**

The purpose of this module is for the student to develop competence in teaching visual awareness, decoding of art as well as innovative art processes and projects reflecting visual cultural pedagogy.

The teaching, which is based on interaction between theory and practice, includes various art forms, cultural meetings, cooperation platforms and learning spaces. This module includes a large visual project based on visual communication, cooperation and knowledge sharing.

The module content and working method relate in a professional and didactic way to the subject of art in Danish municipal primary and lower secondary schools, cross-disciplinary teaching and other professional contexts.

The key content areas are: inquiring and experimental artwork; collection, categorisation and use of information in visual culture; multi-modality and innovation; and visual didactics.

### **Knowledge basis of the module**

The module is based on research-based knowledge about:

- visual culture as an art field and reflection strategy both nationally and internationally
- visual communication
- innovation and entrepreneurship
- IT and media in learning processes

### **Competence areas included in the module**

Competence area 2: decoding and analysis of analogue and digital images

Competence area 3: art-related working methods and innovative processes

Competence area 4: visual didactics

### **Competence goals included in the module**

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of pupils' competences in terms of decoding various analogue and digital art and visualisations using image analytical methods (2)
- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' imagery competences in terms of working with aesthetic, innovative and entrepreneurial working methods in physical and digital learning environments (3)
- in a substantiated way plan, implement, evaluate and develop art teaching with inclusion of knowledge on international visual educations (4)

#### **Skill goals:**

The student is able to

#### **Knowledge goals:**

The student is knowledgeable about

analyse various analogue and digital art media (2)	visual perception of analogue and digital learning surroundings
use various strategies to study visual phenomena (2)	visual culture and the use of various viewing positions
understand art and visual information in the visual culture that they are part of (2)	the significance of points of view for the changing content and expression of art
use concrete sketching methods and model constructions to start idea development and facilitate change processes (3)	the significance of visual notation forms in innovative processes
use social media in visual exchange and cooperation processes (3)	the visual learning potential of social media
analyse visual didactic issues based on own aesthetic, innovative and entrepreneurial working methods in preparation for objective-oriented teaching at the Danish municipal primary and lower secondary school (3)	methods for development of creativity and innovation as well as aesthetic learning
analyse visual teaching and learning processes seen from an educational perspective (4)	the educational functions of the subject
develop the subject of art in a creative and innovative way across genres, methods and art forms (4)	the culture creating and realisation-related significance of the art field, including images as language

### **The module's relation to practice**

Cooperation with teachers at Danish municipal primary and lower secondary schools. Integration of recent research on children's visual expressions.

### **Compliance with duty of participation for the module**

See appendix 3.1.

## **MODULE: Contemporary art, space and architecture**

### **Type, extent and language of module:**

Basic, formulated locally for 10 ECTS points. The module language is mainly Danish.

### **Brief module description**

The module provides the student with an insight into the expression forms of contemporary art and how they can be translated into art teaching for children of all ages in a way in which art creates debate and asks questions. Furthermore, the module prepares the students for rethinking visual presentations, for example in project work. There will be practical work on own projects in a workshop where experimentation and innovation are highly prioritised values.

Theoretically, the students work with both art appreciation and the learning potential of the child through meeting and creating idea-based art. In this module, the student particularly works with the spatial form but based on drawn, painted and digital sketches. The finished artwork includes, as an example, sculptures, installations, land art, performance or architecture models.

The student mainly works in the art workshop but also outside, and excursions such as visits to museums and "art hunts" are also included in the module.

### Knowledge basis of the module

The module is based on research-based knowledge about art, visual arts and subject-related didactics as well as knowledge about artistic working methods and spatial art work.

### Competence areas included in the module

Competence area 1: visual generation of meaning in analogue and digital art

Competence area 3: art-related working methods and innovative processes

### Competence goals included in the module

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' competences in producing and reflecting within different art categories, whereby the student must be aware of art's contribution to knowledge development within different subject areas, genres and visual cultures (1)
- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' imagery competences in terms of working with aesthetic, innovative and entrepreneurial working methods in physical and digital learning environments (3)

Skill goals: The student is able to:	Knowledge goals: The student is knowledgeable about:
use concrete sketching methods and model constructions to start idea development and facilitate change processes (3)	the significance of visual notation forms in innovative processes
use different materials and techniques for art production (1)	imagery devices
analyse didactic issues using own experiences in art production with a view to achieving differentiated teaching at the Danish municipal primary and lower secondary school (1)	analogue and digital production and application methods

analyse visual didactic issues based on own aesthetic, innovative and entrepreneurial working methods in preparation for objective-oriented teaching at the Danish municipal primary and lower secondary school (3)	methods for development of creativity and innovation as well as aesthetic learning
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### **The module's relation to practice**

Cooperation with teachers at Danish municipal primary and lower secondary schools. Integration of recent research on children's visual expressions.

### **Compliance with duty of participation for the module**

See appendix 3.1.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

### **B2.2 Module descriptions Biology**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.3 Module descriptions Danish, 1st - 6th form**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.4 Module descriptions Danish, 4th - 10th form**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.5 Module descriptions English (English as an Additional Language)**

#### **MODULE : Language and language usage**

#### **Type, extent and language of module**

Basis, formulated nationally for 10 ECTS credits. The module language is primarily English.

#### **Brief description of the module**

This module works with the following questions: What is language? What is pupil language? What is the goal of the language lessons? How can you describe language? How and why do you teach linguistic elements?

The starting point is communicative competence in relation to the subject in public school and the teacher training, including views on the subject and the language. Focus is on 'language segments', such as a target language from, a pupil language in the initial phase, a pupil language in the end phase.

There will be theoretical as well as experience-based work on

- description and analysis of interlanguage in relation to the target language English as a global means of communication and in relation to linguistic variants



- language descriptions and analysis including linguistic meaning, function and form on several levels from context to details
- the student's own language as well as the role as language teacher, including the student's use of appropriate metalanguage for different target groups
- use of different types of aids in relation to analysis and description of language

There will be continuous work on the students' own linguistic development in light of the content areas of the module.

### **The module's knowledge basis**

National and international research and development work on communicative competence, language, language description, interlanguage, language teaching and the subject English in municipal school, including national and international regulations and guidelines regarding the subject.

### **Competence areas included in the module**

Competence area 1: Linguistic competence and language teaching

Competence area 4: Foreign language didactics.

### **Competence goals included in the module**

The student can, in a substantiated way, plan, complete, evaluate and develop teaching with a view to specific areas in pupils' learning.

<b>Skill goals:</b> The student can	<b>Knowledge goals:</b> The student is to have knowledge of
master English for teaching purposes and personal use, including participation in the international subject-related didactic debate,	the structure and use of the English language,
describe language structures to different target groups,	metalanguage regarding the structure and use of language,
plan, carry out, evaluate and develop teaching of communicative competence and language structures and	communicative competence and
indicate focus points in the work with own and pupils' interlanguage based on analyses, including consideration of pupils' age.	interlanguage.
in a substantiated way carry out and develop objective-oriented English teaching	theory and analysis methods with relevance for description of learning and teaching of English as a foreign language

### **The module's relation to practice**

The student's experiences from practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school.

### **Compliance with duty to participate in the module**

See appendix 3.4

## **MODULE : Processes in language acquisition and communicative skills**

### **Type, extent and language of module**

Basis, formulated nationally for 10 ECTS credits. The module language is primarily English.

### **Brief description of the module**

This module works with the following questions: How do you learn a language? How does language development take place? What are communicative skills? What is the connection between communication and language acquisition? How do you describe language acquisition and communicative skills? How and why does the teacher work as a language advisor? How does the teacher plan teaching that makes language acquisition possible? What is the connection between language view, learning view, professional view and specific teaching?

The starting point is language skill areas, discourse and strategic competence as well as learning. Focus is on 'processes' as dynamic elements in language and language development, for example hypothesis construction, language learning strategies and communication strategies.

The students will work on

- the skill areas listening, reading, writing, speaking and conversation in a communicative competence perspective
- interlanguage development in relation to qualifications for learning and potentials
- goal establishment, practical planning in varied working methods, IT, teaching aids, evaluation and feedback on interlanguage in a differentiation and inclusion perspective
- paradigmatic changes in language teaching and the connection between language view, learning view and didactic planning based on current national and international regulations

There will be continuous work on the students' own linguistic development in light of the content areas of the module.

### **The module's knowledge basis**

National and international research and development work on language acquisition and communication, the language skills reading, listening, speaking, conversation and writing, language teaching and the subject English in municipal school, including national and international regulations and guidelines regarding the subject

### **Competence areas included in the module**

Competence area 2: Language acquisition and foreign language communication

Competence area 4: Foreign language didactics

### **Competence goals included in the module**

From competence area 2: The student can, in a substantiated way, plan, complete, evaluate and develop differentiated lessons based on pupils' learning qualifications and potentials, including pupils' use of communicative and learning-related strategies and processes.

From competence area 4: The student can, in a substantiated way, plan, carry out, evaluate and develop teaching in English based on own practice and current research-based knowledge about foreign language didactics.

<b>Skill goals:</b> The student can	<b>Knowledge goals:</b> The student is to have knowledge of
plan and complete lessons with focus on communication processes and strategies,	communication processes, including receptive and productive processes and strategies, discourse and communication strategies,
assign differentiated learning strategies for pupils with different qualifications for learning,	learning strategies,
evaluate language acquisition in different types of pupil data as a basis for working as a language advisor,	interlanguage development,
include pupil-related internal and external factors of significance to the language acquisition process and	factors associated with language acquisition, such as motivation, the relationship between native language, second language and foreign language acquisition, objective and evaluation, the teacher's role and
use digital technologies and interactive media for support of pupils' and own receptive and productive learning processes.	IT and learning processes.
substantiate principles in own and others' lessons in relation to pupils, parents and colleagues, including in an inclusion perspective,	professional views, curriculum and practical organisation of English lessons, including the historical development of subject and learning views,
substantiate the individual elements of the lessons for the purpose of optimising the learning processes for groups of pupils as well as the individual pupil,	legal basis, current regulations and guidelines nationally and internationally, including teaching aids, digital resources, goal and evaluation forms,
plan and carry out teaching and projects that strengthen the pupils' mastering expectations, drive and initiative,	creativity, innovation and entrepreneurship in teaching,
plan and carry out single-subject as well as cross-disciplinary teaching with focus on pupils' general education,	the subject's contribution to general education and connection to other subjects,

in a substantiated way carry out and develop objective-oriented English teaching and	theory and analysis methods with relevance for description of learning and teaching of English as a foreign language and
keep informed in the professional debate nationally as well as internationally	national and international research within foreign language pedagogy and didactics.

### **The module's relation to practice**

The student's experiences from practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school.

### **Compliance with duty to participate in the module**

See appendix 3.4

### **Module Test (see appendix 4)**

In continuation of the module, a module test must be completed. The description of the module test can be found in appendix 4 of this charter.

## **MODULE - A: Intercultural competence in language teaching/English in the introductory period and at the intermediate stage**

### **Type, extent and language of module**

Basis, formulated locally for 10 ECTS credits. The module language is primarily English.

A module where the student works with the content areas and working methods of the subject with special focus on English aimed towards pupils in the introductory period and at the intermediate stage.

Students that have started the teacher education on the 1st of September 2013 or later and who are starting the 3rd module in English in September 2015 are covered by the module descriptions in the study programme for the teacher education at University College Absalon 2013.

### **Brief description of the module**

In this module, the student works with the following questions: What is culture? Why work with culture in language teaching? What is an intercultural competent language user? Why work with cultural meetings?

In this module, the student will learn to plan, carry out, evaluate and reflect on teaching in relation to intercultural competence, including the work with text, culture, society and cultural meetings internationally as well as in the English-speaking world.

Among other things, the students will work with:

- different text forms in relation to culture and society
- cultural meetings, including pragmatic, strategic and intercultural competence
- the interaction between language, culture and identity
- linguistic variation, culture and social conditions internationally as well as in the English-speaking world
- development of objective-oriented teaching

Furthermore, there will be continuous work on the students' own intercultural development in light of the content areas of the module.

### **The module's knowledge basis**

The module is based on research-based, theoretical and empirical knowledge with the areas English teaching and intercultural competence in correlation with pupils in the 1st to 6th form.

#### English 1st-6th form

#### **Competence areas included in the module**

Competence area 3: Intercultural competence in the teaching subject English in the introductory period and at the intermediate stage with inclusion of parts of competence area 4: Foreign language didactics

#### **Competence goals included in the module**

The student can, in a substantiated way, plan, complete, evaluate and develop varied English lessons with the use of different types of texts and with integration of society, culture and meeting of cultures in language work in the introductory period and at the intermediate stage.

<b>Skill goals:</b> The student can	<b>Knowledge goals:</b> The student is to have knowledge of
plan and carry out teaching with examples of different cultural practices and meeting of cultures in the introductory period and at the intermediate stage,	culture and meeting of cultures, including pragmatic competence and the interaction between language, culture and identity,
substantiate content related to language, culture and social conditions of relevance to English lessons,	language variation, culture and social conditions in the English-speaking world as well as matters of relevance to globalisation,
use relevant and differentiated texts, media and IT in teaching,	text competence, including IT and media,
initiate and support processes for support of own and pupils' development of intercultural competence, including mediation of experiences through narratives and artefacts as well as direction of the attention towards linguistic variants and phrases that are suitable in different situations and	intercultural competence and
plan and carry out international cooperation and intercultural projects in teaching.	international cooperation, including digital possibilities.
plan and carry out teaching and projects that strengthen the pupils' mastering expectations, drive and initiative,	creativity, innovation and entrepreneurship in teaching,

plan and carry out single-subject as well as cross-disciplinary teaching with focus on pupils' general education,	the subject's contribution to general education and connection to other subjects,
in a substantiated way carry out and develop objective-oriented English teaching and	theory and analysis methods with relevance for description of learning and teaching of English as a foreign language and
keep informed in the professional debate nationally as well as internationally.	national and international research within foreign language pedagogy and didactics.

### **The module's relation to practice**

The student's experiences from practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school.

### **Compliance with duty to participate in the module**

See appendix 3.5

### **Specialisation modules**

The student can choose specialisation modules in connection with the teaching subject. The modules are offered annually in a catalogue in the Autumn and studied in the Spring semester.

### **MODULE - B: Intercultural competence in language teaching/English at the intermediate and lower secondary stage**

Please see Appendix 2 in the Danish student charter. This module is not offered in English.

#### **B2.6 Module descriptions French**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

#### **B2.7 Module descriptions Physics/Chemistry**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

#### **B2.8 Module descriptions for Geography**

##### **MODULE: Geography – the nearby outside world**

##### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is mainly Danish.

##### **Brief module description**

*Geography – the nearby outside world* uses as a starting point the geographical settings on a scale from local community plans to a national level in Denmark. The subject field, which can be exemplified based on Danish circumstances, includes both natural and culture-geographical disciplines but also problematic issues in which these disciplines interact, including the consequences of such interaction. Several of the subject-related foci, as listed below, are based on the notions of living conditions, spatiality, distribution

patterns, understanding of the outside world as well as human interaction with nature as it is often expressed through oppositions between ecological and financial interests.

Subject-related focus for the module:

The subject-related content focuses in particular on natural and human-inflicted reasons for changes to living conditions in Denmark. The following systematic parts of geography are integrated:

- principles of drawing up maps and the use of various types of maps
- landscape creation
- soil conditions
- hydrology
- weather and climate
- the development of the Danish cultural landscape
- population developments in Denmark and their connection to the general development of society
- profession distribution in Denmark
- physical planning
- the development of Denmark seen from a regional and global perspective

Subject-related didactic focus for the module:

*The student must be able to:*

Plan, implement and evaluate competence-developing geography teaching which is adjusted to fit the academic and developmental level of the pupils, and apply subject methods both in a mono-disciplinary and a cross-disciplinary cooperation based on a quizzical and critical approach to geographical problems.

Subject-didactics are part of all aspects of work related to the geographical topic areas and they are also an independent study object. Research, testing and development work is included both as references and analysis objects in connection to subject-related theory and planning of teaching periods.

### **Knowledge basis of the module**

The teaching is based on national and international research and development work dealing with subject-related and subject-didactic themes within geography lessons for the oldest pupils of the school. The knowledge basis of the teaching subject in the module "Geography – the nearby outside world" is established through integration of experience-based and theoretical knowledge.

### **Competence areas included in the module**

Competence area 1: natural science didactic perspectives in consideration of pupil learning during geography lessons

Competence area 2: natural science perspectives in relation to geography

Competence area 3: geography in cross-disciplinary cooperation

Competence area 4: teaching the core areas of geography

### **Competence goals included in the module**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects

in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan teaching situations that develop the ability of the pupils to wonder, ask questions and select relevant examination methods as well as design, implement and evaluate examinations within the subject of geography	natural science and geographical examination methods and didactic knowledge of the importance of the pupils' own examinations in class
plan and implement geography teaching that will, amongst other things, foster the development of natural science competences in the pupils, being adjusted to fit the academic and developmental progress of the pupils	academic and developmental progress in pupils
apply various teaching resources	geography-related teaching resources such as textbooks, laboratories, multi-modal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT
include examples of recent natural science and social science research in geography lessons	recent research within natural and social science
plan and implement geography teaching related to academic discussions of political and economic conflicts of interest	argumentation and societal conflicts of interest
plan and implement geography teaching that includes historical and philosophical aspects of natural science	the main features of the history and philosophy behind natural science and the subject of geography, and how knowledge of natural and social science is discussed and developed
plan and implement cross-disciplinary teaching on biochemical cycles and human emission of substances into the surrounding environment	biochemical cycles and emission of substances into the surrounding environment by individuals and society



plan and implement cross-disciplinary teaching on the importance of technology with regards to human health and living conditions	the importance of technology with regards to human health and living conditions
plan and implement teaching that enables the pupils to understand the reasons behind demographic, urban and business patterns and develop an understanding of living condition inequality which enables them to discuss potential solutions	demographics and business; division, interaction and development based on natural conditions; and historical, social, economic and political circumstances
plan and implement teaching that explains the formation, raw materials and living conditions of landscapes as well as the various conflicts of interest connected to land utilisation and the view on nature expressed through such interests	natural basis and living conditions
plan and implement teaching that includes a substantiated application of excursions and field work as well as a variety of geography-related methods and aids, e.g. for localisation and analysis of spatial patterns by means of various types of maps, models, statistics, films, written sources, satellite photos and GPS	geographical methods in teaching
integrate experiences, measurings, observations and interpretations done by pupils in geography teaching, enabling them to understand, argument for, put into perspective and communicate these	own experiences and examinations done by pupils in class

### **The module's relation to practice**

The teaching subject of geography within the teacher education is aimed at practical geography teaching at Danish primary and lower secondary school level, including the framework, challenges and development needs of this subject.

### **Compliance with duty of participation for the module**

See appendix 3.8.

### **Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

## **MODULE: Geography – a changing world**

### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is mainly Danish.

### **Brief module description**

*Geography – a changing world* uses as a starting point the geographical conditions on a scale ranging from global to regional levels. The subject matter includes natural and culture geographical phenomena, processes, patterns and problems that can be presented through examples based on regional and global circumstances, focusing on the interaction between humans and nature seen from an organic and economic perspective.

#### Subject-related focus:

The subject-related content has a special focus on natural and man-made reasons for the changing living conditions on a global and regional level, including globalisation, environmental changes, changing consumption patterns as well as changing income levels amongst various population groups. The following systematic parts of geography are integrated:

- sources of energy, including distribution and consumption
- formation and distribution of geological raw materials
- extraction and consumption of resources of the Earth
- the global climate
- agricultural utilisation of the natural basis
- economic geography
- sustainable development
- inequality in the world
- population development

#### Subject-related focus:

The student is able to plan, implement, evaluate and develop geography teaching in which the pupils develop their action competences in terms of significant economic and environmental problem areas in a globalised world. Subject-didactics are part of all aspects of work related to the geographical topic areas and they are also an independent study object. In addition, the student is able to apply the numerous presentation forms of the subject in his or her own teaching, focusing on the use of photos, statistical material, thematic maps and IT.

### **Knowledge basis of the module**

The teaching is based on national and international research and development work dealing with subject-related and subject-didactic themes within geography lessons for the oldest pupils of the school. The knowledge basis of the teaching subject in the module "Geography – a changing world" is established through integration of experience-based and theoretical knowledge.

### **Competence areas included in the module**

Competence area 1: natural science didactic perspectives in consideration of pupil learning during geography lessons

Competence area 2: natural science perspectives in relation to geography

Competence area 3: geography in cross-disciplinary cooperation

Competence area 4: teaching the core areas of geography

### **Competence goals included in the module**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects

in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
develop own objective-oriented geography teaching, e.g. based on natural science didactics	the importance of natural science didactics with regards to geography didactics and related research
apply various teaching resources	geography-related teaching resources such as textbooks, laboratories, multi-modal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT
in a substantiated way evaluate geography teaching and pupil outcome	formative and summative evaluation in geography teaching
plan and implement objective-oriented geography teaching that develops the pupils' ability to use and assess models for understanding of geographical phenomena and connections	geographical models, including model characteristics and evaluation criteria for geographical models

include examples of the use of natural science and technology in society in geography teaching	use of natural science in societal, technological and business contexts, and didactic knowledge on integration of the outside world in teaching
plan and implement geography teaching that develops the action competences of the pupils with regards to human interaction with nature, culture and technology	action competence and sustainability with regards to human interaction with nature, culture and technology
include examples of recent natural science and social science research in the geography lessons	recent research within natural and social science
plan, implement, evaluate and develop objective-oriented, cross-disciplinary teaching based on problems that, amongst other things, develop the general and natural science competences of the pupils	pupil work on cross-disciplinary problems that develop their general and natural science competences
plan and implement cross-disciplinary teaching on sustainable energy supply, including the way in which various technologies as solutions to energy supply issues can influence human living conditions seen from a local and global perspective	sustainable energy supply at a local and global level

<p>plan and implement cross-disciplinary teaching that provides the pupils with knowledge on and make them reflect on the consequences of various business and production forms considered in the light of various views on nature and society, as well as various strategies on land utilisation and physical planning</p>	<p>production with sustainable utilisation of the natural basis</p>
<p>plan and implement teaching that enables the pupils to understand the reasons behind demographic, urban and business patterns and develop an understanding of living condition inequality which enables them to discuss potential solutions</p>	<p>demographics and business; division, interaction and development based on natural conditions; and historical, social, economic and political circumstances</p>
<p>plan and implement teaching that enables the pupils to understand and relate to earth structure and development as well as plate tectonic conditions that influence resource, production and living conditions in various places around the world</p>	<p>the dynamic development of the globe and its influence on human living conditions at a global, regional and local level</p>
<p>plan and implement teaching that enables the pupils to understand and relate to weather and weather phenomena as well as climate changes and their importance to the changing living conditions of humans at a global, regional and local level</p>	<p>the earth and its climate seen from a sustainable perspective at a global, regional and local level</p>
<p>plan and implement teaching that includes a substantiated application of excursions and field work as well as a variety of geography-related methods and aids, e.g. for localisation and analysis of spatial patterns by means of various types of maps, models, statistics, films, written sources, satellite photos and GPS</p>	<p>geographical methods in teaching</p>

plan and implement teaching that enables the pupils to understand the reasons for and consequences of globalisation, including integration of the role of the pupils as world citizens	globalisation and its influence on culture, nature, living conditions and relations between the countries of the world and the people
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### **The module's relation to practice**

The teaching subject of geography within the teacher education is aimed at practical geography teaching at Danish primary and lower secondary school level, including the framework, challenges and development needs of this subject.

### **Compliance with duty of participation for the module**

See appendix 3.8.

### **Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

## **MODULE: Geography – global challenges**

### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is mainly Danish.

### **Brief module description**

*Geography – global challenges* uses as a starting point the challenges faced by the international community when climate changes or tsunamis occur, or when global economic, technological and political circumstances change. What lies behind such changes and which consequences do they carry? How does the international community handle them?

Modern communication forms, improved possibilities of fast exchange of goods and services, and continuously increasing travel activities lead to new and intensified requirements towards the world citizen in terms of being able to navigate amongst various cultures, and that is why knowledge of, understanding of and respect for other cultures is essential.

This module is concerned with the role of geography in cross-disciplinary cooperation with other natural science subjects at the Danish municipal primary and lower secondary school; biology and physics/chemistry.

In addition, the module includes academic reading and mediation with a special focus on the map as a form of representation and with a view to developing map reading competences and an understanding of spatial relations.

The following systematic parts of geography are integrated:

- cartography
- formation and development of the universe, Earth and life
- plate tectonics and volcanism
- climate changes
- supply of drinking water

- globalisation
- geopolitics
- cultural understanding

Subject-related focus:

*The student must be able to:*

Plan, implement and evaluate competence-developing geography teaching which is adjusted to fit the academic and developmental level of the pupils, and apply subject methods both in a mono-disciplinary and cross-disciplinary cooperation based on a quizzical and critical approach to geographical problems.

Subject-didactics are part of all aspects of work related to the geographical topic areas and they are also an independent study object. Research, testing and development work is included both as references and analysis objects in connection to subject-related theory and planning of teaching periods.

### **Knowledge basis of the module**

The teaching is based on national and international research and development work dealing with subject-related and subject-didactic themes, especially within geography teaching, but also within natural science teaching, for the oldest pupils of the school. The knowledge basis of the teaching subject in the module "Geography – a changing world" is established through integration of experience-based and theoretical knowledge.

### **Competence areas included in the module**

Competence area 1: natural science didactic perspectives in consideration of pupil learning during geography lessons

Competence area 2: natural science perspectives in relation to geography

Competence area 3: geography in cross-disciplinary cooperation

Competence area 4: teaching the core areas of geography

### **Competence goals included in the module**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects
- in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan and implement teaching that supports reading and writing competences of the pupils within the genres of the subject of geography	plan and implement teaching that supports reading and writing competences of the pupils within the genres of the subject of geography

plan and implement teaching that supports the linguistic development of the pupils, including anything from context-related everyday language to context-independent technical terms	colloquial language, technical terminology and concept formation in the subject of geography of pupils and pupil groups, including bilingual pupils
plan and implement geography teaching in which natural science and technology are included as general education	the contribution of natural science to general education and understanding the surrounding world
plan and implement cross-disciplinary teaching substantiated in recent cross-disciplinary research	recent cross-disciplinary research related to geography
plan and implement cross-disciplinary teaching on supply of drinking water in various places around the globe, integrating future perspectives on supply of drinking water seen from a resource perspective	supply of drinking water for future generations
plan and implement cross-disciplinary teaching on natural and man-made radiation	reasons for natural and man-made radiation, including the influence of radiation on living organisms
plan and implement teaching that enables the pupils to understand and relate to weather and weather phenomena as well as climate changes and their importance to the changing living conditions of humans at a global, regional and local level	the earth and its climate seen from a sustainable perspective at a global, regional and local level
plan and implement teaching that includes a substantiated application of excursions and field work as well as a variety of geography-related methods and aids, e.g. for localisation and analysis of spatial patterns by means of various types of maps, models, statistics, films, written sources, satellite photos and GPS	geographical methods in teaching

### The module's relation to practice



The teaching subject of geography within the teacher education is aimed at practical geography teaching at Danish primary and lower secondary school level, including the framework, challenges and development needs of this subject.

### **Compliance with duty of participation for the module**

See appendix 3.8.

### **Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

## **B2.9 Module descriptions for History**

History deals with substantiated planning, implementation and development of history lessons in subject-divided and cross-disciplinary courses aimed at giving the pupils the qualifications to establish a chronological overview of and insight into interpretations of historical developments and contexts with a view to developing the pupils' historical awareness and use of history seen from an identity-related and societal perspective.

### **MODULE: The use of history, awareness of history – and Danish history**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

#### **Brief module description**

This module works with the following questions: Why do we have history lessons at school? What do we use history for – as a society and as individuals? How can you include and qualify the pupils' awareness of history and use of history in the lessons?

Using topics or themes of Danish history that are relevant to the curriculum of the Danish municipal primary and lower secondary school as the starting point, the module includes work with concepts regarding the use of history and historical culture. Among other things, the students concern themselves with the ways in which historic events are mediated and used in relation to the creation of collective and individual identities, as well as how history can be interpreted differently based on local, national and global perspectives.

With a view to developing the students' professional views on and understanding of history as a subject of general education, the module introduces basic subject-related didactic concepts and discussions, including theories on and empirical studies of children's awareness of history and the use of history.

#### **Knowledge basis of the module**

- research-based knowledge about the chosen history-related topic(s)/theme(s)
- theories on and empirical studies of the use of history and historical culture, including history use and historical culture of various periods
- theories on and empirical studies of development and use of awareness of history

- concepts about and examples of various historical mediation types

### Competence areas included in the module

Competence area 2: historical culture, history use and history awareness

Competence area 3: historical overview and understanding of connections

### Competence goals included in the module

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop lessons with history's societal and identity-creating significance as the starting point
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider conditions, life world and contemporaries of heterogeneous pupil groups

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
substantiate history lessons with reference to historical didactic and history-related theoretical concepts and positions	historical didactics and history as life world and as a subject
develop history lessons in interaction with the pupils' history awareness and history use	theories on and empirical studies of pupils' history awareness and history use
include examples and perspectives of historical cultures, memory policy and history use from past and present in the history lessons	historical culture and use of history in various types of communities of memory
use varied types of history mediation in history lessons	various types of mediation of history seen from a history use perspective
plan, implement and evaluate history lessons that include and develop pupils' history awareness	theories on history awareness

include multicultural perspectives and various identity-carrying communities of memory in history lessons	interaction between history, identity and cultures
select, structure and thematise historical subject-related content from Danish history for the purpose of history lessons in national and local governmental documents	historical events, players, periods and topics from Danish history that are relevant to history lessons at the Danish municipal primary and lower secondary school
plan, implement and evaluate lesson plans with changing perspectives on the view of events, connections and courses of development	local, national, global connections and perspectives in history
include the significance of social categories in historical events and courses of events	social categories such as class, gender, nationality, ethnicity and religious belief

#### **The module's relation to practice**

The student's practical teaching experience is continuously integrated in the module.

#### **Compliance with duty of participation for the module**

See appendix 3.9.

### **MODULE: History teaching, learning – and world history**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

#### **Brief module description**

This module works with the following questions: What are the pupils supposed to learn in history class? How do you set goals and choose content? Which teaching methods are most effective in which context? How do you choose suitable teaching aids? How do you evaluate the pupils' learning outcomes?

The starting point of the module is historical subject-related content within topics/themes from European and world history that are relevant to the curriculum of the Danish municipal primary and lower secondary school. Here, the students have the opportunity to use different historical scientific perspectives in the selection and treatment of historical subject-related content for the history lessons. Through interaction with the selected topics/themes, the students work with teaching and mediation methods that develop the history understanding in pupils with various qualifications.

The module is aimed towards the student being able, in a substantiated way, to use principles for material selection and goal formulation in the subject of history, apply various working methods with particular relevance to the subject of history, and carry out analyses and didactic consideration of teaching aids. Furthermore, the student must be able to choose and carry out various types of evaluation of pupils' learning in history class.

### Knowledge basis of the module

- research-based knowledge about the selected historical subject-related topics/themes
- curricula and other governmental documents related to the subject of history
- subject-related didactic theories about learning processes in history, including children's understanding of time and space
- research-based knowledge about working and evaluation methods that are particularly useful in history lessons
- research-based models for analysis and evaluation of teaching aids in the subject of history

### Competence areas included in the module

Competence area 1: teaching and learning in history

Competence area 3: historical overview and understanding of connections

### Competence goals included in the module

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider conditions, life world and contemporaries of heterogeneous pupil groups

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
substantiate history lessons with reference to historical didactic and history-related theoretical concepts and positions	historical didactics and history as lifeworld and as a subject
plan, implement and evaluate objective-oriented history teaching based on current governmental documents	the development of the subject of history and its current status at the Danish municipal primary and lower secondary school

plan and implement action-oriented analyses and evaluations of pupils' differentiated qualifications for learning and learning processes in history	theories on and empirical studies of pupils' learning in history
use various types of teaching aids in history	varied didactic and non-didactic teaching aids, including picture and film analysis
use various didactic working methods with interaction between historical subject-related content areas and pupils' various prerequisites for learning	didactic methods for teaching differentiation in the subject of history
support pupils' learning and reading in history through preparation of differentiated assignments	subject-related learning and and concept development in a second language in bilingual pupils
select, structure and thematise historical subject-related content from European and world history for the purpose of history lessons in national and local governmental documents	historical events, players, periods and topics from European and world history that are relevant to history lessons at the Danish municipal primary and lower secondary school
evaluate causal explanations by adopting political, financial, social, cultural and mentality-historical perspectives	historical scientific perspectives

#### **The module's relation to practice**

The student's practical teaching experience will continuously be integrated in the module.

#### **Compliance with duty of participation for the module**

See appendix 3.9.

#### **MODULE: Interpretation and mediation of history – based on a history topic or theme**

##### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

**Brief module description**

The module is aimed at developing competences to carry out analyses of historical materials, and evaluate and use various interpretation approaches, in order for the student to be able to develop lessons in which the pupils acquire elements of these exact competences.

Furthermore, the module is aimed at the student becoming familiar with various types of mediation of historical subject matter, being able to use these various types of mediation in teaching and thematising the various presentation forms with the pupils.

The module is based on topics/themes that are relevant to the curriculum of the Danish municipal primary and lower secondary school. The historical subject-related content is processed in order for the student to be able to work didactically with the concepts of interpretation and mediation.

**Knowledge basis of the module**

- relevant research-based knowledge about the chosen history-related topic(s)/theme(s)
- theory about historical study methods and interpretation positions
- theories on various types of mediation of historical topics and problems

**Competence areas included in the module**

Competence area 1: teaching and learning in history

Competence area 3: historical overview and understanding of connections

Competence area 4: interpretation and mediation

**Competence goals included in the module**

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider conditions, life world and contemporaries of heterogeneous pupil groups
- identify, analyse, formulate and mediate substantiated suggestions for historical interpretations and stories for the purpose of history lessons

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan, implement and evaluate teaching in the subject that develop the pupils' action competence when meeting future possibilities and challenges	problem-oriented history lessons

evaluate causal explanations and adopt various perspectives on historical subject-related materials in lessons	historical subject-related concepts regarding chronology, causes and interaction between players and structures
include historical examples of human creativity when meeting various types of societal challenges for the purpose of developing the pupils' own action competence and historical imagination	innovation in a historical perspective
analyse historical representations for the purpose of pointing out various frameworks of interpretation and explanation types	scientific theoretical approaches regarding the creation of historical knowledge
use source-critical analysis of various types of sources in history lessons	historical scientific methods
include IT and digital media in history lessons for strengthening of historical realisation and mediation	IT and digital media in realisation and mediation
develop own and the pupils' qualifications for analysing historical tales and representations in various forms of expression	narrativity in construction and mediation of history
develop own and the pupils' work on creating historical interpretations and tales	various historical types of representation

#### **The module's relation to practice**

The student's practical teaching experience will continuously be integrated in the module.

#### **Compliance with duty of participation for the module**

See appendix 3.9.

### Specialisation modules

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

### B2.10 Module descriptions Craft and design

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### B2.11 Module descriptions for Physical Education

**MODULE: The basis, culture and values of the subject Physical Education**

#### Type, extent and language of module

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

#### Brief module description

A module where the student works with the basic areas of the subject and with physical education as a culture-creating factor. Focus is on basic knowledge, skills and physical competences, and on analysing, mediating and developing various physical education cultures.

Among other things, the content includes *play, the basics of artistic gymnastics, the basics of ball games* and the basics of *dance and expression*. The student works on planning, implementing and evaluating teaching in physical education. Among other things, the topics are related to the values, qualities, history and diversity, anatomy and kinetics of physical education, as well as motor skill learning.

#### Knowledge basis of the module

The module is based on humanistic, social scientific and natural scientific theory and research regarding physical education and movement for children and young people. Furthermore, theory and research regarding the subject of physical education in the Danish municipal primary and lower secondary school form a key basis.

#### Competence areas included in the module

Competence area 1: versatile physical education

Competence area 4: physical education culture and relations

#### Competence goals included in the module

The student is able to

- implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- analyse, mediate and develop structures, norms and values of versatile physical education cultures, including their connection to the social and personal development of pupils

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
master versatile movement skills and physical expressions	movement skills and physical expressions



analyse and assess movement skills and expression	anatomy, biomechanics and content-specific concepts and analysis tools
establish and manage processes within motor skill learning, including the use of IT	motor skill learning, learning strategies and relevant IT tools
use relevant technical terms and subject-related didactic concepts and models in planning, implementation and evaluation of physical education teaching	subject-related terminology and subject-related didactic concepts and models that are relevant to physical education teaching at school
analyse and mediate different physical education cultures	structure, norms and values of physical education cultures
analyse the development of the subject of physical education in Danish physical education cultures	the reason, form and content of the school subject seen in a historical, cultural and societal perspective
develop the subject of physical education creatively, innovatively and enterprisingly across genres, disciplines and versatile physical education spaces	physical education as a culture-creating factor, including the cultures and subcultures of physical education, organised and self-organised physical education and the versatile spaces of physical education
develop learning communities that support the personal and social development of the pupils	inclusion, responsibility and social relations in physical education communities
develop and implement physical education teaching and humanistic and social scientific projects based on national and international research and development work	physical education theories, study methods and results of relevant national and international research

### The module's relation to practice

The student's practical teaching experience will be integrated in the module. There will be teaching experience mediation at the educational institution or at a school.

## Compliance with duty of participation for the module

See appendix 3.11.

## MODULE: Versatile physical education practice – learning, development and physical training

### Type, extent and language of module

Basic, formulated nationally for 10 ECTS points. The module language is Danish.

### Brief module description

A module in which the student works on development of versatile physical and sports-related competences in a didactic perspective. Focus is on physical training, health, bodily awareness and well-being, and the module includes training theory, physical measurements and safety conditions with regards to physical education at school.

### Knowledge basis of the module

The module is based on humanistic, social scientific and natural scientific theory and research with relation to the connection of the body, the physical education and physical activity to development, learning, health and well-being in a school perspective.

### Competence areas included in the module

Competence area 1: versatile physical education

Competence area 2: body, training and well-being

### Competence goals included in the module

The student is able to

- implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- use knowledge about and teach the connections between physical training, health and wellbeing

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
master versatile movement skills and physical expressions	movement skills and physical expressions
analyse and assess aspects of significance to the implementation of safe physical education teaching	safety in physical education teaching
handle teaching in theory and practice regarding warm-up, basic training and training planning	training physiology, training theory and warm-up principles

select, implement and account for relevant physical measurements and tests	physical tests and measuring of motor skills, strength, fitness, speed and mobility, including the use of IT
prevent and handle acute sport injuries and handle teaching in theory and practice regarding prevention and handling of sport injuries	prevention and handling of sport injuries
handle teaching through various approaches and action possibilities that promote health and well-being	interaction between living conditions, sport habits and health
handle teaching that creates reflection on and understanding of connections between body, training and well-being	connections between body, training and well-being
analyse and mediate teaching that develops bodily awareness and understanding of connections between body, feelings and awareness in pupils	connections between body, feelings and awareness

### **The module's relation to practice**

The student's practical teaching experience will be integrated in the module. There will be teaching experience mediation at the educational institution or at a school.

### **Compliance with duty of participation for the module**

See appendix 3.11.

## **MODULE - A: The physical education subject in the introductory period and at the intermediate stage**

### **Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

### **Brief module description**

A module in which the student works with the content areas and working methods of the subject with special focus on physical education and movement aimed towards pupils in the introductory period and at the intermediate stage. Among other things, the content is versatile physical education teaching, including play activities and cross-disciplinary teaching processes. Furthermore, the module includes work on motor skill learning and testing as an evaluation tool.

### **Knowledge basis of the module**

The module is based on humanistic, social scientific and natural scientific theory and research regarding teaching and learning in relation to physical education teaching in the 1st to 6th form at the Danish municipal primary and lower secondary school.

### Competence areas included in the module

Competence area 1: versatile physical education

Competence area 3: the physical education subject in the introductory period and at the intermediate stage

### Competence goals included in the module

The student is able to

- implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- plan, implement, evaluate and develop versatile physical education teaching aimed particularly at pupils in the introductory period and at the intermediate stage

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
master versatile movement skills and physical expressions	movement skills and physical expressions
in a substantiated way implement versatile and differentiated objective-oriented physical education teaching with an emphasis on inclusion, progression and evaluation	pupils' learning and learning prerequisites in the introductory period and at the intermediate stage
in a substantiated way use motor skill tests as the basis for motor skill development and learning in pupils	evaluation methods and tests to be used for analysis and assessment of motor skill development and learning
in a substantiated way develop play activities in various learning spaces	play as goal and pedagogical aid in teaching
in a substantiated way implement thematic and cross-disciplinary teaching processes about body, training and physical education	the possibilities of the subject physical education in thematic and cross-disciplinary teaching processes in the introductory period and at the intermediate stage
prepare and implement warm-up and training programs	elements, principles and purpose of warm-up and basic training
develop and mediate physical education movements, exercises and cross-disciplinary themes based on various perspectives, didactic methods, models and theory	didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education

**The module's relation to practice**

The student's practical teaching experience will be integrated in the module. There will be teaching experience mediation at the educational institution or at a school.

**Compliance with duty of participation for the module**

See appendix 3.11.

**MODULE - B: Physical education at the intermediate and lower secondary stage****Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish.

**Brief module description**

A module in which the student works with the content areas and working methods of the subject with special focus on physical education and movement aimed towards pupils at the intermediate and lower secondary stage. Among other things, the module works with versatile physical education practices in which IT thematic education is integrated, including the final exam for physical education at the Danish municipal primary and lower secondary school. In addition, the module includes analysis and development of warm-up and training programs as well as an understanding of the connection between body, identity and society in a didactic context.

**Knowledge basis of the module**

The module is based on humanistic, social scientific and natural scientific theory and research regarding teaching and learning in relation to physical education teaching in the 4th to 10th form at the Danish municipal primary and lower secondary school.

**Competence areas included in the module**

Competence area 1: versatile physical education

Competence area 3: physical education at the intermediate and lower secondary stage

**Competence goals included in the module**

The student is able to

- implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- plan, implement, evaluate and develop versatile physical education teaching aimed particularly at pupils at the intermediate and lower secondary stage

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
master versatile movement skills and physical expressions	movement skills and physical expressions
in a substantiated way implement versatile and differentiated objective-oriented physical education teaching with an emphasis on inclusion and participatory democracy	pupils' learning and learning prerequisites at the intermediate and lower secondary stage

in a substantiated way apply various digital technologies and evaluation forms, including planning and implementation of the final exam in physical education at the Danish municipal primary and lower secondary school	evaluation methods, relevant digital technologies and formal requirements related to the final exam in physical education at the Danish municipal primary and lower secondary school
in a substantiated way develop physical education lessons with a focus on inclusion, motivation and teaching of bilingual pupils	special challenges and circumstances related to working with physical education, exercise and movement at the intermediate and lower secondary stage
in a substantiated way implement thematic and cross-disciplinary teaching processes at school about body, training and physical education	the possibilities of the subject physical education in thematic and cross-disciplinary teaching processes at the intermediate and lower secondary stage
mediate knowledge that enables the pupils to analyse and draw up warm-up and training programs	the purpose, structure and variation options of warm-up and training programs
implement teaching that leads to reflection on and understanding of physical and psychological changes and the interaction between body, identity and society	connections between body, identity and society
develop and mediate physical education movements, exercises and cross-disciplinary themes based on various perspectives, didactic methods, models and theory	didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education

### **The module's relation to practice**

The student's practical teaching experience will be integrated in the module. There will be teaching experience mediation at the educational institution or at a school.

### **Compliance with duty of participation for the module**

See appendix 3.11.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

### **B2.12 Module descriptions Religious Studies**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.13 Module descriptions Home Economics**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.14 Module descriptions Mathematics 1st - 6th form**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.15 Module descriptions Mathematics 4th - 10th form**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.16 Module descriptions Music**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

### **B2.17 Module descriptions for Natural science/technology**

#### **MODULE: Natural science/technology during the introductory period**

##### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish; however, utilisation of materials in other languages is to be expected.

##### **Brief module description**

This module focuses on planning and developing natural science/technology teaching based on the youngest pupils' interest in the phenomena of natural science and technology that they meet in everyday life. Throughout the whole module, particular focus is on the subject-related didactic issues related to natural science/technology teaching in the 1st to 3rd form and selected subject-related areas.

##### **Including:**

- transition from day care facility to school and introduction into the science subjects of the school
- maintenance and consolidation of the children's interest in scientific phenomena
- the children's experiences and interpretations of natural scientific phenomena and connections to everyday life and the close surroundings, including work on how to gradually develop a natural science conceptual framework and learn how to identify and reflect on natural scientific issues
- study methods such as direct experience, sensing, observation, description, examination, asking questions and testing with argumentation
- technology and resources, selected animals and plants and their living conditions, local development and infrastructure, natural scientific phenomena that children typically meet in their everyday lives, such as seasons
- health-related aspects with regards to environment, lifestyle and quality of life
- the significance of the four part-competences for planning of teaching and pupils' learning
- learning theory regarding children's cognitive development viewed in relation to the abstract representation forms of the science subjects
- innovation and the use of digital learning aids and examination methods are included as vital parts of the study process and in relation to practice at school

##### **Knowledge basis of the module**

The teaching is based on national and international research and development work dealing with themes within natural science lessons for the youngest pupils of the school. As an example, content areas include: The significance of the natural science subjects in primary school, relevant natural scientific sources and subject-related didactic texts.

The course of study includes the theoretical knowledge basis in interaction with knowledge from the practical field.

### Competence areas included in the module

Competence area 1: natural science didactics for the purpose of pupils' learning and general education in natural science/technology

Competence area 2: natural science/technology teaching in a competence perspective

Competence area 3: teaching in the core areas of natural science/technology (1): humans, health and living conditions, technology creation and application and human interaction with the natural basis

Competence area 4: teaching in the core areas of natural science/technology (2): the universe, Earth and the origin, development and description of life

### Competence goals included in the module

The student is able to

- use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with a view to developing natural science competences in pupils
- in a substantiated way plan, implement, evaluate and develop teaching on human interaction with nature and the use of technology
- in a substantiated way plan, implement, evaluate and develop teaching on natural science/technology that strengthens the pupils' ability to understand and relate to the natural and technological development processes from the origin of the universe to present time at micro-level and macro-level

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching in natural science/technology on a natural science didactic basis	natural science didactics and natural science didactic research
use various teaching resources and choose physical frames in relation to the natural scientific purpose and content of the lessons in consideration of the learning processes of the individual pupil as well as groups of pupils	natural scientific teaching resources such as text-books, laboratories, multi-modal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT



evaluate natural science/technology lessons and the benefit for the individual pupil as well as groups of pupils	evaluation in natural science teaching
implement natural science/technology teaching that develops the pupils' ability to use technical terminology to communicate about natural science topics and issues	colloquial language, technical terminology and concept formation in the natural science subjects of pupils and pupil groups, including bilingual pupils
implement teaching that develops and maintains pupils' motivation and interest in natural science	circumstances that are of significance to maintaining and developing pupils' interest in and motivation for natural science subjects
include examples of the use of natural science and technology in society in natural science/technology teaching	the use of natural sciences in societal, technological and business contexts as well as didactic knowledge about inclusion of the surrounding world in teaching
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching that develops the investigation competence of the pupils	didactic theory on investigative work in natural science teaching
in a substantiated way plan, implement, evaluate and develop competence-developing natural science/technology teaching within the interaction between natural science competences which is adapted to academic and developmental progression of the pupils	natural science competences, including competences regarding investigation, modelling, putting into perspective and communication
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching that develops the pupils' ability to design, use and assess the models for understanding of natural scientific phenomena and connections	use of models in connection with the subject and in natural science, including characteristics and design as well as realisation potentials of the models

in a substantiated way plan, implement, evaluate and develop teaching that develops the pupils' communicative and perspectival competence in relation to issues where natural scientific knowledge can contribute to assessment and decision-making	the significance of conflicting interests for discussion and assessment of issues where natural scientific knowledge can contribute to assessment and decision-making
include examples of recent natural science research in lessons	recent research within natural science
in a substantiated way plan, implement and evaluate natural science/technology teaching in cooperation with other subjects and mandatory topics of the school	the contribution of the natural sciences in cross-disciplinary cooperation with other knowledge areas
in a substantiated way plan, implement, evaluate and develop teaching where the pupils gain insight into and use processes for design and production of products	technology development, innovation and design processes
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with emphasis on the general education potentials of natural science and technology	the contribution of natural science to general education by putting the subject elements and understanding of the surrounding world into perspective
in a substantiated way plan, implement, evaluate and develop lessons about natural science phenomena that pupils meet in everyday life	natural scientific and technological phenomena in everyday life
include local nature in lessons	living organisms, landscapes and habitats
in a substantiated way plan, implement and evaluate teaching about substances and materials that pupils typically meet in everyday life	elements and properties of materials, applications, substance circuits and energy conversion

in a substantiated way plan, implement, evaluate and develop teaching on human physiology and anatomy with health-related action competence as perspective	human physiology, anatomy, health teaching
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### **The module's relation to practice**

Practical association is carried out as much as possible and desired in cooperation with the institutions with whom the head of subject has made agreements. Practical association can take place at the institution, on campus, in nature or at another relevant location. Practical association mainly takes place during the spring semester. During the autumn semester, preparation for and actual practical teaching experience can be included as practical association.

### **Compliance with duty of participation for the module**

See appendix 3.17.

### **Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

## **MODULE: Natural science/technology at intermediate stage**

### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is Danish; however, utilisation of materials in other languages is to be expected.

### **Brief module description**

This module illustrates the particular issues related to teaching of natural science/technology in the 4th to 6th form. In the period from the 4th to 6th form, the pupils' interest in natural science changes from the simple and immediate to the more structured and specific. This module expounds matters that maintain and strengthen the pupils' interest in natural science, their practical skills, creativity and ability to cooperate, and their insight into the interaction between humans and nature.

In particular, this module works on:

- progression, natural scientific competences and how natural science teaching resources and the pupils' own studies contribute to strengthening natural science/technology in overall schooling
- maintenance and consolidation of the children's interest in scientific phenomena
- innovation and the use of digital learning aids and examinations are included as vital parts of the study process and in relation to practice at school
- subject-related reading and use of teaching aids
- resources and energy flows, and the use of technology in everyday life
- the origin and development of the universe, the solar system and the planet Earth
- basic facts of evolution and categorisation of living things into groups
- the significance of the four part-competences for planning of teaching and pupils' learning

### **Knowledge basis of the module**

The teaching is based on national and international research and development work dealing with themes within natural science lessons that are relevant for teaching of pupils at the school's intermediate stage.

As an example, content areas include: The significance of the natural science subjects in primary school, relevant natural scientific sources and subject-related didactic texts.

The course of study includes the theoretical knowledge basis in interaction with knowledge from the practical field.

### Competence areas included in the module

Competence area 1: natural science didactics for the purpose of pupils' learning and general education in natural science/technology

Competence area 2: natural science/technology teaching in a competence perspective

Competence area 3: teaching in the core areas of natural science/technology (1): humans, health and living conditions, technology creation and application and human interaction with the natural basis

Competence area 4: teaching in the core areas of natural science/technology (2): the universe, Earth and the origin, development and description of life

### Competence goals included in the module

The student is able to

- use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with a view to developing the natural science competences of the pupils
- in a substantiated way plan, implement, evaluate and develop teaching on human interaction with nature and the use of technology
- in a substantiated way plan, implement, evaluate and develop teaching on natural science/technology that strengthens the pupils' ability to understand and relate to the natural and technological development processes from the origin of the universe to present time at micro-level and macro-level

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching in natural science/technology on a natural science didactic basis	natural science didactics and natural science didactic research
use various teaching resources and choose physical frames in relation to the natural scientific purpose and content of the lessons in consideration of the learning processes of the individual pupil as well as groups of pupils	natural scientific teaching resources such as text-books, laboratories, multimodal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT
evaluate natural science/technology lessons and the benefit for the individual pupil as well as groups of pupils	evaluation in natural science teaching

implement natural science/technology teaching that develops the pupils' ability to use technical terminology to communicate about natural science topics and issues	colloquial language, technical terminology and concept formation in the natural science subjects of pupils and pupil groups, including bilingual pupils
implement teaching that develops and maintains pupils' motivation and interest in natural science	circumstances of significance to maintaining and developing pupils' interest in and motivation for natural science subjects
include examples of the use of natural science and technology in society in natural science/technology teaching	the use of natural sciences in societal, technological and business contexts as well as didactic knowledge about inclusion of the surrounding world in teaching
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching that develops the pupils' investigation competence	didactic theory on investigative work in natural science teaching
in a substantiated way plan, implement, evaluate and develop competence-developing natural science/technology teaching within the interaction between the natural science competences which is adapted to academic and developmental progression of the pupils	natural science competences, including competences regarding investigation, modelling, putting into perspective and communication
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with historical and philosophical aspects of natural science	main features of the history and philosophy of natural sciences and technology
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching that develops the pupils' ability to design, use and assess the models for understanding of natural scientific phenomena and connections	use of models in connection with the subject and in natural science, including characteristics and design as well as realisation potentials of the models

in a substantiated way plan, implement, evaluate and develop teaching that develops the pupils' communicative and perspectival competence in relation to issues where natural scientific knowledge can contribute to assessment and decision-making	the significance of conflicting interests for discussion and assessment of issues where natural scientific knowledge can contribute to assessment and decision-making
include examples of recent natural science research in lessons	recent research within natural science
in a substantiated way plan, implement, evaluate and develop teaching on resources, consumption of resources and energy flows seen from a sustainability perspective	resources and energy flows, renewable and non-renewable forms of energy
in a substantiated way plan, implement, evaluate and develop teaching where the pupils gain insight into and use processes for design and production of products	technology development, innovation and design processes
include local nature in lessons	living organisms, landscapes and habitats
in a substantiated way plan, implement, evaluate and develop teaching of life's development in a natural scientific perspective	taxonomy and evolution
in a substantiated way plan, implement and evaluate teaching about substances and materials that pupils typically meet in everyday life	elements and properties of materials, applications, substance circuits and energy conversion
in a substantiated way plan, implement, evaluate and develop teaching on the universe, the solar system and planet Earth	the origin and development of the universe, the solar system and planet Earth
in a substantiated way plan, implement, evaluate and develop teaching that includes the local society	layout of local construction and infrastructure

**The module's relation to practice**

Practical association is carried out as much as possible and desired in cooperation with the institutions with whom the head of subject has made agreements. Practical association can take place at the institution, on campus, in nature or at another relevant location. Practical association mainly takes place during the spring semester. During the autumn semester, preparation for and actual practical teaching experience can be included as practical association.

**Compliance with duty of participation for the module**

See appendix 3.17.

**Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

**MODULE: Natural science/technology teaching with a focus on human interaction with nature****Type, extent and language of module**

Basic, formulated locally for 10 ECTS points. The module language is Danish; however, utilisation of materials in other languages is to be expected.

**Brief module description**

This module involves thematised work on various aspects of humans and their interaction with nature and technology. Each theme is characterised by containing natural scientific or technological aspects as well as subject-related didactic aspects in relation to teaching of natural science/technology at school. It focuses on human application of technology and utilisation of the natural basis seen from a sustainability perspective.

The following elements are central:

- the concept of sustainability and teaching aimed towards development of action competence in the pupils of the school
- consumption and utilisation of nature and its resources through various stakeholders is included as an important part of the teaching, as well as how this can be included as part of the teaching at the school
- positive and negative consequences of the use of the natural basis in relation to desired developments with regards to conditions of life and living conditions for humans as well as sustainability in general and at a local and global level
- human physiology and health-related aspects with regards to environment, lifestyle and quality of life
- clarification of current, societal contexts/issues (such as energy supply, global and local health aspects and the significance of technological development) whereby focus is on both a professional clarification of these matters as well as development of the student's own understanding of and opinion-forming regarding basic circumstances of human utilisation of the natural basis seen from a sustainability perspective
- connections between local and global aspects
- teaching-related aspects of seeing natural science/technology as a general education subject
- teaching-related aspects of developing natural scientific reasoning in pupils

- the significance of the four part-competences for planning of teaching and pupils' learning

### Knowledge basis of the module

The teaching is based on national and international research and development work dealing with themes within natural science lessons for the youngest pupils of the school. As an example, content areas include: The significance of the natural science subjects in primary school, relevant natural scientific sources and subject-related didactic texts.

The study includes the theoretical knowledge basis in interaction with knowledge from the practical field.

### Competence areas included in the module

Competence area 1: natural science didactics for the purpose of pupils' learning and general education in natural science/technology

Competence area 2: natural science/technology teaching in a competence perspective

Competence area 3: teaching in the core areas of natural science/technology (1): humans, health and living conditions, technology creation and application and human interaction with the natural basis

Competence area 4: teaching in the core areas of natural science/technology (2): the universe, Earth and the origin, development and description of life

### Competence goals included in the module

The student is able to

- use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with a view to developing the natural science competences of the pupils
- in a substantiated way plan, implement, evaluate and develop teaching on human interaction with nature and the use of technology
- in a substantiated way plan, implement, evaluate and develop teaching on natural science/technology that strengthens the pupils' ability to understand and relate to the natural and technological development processes from the origin of the universe to present time at micro-level and macro-level

Skill goals: The student is able to	Knowledge goals: The student is knowledgeable about
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching in natural science/technology on a natural science didactic basis	natural science didactics and natural science didactic research
use various teaching resources and choose physical frames in relation to the natural scientific purpose and content of the lessons in consideration of the learning processes of the individual pupil as well as groups of pupils	natural scientific teaching resources such as text-books, laboratories, multi-modal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT



evaluate natural science/technology lessons and the benefit for the individual pupil as well as groups of pupils	evaluation in natural science teaching
implement natural science/technology teaching that develops the pupils' ability to use technical terminology to communicate about natural science topics and issues	colloquial language, technical terminology and concept formation in the natural science subjects of pupils and pupil groups, including bilingual pupils
implement teaching that develops and maintains pupils' motivation and interest in natural science	circumstances that are of significance to maintaining and developing pupils' interest in and motivation for natural science subjects
include examples of the use of natural science and technology in society in natural science/technology teaching	the use of natural sciences in societal, technological and business contexts as well as didactic knowledge about inclusion of the surrounding world in teaching
in a substantiated way plan, implement, evaluate and develop objective-oriented teaching that develops the pupils' investigation competence	didactic theory on investigative work in natural science teaching
in a substantiated way plan, implement, evaluate and develop competence-developing natural science/technology teaching within the interaction between the natural science competences which is adapted to academic and developmental progression of the pupils	natural science competences, including competences regarding investigation, modelling, putting into perspective and communication
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with historical and philosophical aspects of natural science	main features of the history and philosophy of the natural sciences and technology

in a substantiated way plan, implement, evaluate and develop natural science/technology teaching that develops the pupils' ability to design, use and assess the models for understanding of natural scientific phenomena and connections	use of models in connection with the subject and in natural science, including characteristics and design as well as realisation potentials of the models
in a substantiated way plan, implement, evaluate and develop teaching that develops the pupils' communicative and perspectival competence in relation to issues where natural scientific knowledge can contribute to assessment and decision-making	the significance of conflicting interests for discussion and assessment of issues where natural scientific knowledge can contribute to assessment and decision-making
include examples of recent natural science research in lessons	recent research within natural science
in a substantiated way plan, implement and evaluate natural science/technology teaching in cooperation with other subjects and mandatory topics of the school	the contribution of natural sciences in cross-disciplinary cooperation with other knowledge areas
in a substantiated way plan, implement, evaluate and develop teaching on resources, consumption of resources and energy flows seen from a sustainability perspective	resources and energy flows, renewable and non-renewable forms of energy
in a substantiated way plan, implement, evaluate and develop teaching on human physiology and anatomy with health-related action competence as perspective	human physiology, anatomy, health teaching
in a substantiated way plan, implement, evaluate and develop teaching that includes the local society	layout of local construction and infrastructure
in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with emphasis on the general education potentials of natural science and technology	the contribution of natural science to general education by putting the subject elements and understanding of the surrounding world into perspective

in a substantiated way plan, implement, evaluate and develop teaching regarding conflicting interests associated with human living conditions in various places on Earth	the concept of sustainability seen in relation to various types of societies where humans interact with the natural basis
include local nature in lessons	living organisms, landscapes and habitats
in a substantiated way plan, implement and evaluate teaching about substances and materials that pupils typically meet in everyday life	elements and properties of materials, applications, substance circuits and energy conversion

### **The module's relation to practice**

Practical association is carried out as much as possible and desired in cooperation with the institutions with whom the head of subject has made agreements. Practical association can take place at the institution, on campus, in nature or at another relevant location. Practical association mainly takes place during the spring semester. During the autumn semester, preparation for and actual practical teaching experience can be included as practical association.

### **Compliance with duty of participation for the module**

See appendix 3.17.

### **Duty of attendance**

Duty of attendance applies to presentations, laboratory work/seminars and excursions. The duty of attendance is mentioned by the lecturer by the beginning of the module.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

## **B2.18 Module descriptions Social Studies**

Please see Appendix 2 in the Danish student charter. This subject is not offered in English.

## **B2.19 Module descriptions for German**

### **MODULE: Intercultural communication**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is German. Students may also read relevant literature in other languages.

#### **Brief module description**

This module works on defining and developing intercultural and communicative competence with a focus on German in a multilingual and multicultural society.

The module focuses on the following questions: What is communicative competence? What is intercultural competence? How can you work on developing communicative as well as intercultural competence in the German lessons at the Danish municipal primary and lower secondary school?

The student works on:

- development of intercultural and communicative competence in theory as well as practice
- planning of German teaching at the Danish municipal primary and lower secondary school based on acquired knowledge
- relevant research-based knowledge in the area
- development of innovative competences
- continuous work on the development of the students' own linguistic development in light of the content areas of the module

The module involves continuous work on the development of the students' own linguistic development in light of the content areas of the module.

### Knowledge basis of the module

Relevant research-based knowledge and practical knowledge about

- communication and culture
- societal and cultural conditions in German-speaking countries
- interculturality and culture meetings
- the use of media and IT tools in German teaching
- planning of teaching aimed towards cultural understanding
- multilingualism didactics
- innovation

### Competence areas included in the module

Competence area 1: communication, culture and internationalisation

Competence area 4: foreign language didactics

### Competence goals included in the module

The student is able to

- analyse explicit cultural and societal phenomena, place them in a subject-related didactic context and communicate orally and in writing about this in a suitable way
- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
in a substantiated way plan, implement and evaluate objective-oriented German teaching that contributes to the development of cultural awareness and intercultural communicative competences in the pupils	the connection between language and culture as well as intercultural competence, German didactics and German didactic research

understand the main content of varied texts, place them in their historical context and analyse, select and use texts and media that are suitable for German teaching at the Danish municipal primary and lower secondary school	societal and cultural conditions in a historical perspective as expressed in literature, films, music and media
use digital technologies and interactive media appropriately in German teaching	IT and media in German teaching
plan, implement and evaluate international and cross-disciplinary cooperation virtually and in real life with German as the communication language	intercultural meetings and German in an international context, both in connection with teaching, culture and business
cooperation with colleagues about the inclusion of foreign language competences in other subjects	cross-disciplinarity
in a substantiated way plan, implement and evaluate objective-oriented lesson plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	objective-oriented teaching, teaching differentiation and progression, implementation and evaluation of lesson plans, German didactics and German didactic research
use theories, tools and instruments for development of innovative competences in pupils	theories, tools and instruments for innovation in teaching

#### **The module's relation to practice**

Study of how to work on development of intercultural competence in practice.

#### **Compliance with duty of participation for the module**

See appendix 3.19.

### **MODULE: Language lessons and learning processes for German as a foreign language**

#### **Type, extent and language of module**

Basic, formulated nationally for 10 ECTS points. The module language is German and Danish is used for a few content areas. Students may also read relevant literature in other languages.

#### **Brief module description**

This module works with a both theoretical, practical and profession-oriented approach to oral and written communication.

Among other things, the module deals with questions such as: What is language? What is pupil language? What is the goal of language lessons? How do you describe language? How and why do you teach linguistic elements?

The starting point is communicative competence in relation to the subject at the Danish municipal primary and lower secondary school and the teacher education, including views on subject and language.

The module involves theoretical and experience-based work on

- description and analysis of interlanguage in relation to the target language German
- the student's own language as well as the role as language teacher, including the student's use of appropriate metalanguage for various target groups
- use of various types of aids in relation to analysis and description of language
- language acquisition theories, including vocabulary acquisition theories

The module involves continuous work on the development of the student's own linguistic development in light of the content areas of the module.

### **Knowledge basis of the module**

Relevant research-based knowledge and practical knowledge about

- communication and linguistic system
- language acquisition, including interlanguage and interlanguage development
- communication and language acquisition competence, including text competence and strategic competence
- innovation
- methods for development of combined skills (receptive, productive; oral, written)
- planning of teaching aimed towards language understanding and production

### **Competence areas included in the module**

Competence area 2: language

Competence area 3: language acquisition

Competence area 4: foreign language didactics

### **Competence goals included in the module**

The student is able to

- communicate spontaneously, clearly and fluently orally and in writing in German and use formal and functional knowledge about language in relation to own and pupils' development of German skills
- in a substantiated way use theories about language acquisition with a focus on reception and production as well as communication strategies in relation to the development of own and pupils' communicative skills in German
- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
analyse connections between views on language, views on acquisition of language and linguistic knowledge	the school subject's reason, subject view, content and historical development
analyse the form system of the German language as well as its functional use in communicative context in writing and orally	the form system of the German language as well as its functional use in communicative context in writing and orally
express himself or herself appropriately in written and spoken German in heterogeneous contexts and be a linguistic role model for pupils	German communication in various discursive contexts
support development of pupils' interlinguistic production and linguistic growth areas	interlanguage and interlanguage development
plan, implement and evaluate acquisition processes of the German language, including form system and vocabulary, based on analyses of processes in language understanding and production	language acquisition processes, including the form system of the German language and vocabulary acquisition in relation to reception and production
assign appropriate learning strategies to pupils with different qualifications for learning	language learning strategies
in a substantiated way plan, implement and evaluate objective-oriented lessons plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	objective-oriented teaching, teaching differentiation and progression, implementation and evaluation of lesson plans, German didactics and German didactic research
use theories, tools and instruments for development of innovative competences in pupils	theories, tools and instruments for innovation in teaching

**The module's relation to practice**

Observation of classroom communication and communication about language in practice at the Danish municipal primary and lower secondary school.

**Compliance with duty of participation for the module**

See appendix 3.19.

**Module exam in relation to the module (see appendix 4)**

In continuation of this module, a module exam is carried out. A description of the module exam is available in appendix 4 of this student charter. Students who started the 3rd module in the teaching subject German on September 1st 2015 are exempt from this module exam.

**MODULE: German lessons in practice****Type, extent and language of module**

Basic module, formulated locally for 10 ECTS points. The module language is primarily German but the module also includes relevant literature in other languages.

**Brief module description**

This module works with the didactics of the subject seen from a national and international perspective as well as with observation and analysis of teaching.

The following questions form the framework of the module:

- how can you plan and develop German lessons?
- how can you motivate the pupils to become active language users?
- which role does the coherence between views on language, views on learning and views on the subject play when choosing and using teaching aids and media?

The student works on:

- lesson plans with varied working methods in heterogeneous pupil groups
- teacher-pupil roles
- textbook and learning aid analysis
- production of teaching materials

**Knowledge basis of the module**

Relevant national and international research and development work, mainly in a processed form, as well as literature about foreign language didactics and teaching aid analysis.

Current national and international regulations and guidelines.

**Competence areas included in the module**

Competence area 3: language acquisition

Competence area 4: foreign language didactics

**Competence goals included in the module**

The student is able to in a substantiated way use theories about language acquisition with a focus on reception and production as well as communication strategies in relation to the development of own and pupils' communicative skills in German

- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups



<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
use legal basis and current regulations for determination of goals and partial goals when planning lessons in cooperation with pupils and with inclusion of data from evaluations	legal basis, current regulations and guidelines nationally and internationally, including knowledge about teaching aids, goals and forms of evaluation
select teaching aids and media and adapt them to specific teaching goals and target groups	learning aids and media for use in German lessons
use the possibilities of technology and media for development of own as well pupils' language acquisition	the possibilities of information technology in relation to own and pupils' language acquisition
use research results as well as observations for analysis and development of own teaching	action learning and other study methods
plan, implement and evaluate objective-oriented lessons plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	teaching differentiation and progression, completion and evaluation of lesson plans
motivate pupils with regards to independent use of and experimentation with language in interaction with others	conditions and factors of learning processes

### **The module's relation to practice**

Observation and analysis of lessons or other practice-relevant observation.

Making lesson plans with a focus on the use of various teaching aids, methods, teaching activities, forms of cooperation and forms of evaluation.

### **Compliance with duty of participation for the module**

See appendix 3.19.

### **Specialisation modules**

The student can select various specialisation modules in relation to the teaching subject. These specialisation modules are offered within a catalogue each year in autumn and they take place during the spring semester.

## Appendix 3: Elements with duty to participate

### B3.o Elements of Teacher's Fundamental Professional Qualifications with duty to participate

#### Module: General Education: Religion, Life education and Citizenship

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to relate, in a varied and reflective way, to ethical, political, democratic and religious challenges associated with teaching, parent cooperation and school in a globalised society.

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

**One or more of the following knowledge and skill goals are associated with element a:**

- the background of history of ideas and pedagogy-philosophy for concepts such as tolerance, authority, equality, freedom and solidarity in connection with diversity and inclusion at school
- different types of citizenship, fellow citizenship and global citizenship seen from the perspective of history of ideas, history and the current situation
- the stories, basic concepts and effect history of Christianity in connection with the view on people and education of different periods
- organise professional cooperation regarding complex ethical and religious challenges at school

**One or more of the following knowledge and skill goals are associated with element b:**

- human rights, children's rights and the background of history of ideas for the rights perspective, including relations between human rights, religion and democracy
- the relationship between religion, culture and politics in Evangelic-Lutheran Christianity and other outlooks on life, types of secularisation and their consequences for daily life at school
- organise inclusive lessons in the area of tension between individual and community
- handle and assess religious and cultural matters in the school tradition and everyday life
- enter into a dialogue with and reflect on meetings with pupils and parents from different religions and with different outlooks on life

**One or more of the following knowledge and skill goals are associated with element c:**

- rituals and existence interpretation in selected philosophical and religious traditions
- life education, ethical traditions and their background within the history of ideas
- Christianity, Judaism, Islam and other outlooks on life in a current context
- assess affiliations and matters related to identity, and develop coherence between school tasks related to fellow citizenship and cultural education
- in a substantiated way propose organisation of teaching, parent and colleague cooperation and school culture based on freedom of thought, equality and democratic education
- use and assess different types of ethical argumentation
- evaluate connections and conflicts between Christianity, secularisation and school in a historical and current perspective

#### **The form of the elements with duty to participate**

Points a, b and c are not to be regarded as representative of a specific chronology.

The three elements are:

- one assignment connected to the theoretical content of the teaching
- one assignment involving examination and analysis of the practical area related to content and goal of the subject
- one assignment that identifies and analyses a problem connected to the knowledge and skill goals of the teaching

The assignments are handed in by study groups.

**The scope of the elements with duty to participate**

Assignment a: 2-3 pages + a digital product

Assignment b: 5-8 pages

Assignment c: 5 pages

**Module: The Pupil's Learning and Development**

**The three elements with duty to participate are connected to the following competence goals:**

Alone and in cooperation with others, the student is able to create communities and facilitate pupils' learning and development, lead learning processes in consideration of the development of individual, social and communicative competences, as well as conflict management in multiple social connections.

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
develop learning environments for pupils and groups in consideration of different qualifications for learning and objectives	pupils' learning and effective factors within the learning environment
observe, support and challenge pupils' social, emotional and cognitive development	pupils' social, emotional and cognitive development, including gender and motivation
facilitate development-supporting relations with particular emphasis on own position as teacher	development-supported relations
facilitate interaction and learning processes in a way that makes them conducive to pupils' welfare and development	class, learning and group management
independently and with others develop cooperation based on mutual respect and responsiveness	cooperation and communication between school parties and other relevant players

use and substantiate different forms of guidance	pedagogical guidance, feedback and reflection forms as well as profession learning
use communicative framing and methods, making conflicts, social problems and bullying the basis of positive reformulations	attribution, including knowledge of social problems, conflict management and bullying
manage so that inclusion and socialisation processes are optimised while the development of the individual pupil is supported	inclusion and individualisation and socialisation processes, including diversity and marginalisation

The module contains the following three topics:

- pupil development, socialisation and identity
- learning, learning environment and learning management
- teacher interaction and communication with the pupils

#### **The form of the elements with duty to participate**

The module contains three module assignments related to the three module themes:

The module assignments are defined by each lecturer and handed out at regular intervals during the module. Guidance is offered with regards to work processes until the deadline, and feedback is provided on assignments which are handed in on time. Timing and deadline for the assignments with a duty to participate are listed in the study overview by the beginning of the module.

The module assignments can include various topics but use a combination of explanation, analysis, discussion and reflection. The goal of the assignments with a duty to participate is for the student to demonstrate an understanding of the connection between theory and practice.

Each individual lecturer defines the deadline for handing in assignments and such deadlines apply.

#### **The scope of the elements with duty to participate**

Three module assignments of 15 working hours each.

### **Module: Teaching in Educational Practice**

#### **Module assignment 1.**

The students visit a school in order to discover central problem areas which could be in the practice of the school. This could be problem areas which can be viewed from different party perspectives such as the pupil perspective, the teacher perspective or a third perspective.

The students must investigate the practice of the school by applying various qualitative methods with a view to prepare a problem and an investigative design that relates to a theory which has been studied in the module.

On the basis of the investigation, an academic assignment in accordance with APA standards must be prepared. I.e. an assignment that contains a problem, theory, empirical data, analysis and discussion, conclusion and references.

The assignment must be 5-7 pages per group.

### **Module assignment 2.**

The basis of the second module assignment is the theory on democratic and value based education as well as the didactical base concepts that have been worked with during the module. On this basis, the students must prepare a teaching plan as the point of departure in a didactical model which should be presented to fellow students and lecturer. An obligatory part is that the students give feedback to the work of other students. This entails duty to participate at the presentations.

### **Module: General teaching competence**

**The elements with duty to participate are connected to the following competence goals:**

The student is able to, in a substantiated way, plan, implement, evaluate and develop teaching at the Danish municipal primary and lower secondary school.

**The elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan teaching, including definition of objectives for both the class and the individual pupil	legal, social and cultural basis of the school, teaching theory, various didactic basic positions as well as teaching planning, including planning of teaching based on objectives
use a wide repertoire of teaching methods, including the involvement of movement as well as varied action and application-oriented teaching methods	teaching methods as well as analogue and digital teaching aids and other resources, and their applicability with regards to pupil qualifications and the ethics, purpose, goal and content of the teaching
use a wide range of relevant teaching aids and other resources	analogue and digital teaching aids and other resources, and their applicability with regards to pupil qualifications and the ethics, purpose, goal and content of the teaching

systematically evaluate (pupils') learning outcome, learning environment and teaching, using the results as the basis for feedback and further teaching planning and development of teaching	the possibilities and limitations of evaluation and feedback with regards to teaching and learning
differentiate the teaching in relation to the pupils' qualifications and potentials	teaching differentiation, inclusion theory and learning environments
manage teaching in consideration of teachers' intentions and make use of own professional judgement in complicated situations	class management, teacher conduct, relations in teaching and the ethics of teaching
plan, implement and develop lessons that develop the pupils' imagination, innovative and entrepreneurial competences as well as their desire to learn and motivation to act	creativity, innovation and entrepreneurship in relation to the pupil's versatile general education, the teacher's professional development and development of pedagogical practice
develop cooperation with colleagues, school resource persons, parents and pupils about the teaching and development of teaching	the professional basis for communication, collegial cooperation, parent cooperation, inter-professionalism and school development
critically evaluate and use research methods and results with relation to teaching and learning	research methods, national and international research and development results
plan, implement and develop teaching with and about IT and media that supports the pupils' ability to act as a critical investigator, an analysing recipient, a goal-oriented and creative producer and a responsible participant	IT and media competences

In connection to the skill and knowledge goals of the module, the following two general themes are dealt with:

1. planning, implementation and evaluation of teaching

### **The form of the elements with duty to participate**

The elements with duty to participate consist of three module assignments connected to the knowledge and skill goals of the module.

#### **Module assignment 1.** Study/group activity: entrepreneurial skills and education

Within the framework of the project work form, the students are responsible for preparing and implementing an action-oriented, innovative learning procedure in an alternative learning space for co-students and the lecturer. The students demonstrate their knowledge of teaching frameworks in which the learners are provided with the opportunity to further develop their imagination, creativity, innovation and entrepreneurial competences related to the general education of the pupil. Practical elements can be included by means of testing the innovative learning procedure at the school. The module assignment is a presentation in which the action-oriented, innovative learning procedure is presented to the class and the lecturer in an alternative learning space (15 minutes per group). Reciprocal study group feedback is provided. The student has a duty to participate in these presentations and participate in class feedback.

#### **Module assignment 2.** Study/group product: planning, implementation and evaluation of teaching

Based on an identified problem from the practical teaching experience/student experience from practical teaching, a substantiated teaching plan is planned and developed. An assignment of no more than 6 standard pages is prepared, including the lesson plan. The students may also use already planned teaching periods which are further developed by including the skill and knowledge goals of the module. The report must be delivered in an electronic format and be presented to the class. The lecturer defines deadline and date of the oral presentation. The student has a duty to participate in these class presentations.

#### **Module assignment 3.** Study group/group product

The form of the assignment is defined by the lecturer and the assignment contains a feedback part related to the knowledge and skill goals of the module. The lecturer also defines the deadline for handing in the assignment.

### **The scope of the elements with duty to participate**

Three module assignments of 15 working hours each.

### **Module: Inclusive education**

#### **The three elements with duty to participate are connected to the following competence goals:**

The student is able to, in a substantiated way, plan, implement, evaluate and develop specially planned, inclusive teaching of pupils in complicated learning situations.

#### **The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about:
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analyse the complexity of own and others' practice related to special education work	paradigms for understanding and explaining pupils in complicated learning situations, including understandings of the concept of normalcy
in a substantiated way account for the framework, organisation and development of special education	international declarations of intent, national legal basis as well as executive orders and implementation and organisation of special education efforts at municipal and institutional level
carry out structured observations of single pupils and groups of pupils	methods for systematic and continuous observation and evaluation of the pupil's participation and learning profile
prepare pupil learning plans and action plans	methods for preparation of pupil learning plans and action plans
in a substantiated way choose special education and inclusive efforts	preventative, anticipating and reactive efforts as well as the use of IT and other teaching aids in daily lessons
cooperate with the internal and external resource persons of the school	communication, collegial cooperation, cross-disciplinary cooperation and parent cooperation

In connection to the knowledge and skill goals of the module, the following general themes are dealt with:

- normality and divergence
- inclusive teaching and teaching differentiation
- pupil plans and participation profiles
- cross-disciplinary cooperation
- examination, development and mediation competences related to inclusive teaching

#### **The form of the elements with duty to participate**

The module themes are connected to three module assignments that must be handed in during the module.

These module assignments must be approved as a prerequisite for participating in the final evaluation.

**Form of elements with duty to participate** (written assignments, practical musical activities, drawing up teaching aids etc.)

The module themes are connected to three module assignments that must be handed in during the module. These module assignments must be approved as a prerequisite for participating in the final evaluation.

### **Module assignment 1. Group activity**

Based on theme 1, the group/study group prepares a written assignment based on a case study. The case study is examined and reflected upon with regards to normality and divergence.

The module assignment has a scope of no more than 5 standard pages, including the case study. The module assignment is presented to the class. Mutual feedback is provided in groups. The deadline for electronic submission and organisation of mediation and mutual feedback is arranged by the lecturer. This information is listed on the module plan.

The student has a duty to participate both in mediations and mutual feedback rounds in the groups.

### **Module assignment 2. Group activity**

Based on themes 3 and 4, the group/study group prepares a participant profile and a pupil and action plan. The profile and the pupil and action plans are prepared based on observations from the practical teaching experience/practical element. With regards to the profile and the plans, the students consider teaching-related dilemmas related to inclusion. The project must include ideas for or perspectives on integration of cross-professional cooperation partners.

The study project must not exceed 5 standard pages, incl. the pupil plan. The participant profile must be included as an appendix.

The study product is presented to the class. Mutual feedback is provided in groups. The deadline for electronic submission and organisation of mediation and mutual feedback is arranged by the lecturer. This information is listed on the module plan.

The student has a duty to participate both in mediations and mutual feedback rounds in the groups.

### **Module assignment 3. Group activity**

Based on theme 2 and an identified problem from a practical teaching situation, the group/study group prepares an assignment of no more than 6 standard pages, excl. appendices. The assignment must include a case study and a substantiated teaching plan.

The assignment is based on a participant profile and a pupil and action plan. The assignment may be based on module assignment 2. In addition, the module assignment and the teaching plan must have a special focus on teaching differentiation and inclusive learning environments. Furthermore, the learning situation of the pupil must be analysed, discussed and evaluated with a view to planning substantiated inclusive teaching.

The module assignment is presented to the class. Mutual feedback is provided in groups. The deadline for electronic submission and organisation of mediation and mutual feedback is arranged by the lecturer. This information is listed on the module plan.

The student has a duty to participate both in mediations and mutual feedback rounds in the groups.

### **The scope of the elements with duty to participate**

Three module assignments of 15 working hours each.

## Module: Teaching of bilingual pupils

The three elements with duty to participate are connected to the following competence goals:

- 1) Element with duty to participate: "Planning teaching of bilingual pupils"

Competence goals:

*The student is able to, in a substantiated way, plan, implement, evaluate and investigate teaching of bilingual pupils in a linguistically versatile classroom.*

- 2) Element with duty to participate "Interlinguistic analysis and language guidance"

Competence goals:

*The student is able to, in a substantiated way, plan, implement, evaluate and investigate teaching of bilingual pupils in a linguistically versatile classroom.*

3. Element with duty to participate "Linguistic analysis of a teaching aid"

Competence goals:

*The student is able to, in a substantiated way, plan, implement, evaluate and investigate teaching of bilingual pupils in a linguistically versatile classroom.*

The three elements with duty to participate are connected to the following knowledge and skill goals:

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
evaluate whether learning of the second language is promoted in own and others' practice	learning of a second language, the linguistic development of bilingual pupils
support the interlanguage development of the bilingual pupil	interlanguage
plan lessons that promote the academic and technical terminology development of bilingual pupils	language and literacy in subject teaching in a second language perspective
include the linguistic qualifications of bilingual pupils in the lessons	second language pedagogical research and development work

identify second language pedagogical challenges with regards to teaching	linguistic diversity and bilingualism as well as the significance of language for identity formation
cooperate with teachers of Danish as a second language and the other teachers of the class about the academic and technical terminology development of the bilingual pupils	legal basis and executive orders as well as organisation of the subject Danish as a second language at the Danish municipal primary and lower secondary school

1. S1 and K1, S3 and K3, S4 and K4, S5 and K5, and S6 and K6
2. S2 and K2, and S5 and K5
3. S1 and K1, S3 and K3, S5 and K5, and S6 and K6

#### **The form of the elements with duty to participate**

1. written
2. presentation
3. presentation

#### **The scope of the elements with duty to participate**

Each of the three elements equal 5-10 pages (per group) or 10-15 minutes of oral presentation (perhaps in a virtual format).

### **B3.1 Elements of Art with duty to participate**

#### **Module: Art-related practice forms**

#### **The three elements with duty to participate are connected to the following competence goals**

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' competences in producing and reflecting within different art categories, whereby the student must be aware of art's contribution to knowledge development within different subject areas, genres and visual cultures (1)
- in a substantiated way plan, implement, evaluate and develop teaching in consideration of pupils' competences in terms of decoding various analogue and digital art and visualisations using image analytical methods (2)
- in a substantiated way plan, implement, evaluate and develop art teaching with inclusion of knowledge on international visual educations (4)

#### **The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
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use different materials and techniques for art production	imagery devices
use art and visualisations within a wide repertoire of art and expression forms	the purpose of various art and expression forms within art, visual cultures and visual learning and profession cultures
plan objective-oriented teaching for different ages and in different types of art processes	various approaches to teaching this subject, including motivation, imagery-related and verbal development as well as realisation

#### **The form of the elements with duty to participate**

- selection of art
- analysis of art
- planning teaching within this subject

#### **The scope of the elements with duty to participate**

SELECTION OF ART within own art production of at least 20 finished pieces of work from four expression areas, e.g. drawing, graphics, painting and collage. Sketch/process must be documented on a continuous basis.

One larger written ANALYSIS or – continuously throughout the module – four presented, thorough analyses, in both cases within four of the expression areas that the student has been working on.

A design with A SUBSTANTIATED TEACHING PROCEDURE must be prepared within the four expression areas included in the module. The procedure must be tested within one of the expression areas, either in innovation laboratories or within a practical teaching period. The design may be digital or analogue, and it is distributed virtually or through presentation to the class. One of the four teaching procedures must be based on a visit to a museum.

#### **Module: Visual cultural project**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of pupils' competences in terms of decoding various analogue and digital art and visualisations using image analytical methods (2)
- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' imagery competences in terms of working with aesthetic, innovative and entrepreneurial working methods in physical and digital learning environments (3)

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
use various strategies to study visual phenomena	visual culture and the use of various viewing positions
use social media in visual exchange and cooperation processes	use social media in visual exchange and cooperation processes
analyse visual didactic issues based on own aesthetic, innovative and entrepreneurial working methods in preparation for objective-oriented teaching at the Danish municipal primary and lower secondary school	methods for development of creativity and innovation as well as aesthetic learning

#### **The form of the elements with duty to participate**

- selection of pictures/paintings
- analysis of art
- planning teaching within this subject

#### **The scope of the elements with duty to participate**

SELECTION OF ART within own art production of at least 20 pieces of work plus process documentation distributed within four expression areas, e.g. film, layout, street art or photo.

One larger written ANALYSIS or – continuously throughout the module – four presented, thorough analyses, in both cases within four of the expression areas that the student has been working on.

A design with A SUBSTANTIATED TEACHING PROCEDURE must be prepared within the four expression areas included in the module. The procedure must be tested within one of the expression areas, either in innovation laboratories or within a practical teaching period. The design may be digital or analogue, and it is distributed virtually or through presentation to the class. One of the four teaching procedures must be based on a visit to a museum. The student must prepare a video, including a process description of the art practice, for one of the four teaching procedures.

#### **Module: Contemporary art, space and architecture**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of pupil competences in terms of practical art production and reflection within various art categories whereby the student is aware of art's contribution to knowledge development within various academic areas, genres and visual cultures (1)

- in a substantiated way plan, implement, evaluate and develop teaching in consideration of the pupils' imagery competences in terms of working with aesthetic, innovative and entrepreneurial working methods in physical and digital learning environments (3)

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
use concrete sketching methods and model constructions to start idea development and facilitate change processes	the significance of visual notation forms in innovative processes
use different materials and techniques for art production	imagery devices
analyse didactic issues using own experiences in art production with a view to achieving differentiated teaching at the Danish municipal primary and lower secondary school	analogue and digital production and application methods
analyse visual didactic issues based on own aesthetic, innovative and entrepreneurial working methods in preparation for objective-oriented teaching at the Danish municipal primary and lower secondary school	methods for development of creativity and innovation as well as aesthetic learning

#### **The form of the elements with duty to participate**

- selection of works
- analysis
- planning teaching within this subject

#### **The scope of the elements with duty to participate**

SELECTION OF ART within own art production of at least 12 pieces of work plus sketches/process documentation distributed within four expression areas, e.g. sculptures, architecture, installation or land art.

One larger written ANALYSIS or – continuously throughout the module – four presented, thorough analyses, in both cases within four of the expression areas that the student has been working on.

A design with A SUBSTANTIATED TEACHING PROCEDURE must be prepared within the four expression areas included in the module. The procedure must be tested within one of the expression areas, either in innovation laboratories or within a practical teaching period. The design may be digital or analogue, and it is distributed virtually or through presentation to the class. One of the four teaching procedures must be

based on a visit to a museum. The student must prepare a video, including a process description of the art practice, for one of the four teaching procedures.

### **B3.8 Elements of Geography with duty to participate**

#### **Module: Geography – the nearby outside world**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects
- in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

**1. An assignment about cartography that considers the following two skill and knowledge goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan and implement teaching that includes a substantiated application of excursions and field work as well as a variety of geography-related methods and aids, e.g. for localisation and analysis of spatial patterns by means of various types of maps, models, statistics, films, written sources, satellite photos and GPS	geographical methods in teaching
integrate experiences, measurings, observations and interpretations of the pupils in geography teaching, enabling them to understand, argument for, put into perspective and communicate these	own experiences and examinations of the pupils in class



**2. A nature-geographical assignment about the landscape in Denmark and field work that considers the following two skill and knowledge goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan and implement teaching that explains the formation, raw materials and living conditions of landscapes as well as the various conflicts of interest connected to land utilisation and the view on nature expressed through such interests	natural basis and living conditions
plan and implement teaching that includes a substantiated application of excursions and field work as well as a variety of geography-related methods and aids, e.g. for localisation and analysis of spatial patterns by means of various types of maps, models, statistics, films, written sources, satellite photos and GPS	geographical methods in teaching

**3. A culture-geographical assignment that uses as a starting point the Danish conditions and the topic area of the teaching, considering the following skill and knowledge goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
plan and implement teaching that enables the pupils to understand the reasons behind demographic, urban and business patterns and develop an understanding of living condition inequality which enables them to discuss potential solutions	demographics and business; division, interaction and development based on natural conditions; and historical, social, economic and political circumstances

All assignments must include both academic and subject-didactic/teaching-related considerations.

#### **The form of the elements with duty to participate**

1. an assignment about cartography
2. a nature-geographical assignment
3. a culture-geographical assignment

### **The scope of the elements with duty to participate**

Each assignment carries a work load of 15-20 working hours.

### **Module: Geography – a changing world**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects
- in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

**1. An assignment about geography in cross-disciplinary cooperation that considers at least one of the following skill and knowledge goals from the student charter of the module:**

plan, implement, evaluate and develop objective-oriented, cross-disciplinary teaching based on problems that, among other things, develop the general and natural science competences of the pupils	pupil work on cross-disciplinary problems that develop their general and natural science competences
plan and implement cross-disciplinary teaching on sustainable energy supply, including the way in which various technologies as solutions to energy supply issues can influence human living conditions seen from a local and global perspective	sustainable energy supply at a local and global level

<p>plan and implement cross-disciplinary teaching that provides the pupils with knowledge on and make them reflect on the consequences of various business and production forms considered in the light of various views on nature and society, as well as various strategies on land utilisation and physical planning</p>	<p>production with sustainable utilisation of the natural basis</p>
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**2. An assignment that considers at least one of the following two skill and knowledge goals from the student charter of the module:**

<p>plan and implement teaching that enables the pupils to understand and relate to earth structure and development as well as plate tectonic conditions that influence resource, production and living conditions in various places around the world</p>	<p>the dynamic development of the globe and its influence on human living conditions at a global, regional and local level</p>
<p>plan and implement teaching that enables the pupils to understand and relate to weather and weather phenomena as well as climate changes and their importance to the changing living conditions of humans at a global, regional and local level</p>	<p>the earth and its climate seen from a sustainable perspective at a global, regional and local level</p>

**3. An assignment that considers the following skill and knowledge goals from the student charter of the module:**

<p>apply various teaching resources</p>	<p>geography-related teaching resources such as textbooks, laboratories, multi-modal and web-based teaching aids, science centre, outdoor facilities, companies, museums and IT</p>
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All assignments must include both academic and subject-didactic/teaching-related considerations.

**The form of the elements with duty to participate**

Three assignments

**The scope of the elements with duty to participate**

Each assignment carries a work load of 15-20 working hours.

**Module: Geography – global challenges**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- in a substantiated way apply natural science and geography didactic skills and knowledge to plan, implement, evaluate and develop differentiated geography teaching
- in a substantiated way plan, implement, evaluate and develop differentiated geography teaching with natural science and social science perspectives in consideration of the development of general education of the pupils
- in a substantiated way plan, implement, evaluate and develop geography teaching in a cross-disciplinary interaction with other subjects
- in a substantiated way plan, implement, evaluate and develop varied, differentiated and objective-oriented geography teaching, including technical geography concepts

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

**1. An assignment about geography didactics that considers at least one of the following four skill and knowledge goals from the student charter of the module:**

plan, implement and evaluate differentiated teaching with a varied use of oral and written work forms	reading within the subject, including oral and written genres in geography and natural science, and mediation through digital media
plan, implement and evaluate terminology-developing teaching	colloquial, technical terminology and concept formation in the subject of geography of pupils and pupil groups, including bilingual pupils
plan, implement and evaluate geography teaching that includes historical and philosophical aspects of natural science	main characteristics of the natural science subjects and history and philosophy behind the subject of geography
plan, implement and evaluate geography teaching in which natural science and technology is included as general education	the contribution of natural science to general education and understanding the surrounding world

**2. An assignment about globalisation that considers the following skill and knowledge goals:**

plan, implement and evaluate teaching that enables the pupils to understand the reasons for and consequences of globalisation, including integration of the role of the pupils as world citizens	globalisation and its influence on culture, nature, living conditions and relations between the countries of the world and the people
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The assignment must include both academic and subject-didactic/teaching-related considerations.

### 3. An assignment about geography that considers the following skill and knowledge goals:

plan, implement and evaluate geography teaching that includes cross-disciplinary perspectives on the formation and development of the universe, the solar system, earth and life	formation and development of the universe, the solar system, earth and life
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The assignment must include both academic and subject-didactic/teaching-related considerations.

#### **The form of the elements with duty to participate**

Three assignments.

All assignments use as a starting point a problem statement that has been pre-approved by the lecturer.

#### **The scope of the elements with duty to participate**

Each assignment must have a scope of 9,000-13,000 keystrokes, equalling an expected workload of 15-20 working hours.

### **B3.9 Elements of History with duty to participate**

#### **Module: The use of history, awareness of history – and Danish history**

**The three elements with duty to participate are connected to the following competence goals:**

Competence area 2: historical culture, history use and history awareness

Competence area 3: historical overview and understanding of connections

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop lessons with history's societal and identity-creating significance as the starting point
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider conditions, life world and contemporaries of heterogeneous pupil groups

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
substantiate history lessons with reference to historical didactic and history-related theoretical concepts and positions	historical didactics and history as life world and as a subject
develop history lessons in interaction with the pupils' history awareness and history use	theories on and empirical studies of pupils' history awareness and history use
include examples and perspectives of historical cultures, memory policy and history use from past and present in history lessons	historical culture and use of history in various types of communities of memory
use varied types of history mediation in history lessons	various types of mediation of history in a history use perspective
plan, implement and evaluate history lessons that include and develop pupils' history awareness	theories on history awareness
include multicultural perspectives and various identity-carrying communities of memory in history lessons	interaction between history, identity and cultures
select, structure and thematise historical subject-related content from Danish history for the purpose of history lessons in national and local governmental documents	historical events, players, periods and topics from Danish history relevant to history lessons at the Danish municipal primary and lower secondary school
plan, implement and evaluate lesson plans with changing perspectives on the view of events, connections and courses of development	local, national, global connections and perspectives in history
include the significance of social categories in historical events and courses of events	social categories such as class, gender, nationality, ethnicity and religious belief

**The form of the elements with duty to participate**

The module contains three elements with duty to participate that are equally distributed throughout the module.

**First element** (usually during the first third of the module)

A short individual, written presentation of a self-chosen historical event, person or phenomenon from Danish history. The presentation must contain a history-related motivation of the choice and a presentation and evaluation of the applied source and material basis. Scope: 3 standard pages. Feedback is provided.

**Second element** (usually halfway through the module)

An oral presentation, individual or in groups, of an example of use of history from or associated with Danish history. The presentation (duration approx. 10 minutes) must include history-related, theoretical and didactic reasons for the choice of case study. In addition, it must present considerations with regards to the case study in terms of past (contemporary) and current use of history. Feedback is provided.

**Third element** (usually during the last third of the module)

The student must hand in a written assignment in accordance with the requirements listed below: Integrating the topic/theme in question from Danish history, the student includes a short presentation and discussion of the potential for general education and identity creation of the subject. The scope of this assignment is 5 standard pages. Feedback is provided.

**The scope of the elements with duty to participate**

Expected student work related to element 1: 3 working hours  
Expected student work related to element 2: 3-5 working hours  
Expected student work related to element 3: 5-10 working hours

**Module: History teaching, learning – and world history**

**The three elements with duty to participate are connected to the following competence goals:**

Competence area 1: teaching and learning in history  
Competence area 3: historical overview and understanding of connections

**Competence goals**

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider heterogeneous pupil groups' conditions, life world and contemporaries

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
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substantiate history lessons with reference to historical didactic and history-related theoretical concepts and positions	historical didactics and history as life world and as a subject
plan, implement and evaluate objective-oriented history teaching based on current governmental documents	the development of the subject of history and its current status at the Danish municipal primary and lower secondary school
plan and implement action-oriented analyses and evaluations of pupils' differentiated qualifications for learning and learning processes in history	theories on and empirical studies of pupils' learning in history
use various types of teaching aids in history	varied didactic and non-didactic teaching aids, including picture and film analysis
use various didactic working methods with interaction between historical subject-related content areas and pupils' various prerequisites for learning	didactic methods for teaching differentiation in the subject history
support pupils' learning and reading in history through preparation of differentiated assignments	subject-related learning and concept development in a second language in bilingual pupils
select, structure and thematise historical subject-related content from European and world history for the purpose of history lessons in national and local governmental documents	historical events, players, periods and topics from European and world history relevant to history lessons at the Danish municipal primary and lower secondary school
evaluate causal explanations by adopting political, financial, social, cultural and mentality-historical perspectives	historical scientific perspectives

### The form of the elements with duty to participate

The module contains three elements with duty to participate that are equally distributed throughout the module.

#### First element (usually during the first third of the module)

A short individual, written presentation of a self-chosen historical event, person or phenomenon from world history. The presentation must contain a history-related motivation of the choice and a presentation and evaluation of the applied source and material basis. Scope: 3 standard pages. Feedback is provided.



**Second element** (usually halfway through the module)

An oral group presentation on pupil learning in the subject of history (age, sex, bilingual pupils, differentiation etc.). The presentation (duration of approx. 10 minutes) must include historical content and history-theoretical and history-didactic reasons and arguments. Feedback is provided.

**Third element** (usually during the last third of the module)

The student must prepare an oral presentation in accordance to the requirements listed below.

In groups and based on a synopsis, the students prepare a substantiated teaching period that is presented to the class. A flipped classroom element may be included in the teaching period. The teaching period uses the chosen historical topic/theme as a starting point. Feedback is provided.

As far as the student has participated in such, the teaching period may be based on gained practical teaching experience or practical association.

**The scope of the elements with duty to participate**

Expected student work related to element 1: 3 working hours

Expected student work related to element 2: 3-5 working hours

Expected student work related to element 3: 5-10 working hours

**Module: Interpretation and mediation of history – based on a history topic or theme**

**The three elements with duty to participate are connected to the following competence goals:**

Competence area 1: teaching and learning in history

Competence area 3: historical overview and understanding of connections

Competence area 4: interpretation and mediation

**Competence goals**

The student is able to

- in a substantiated way plan, implement, evaluate and develop history lessons aimed at accommodating pupils' different learning prerequisites
- in a substantiated way plan, implement, evaluate and develop history lessons that in a mono-disciplinary and cross-disciplinary way mediate historical topics, themes and events, and consider conditions, life world and contemporaries of heterogeneous pupil groups
- identify, analyse, formulate and mediate substantiated suggestions for historical interpretations and stories for the purpose of history lessons

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
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plan, implement and evaluate teaching in the subject that develop the pupils' action competence when meeting future possibilities and challenges	problem-oriented history lessons
evaluate causal explanations and adopt various perspectives on historical subject-related materials in lessons	historical subject-related concepts regarding chronology, causes and interaction between players and structures
include historical examples of human creativity when meeting various types of societal challenges for the purpose of developing the pupils' own action competence and historical scientific theoretical approaches regarding the creation of historical knowledge	innovation in a historical perspective
analyse historical representations for the purpose of pointing out various frameworks of interpretation and explanation types	scientific theoretical approaches regarding the creation of historical knowledge
use source-critical analysis of various types of sources in history lessons	historical scientific methods
include IT and digital media in history lessons for strengthening of historical realisation and mediation	IT and digital media in realisation and mediation
develop own and the pupils' qualifications for analysing historical tales and representations in various forms of expression	narrativity in construction and mediation of history
develop own and the pupils' work on creating historical interpretations and tales	various historical forms of presentation

### **The form of the elements with duty to participate**

The module contains three elements with duty to participate that are equally distributed throughout the module.

#### **First element** (usually during the first third of the module)

A short individual, written presentation of a self-chosen historical event, person or phenomenon from the history-related module content. The presentation must contain a short, history-related motivation of the choice, a presentation and evaluation of the applied source and material basis, and a presentation of a didactic teaching aid related to the case study. Scope: 3 standard pages. Feedback is provided.

#### **Second element** (usually halfway through the module)

An oral presentation, individual or in groups, of an example of a semantic teaching aid (non-didactic teaching aid) related to the history-related module content. The presentation (duration approx. 10 minutes) must include history-related, theoretical and didactic reasons for the choice of case study. In addition, a sketch of relevant application of the teaching aid in history lessons must be included. Feedback is provided.

**Third element** (usually during the last third of the module)  
The student must hand in a practical product.

The student prepares a teaching aid in relation to the chosen topic/theme which is presented to the class. The teaching aid must demonstrate the ability of the student to work with historical analysis and interpretation as well as application of various presentation forms. Teaching guidelines must be prepared for the teaching aid, including reasoning related to planning, implementation and evaluation of teaching with regards to a specific target group. Feedback is provided.

### **The scope of the elements with duty to participate**

Expected student work related to element 1: 3 working hours

Expected student work related to element 2: 3-5 working hours

Expected student work related to element 3: 10-15 working hours

### **B3.11 Elements of Physical Education with duty to participate**

**Module: The basis, culture and values of the subject Physical Education**

**The three elements with duty to participate are connected to the following competence goals:**

- the student is able to implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- the student is able to analyse, mediate and develop structures, norms and values of versatile physical education cultures, including their connection to the social and personal development of pupils

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

	<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
1 written product	<p>analyse and assess movement skills and expression</p> <p>analyse the development of the subject of physical education in Danish physical education culture</p>	<p>anatomy, biomechanics and content-specific concepts and analysis tools</p> <p>the reason, form and content of the school subject seen in a historical, cultural and societal perspective</p>

1 practical product	<p>master versatile movement skills and physical expressions</p> <p>establish and manage processes within motor skill learning, including the use of IT</p>	<p>movement skills and physical expressions</p> <p>motor skill learning, learning strategies and relevant IT tools</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>use relevant technical terms and subject-related didactic concepts and models in planning, implementation and evaluation of physical education teaching</p>	<p>movement skills and physical expressions</p> <p>subject-related terminology and subject-related didactic concepts and models that are relevant to physical education teaching at school</p>

#### **The form of the elements with duty to participate**

One written and two practical products.

#### **The scope of the elements with duty to participate**

3 products of 15-20 working hours each.

#### **Module: Versatile physical education practice – learning, development and physical training**

**The three elements with duty to participate are connected to the following competence goals:**

- the student is able to implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- the student is able to use knowledge about and teach the connections between physical training and well-being

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

	<p><b>Skill goals:</b></p> <p>The student is able to</p>	<p><b>Knowledge goals:</b></p> <p>The student is knowledgeable about</p>
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1 written product	<p>select, implement and account for relevant physical measurements and tests</p> <p>analyse and assess aspects of significance to the implementation of safe physical education teaching</p>	<p>physical tests and measuring of motor skills, strength, fitness, speed and mobility, including the use of IT</p> <p>safety in physical education teaching</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>analyse and mediate teaching that develops the bodily awareness and understanding of connections between body, feelings and awareness in pupils</p>	<p>movement skills and physical expressions</p> <p>connections between body, feelings and awareness</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>handle teaching through various approaches and action possibilities that promote health and well-being</p>	<p>movement skills and physical expressions</p> <p>interaction between living conditions, sports habits and health</p>

#### **The form of the elements with duty to participate**

One written and two practical products.

#### **The scope of the elements with duty to participate**

3 products of 15-20 working hours each.

#### **Module: The physical education subject in the introductory period and at the intermediate stage**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- plan, implement, evaluate and develop versatile physical education teaching aimed particularly at pupils in the introductory period and at the intermediate stage

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

	<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
1 written product	<p>in a substantiated way use motor skill tests as the basis for motor skill development and learning in pupils</p> <p>in a substantiated way implement versatile and differentiated objective-oriented physical education teaching with an emphasis on inclusion, progression and evaluation</p>	<p>evaluation methods for tests to be used for analysis and assessment of motor skill development and learning</p> <p>pupils' learning and learning prerequisites in the introductory period and at the intermediate stage</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>in a substantiated way implement thematic and cross-disciplinary teaching processes about body, training and physical education</p>	<p>movement skills and physical expressions</p> <p>the possibilities of the subject physical education in thematic and cross-disciplinary teaching processes in the introductory period and at the intermediate stage</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>develop and mediate physical education movements, exercises and cross-disciplinary themes based on various perspectives, didactic methods, models and theory</p>	<p>movement skills and physical expressions</p> <p>didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education</p>

#### **The form of the elements with duty to participate**

One written and two practical products.

#### **The scope of the elements with duty to participate**

3 products of 15-20 working hours each.

#### **Module: Physical education at the intermediate and lower secondary stage**

The three elements with duty to participate are connected to the following competence goals:

- the student is able to implement, analyse and mediate versatile movements with a view to developing versatile physical and sports-related competences of the pupils
- the student is able to plan, implement, evaluate and develop versatile physical education teaching aimed particularly at pupils at the intermediate and lower secondary stage

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
master versatile movement skills and physical expressions	movements skills and physical expressions
in a substantiated way implement versatile and differentiated objective-oriented physical education teaching with an emphasis on inclusion and participatory democracy	pupils' learning and learning prerequisites at the intermediate and lower secondary stage
in a substantiated way apply various digital technologies and evaluation forms, including planning and implementation of the final exam in physical education at the Danish municipal primary and lower secondary school	evaluation methods, relevant digital technologies and formal requirements related to the final exam in physical education at the Danish municipal primary and lower secondary school
in a substantiated way develop physical education lessons with a focus on inclusion, motivation and teaching of bilingual pupils	special challenges and circumstances related to working with physical education, exercise and movement at the intermediate and lower secondary stage
in a substantiated way implement thematic and cross-disciplinary teaching processes at school about body, training and physical education	the possibilities of the subject physical education in thematic and cross-disciplinary teaching processes at the intermediate and lower secondary stage
mediate knowledge that enables the pupils to analyse and draw up warm-up and training programs	the purpose, structure and variation options of warm-up and training programs

implement teaching that leads to reflection on and understanding of physical and psychological changes and the interaction between body, identity and society	connections between body, identity and society
develop and mediate physical education movements, exercises and cross-disciplinary themes based on various perspectives, didactic methods, models and theory	didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education

### The form of the elements with duty to participate

	<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
1 written product	<p>in a substantiated way apply various digital technologies and evaluation forms, including planning and implementation of the final exam in physical education at the Danish municipal primary and lower secondary school</p> <p>in a substantiated way implement versatile and differentiated objective-oriented physical education teaching with an emphasis on inclusion and participatory democracy</p>	<p>evaluation methods, relevant digital technologies and formal requirements related to the final exam in physical education at the Danish municipal primary and lower secondary school</p> <p>pupil's learning and learning prerequisites at the intermediate and lower secondary stage</p>
1 practical product	<p>master versatile movement skills and physical expressions</p> <p>in a substantiated way implement thematic and cross-disciplinary teaching processes about body, training and physical education</p>	<p>movement skills and physical expressions</p> <p>the possibilities of the subject physical education in thematic and cross-disciplinary teaching processes at the intermediate and lower secondary stage</p>



1 practical product	<p>master versatile movement skills and physical expressions</p> <p>develop and mediate physical education movements, exercises and cross-disciplinary themes based on various perspectives, didactic methods, models and theory</p>	<p>movement skills and physical expressions</p> <p>didactic methods, perspectives, models and theory within movement, exercises and cross-disciplinary themes in physical education</p>
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### **The scope of the elements with duty to participate**

3 products of 15-20 working hours each.

### **B3.17 Elements of Natural science/technology with duty to participate**

#### **Module: Natural science/technology at intermediate stage**

**The three elements with duty to participate are connected to the following competence goals:**

- the student is able to use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop teaching on natural science/technology that strengthens the pupils' ability to understand and relate to the natural and technological development processes from the origin of the universe to present time at micro-level and macro-level

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

- in a substantiated way plan, implement, evaluate and develop teaching where the pupils gain insight into and use processes for design and production of products
- implement natural science/technology teaching that develops the pupils' ability to use technical terminology to communicate about natural science topics and issues
- implement teaching that develops and maintains pupils' motivation and interest in natural science

### **The form of the elements with duty to participate**

Three written assignments containing for assignment a) a model, assignment b) a flipped material, and assignment c) data from a research project. In addition, the student must prepare, for all assignments, a natural science-related explanation of the subject-related focus and a subject-didactic argumentation for the chosen teaching materials.

If the module has included work at an innovation lab (practical testing in cooperation with a school), one of the assignments must be based on this work.

### **The scope of the elements with duty to participate**

Each assignment has a scope equal to max. 5 standard pages of 2,400 keystrokes each including spaces, making up a study load equalling 15-20 working hours.

### **Module: Natural science/technology teaching with a focus on human interaction with nature**

**The three elements with duty to participate are connected to the following competence goals:**

- the student is able to use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop teaching on human interaction with nature and the use of technology (module 3)

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

- in a substantiated way plan, implement, evaluate and develop teaching regarding conflicting interests associated with human living conditions in various places on Earth
- in a substantiated way plan, implement, evaluate and develop teaching on resources, consumption of resources and energy flows seen from a sustainability perspective
- in a substantiated way plan, implement, evaluate and develop teaching that develops the pupils' communicative and perspectival competence in relation to issues where natural scientific knowledge can contribute to assessment and decision-making

### **The form of the elements with duty to participate**

Three written assignments containing for assignment a) a model, assignment b) a flipped material, and assignment c) data from a research project. In addition, the student must prepare, for all assignments, a natural science-related explanation of the subject-related focus and a subject-didactic argumentation for the chosen teaching materials.

If the module has included work at an innovation lab (practical testing in cooperation with a school), one of the assignments must be based on this work.

### **The scope of the elements with duty to participate**

Each assignment has a scope equal to max. 5 standard pages of 2,400 keystrokes each including spaces, making up a study load equalling 15-20 working hours.

### **Module: Natural science/technology during the introductory period**

**The three elements with duty to participate are connected to the following competence goals:**

- the student is able to use natural science didactic knowledge and skills in a substantiated way to plan, implement, evaluate and develop teaching of natural science/technology
- in a substantiated way plan, implement, evaluate and develop natural science/technology teaching with a view to developing pupils' natural science competence

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

- in a substantiated way plan, implement, evaluate and develop natural science/technology teaching that develops the pupils' ability to design, use and assess the models for understanding of natural scientific phenomena and connections

- in a substantiated way plan, implement, evaluate and develop objective-oriented teaching that develops the pupils' investigation competence
- in a substantiated way plan, implement, evaluate and develop competence-developing natural science/technology teaching within the interaction between the natural science competences which is adapted to academic and developmental progression of the pupils
- in a substantiated way plan, implement, evaluate and develop objective-oriented teaching in natural science/technology on a natural science didactic basis

### **The form of the elements with duty to participate**

Three written assignments containing for assignment a) a model, assignment b) a flipped material, and assignment c) data from a research project. In addition, the student must prepare, for all assignments, a natural science-related explanation of the subject-related focus and a subject-didactic argumentation for the chosen teaching materials.

If the module has included work at an innovation lab (practical testing in cooperation with a school), one of the assignments must be based on this work.

### **The scope of the elements with duty to participate**

Each assignment has a scope equal to max. 5 standard pages of 2,400 keystrokes each including spaces, making up a study load equalling 15-20 working hours.

## **B3.19 Elements of German with duty to participate**

### **Module: Intercultural communication**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- analyse explicit cultural and societal phenomena, place them in a subject-related didactic context and communicate orally and in writing about this in a suitable way
- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
in a substantiated way plan, implement and evaluate objective-oriented German teaching that contributes to the development of cultural awareness and intercultural communicative competences in the pupils	the connection between language and culture as well as intercultural competence, German didactics and German didactic research

understand the main content of varied texts, place them in their historical context and analyse, select and use texts and media that are suitable for German teaching at the Danish municipal primary and lower secondary school	societal and cultural conditions in a historical perspective as expressed in literature, films, music and media
use digital technologies and interactive media appropriately in German teaching	IT and media in German teaching
plan, implement and evaluate international and cross-disciplinary cooperation virtually and in real life with German as the communication language	intercultural meetings and German in an international context, both in connection with teaching, culture and business
cooperation with colleagues about the inclusion of foreign language competences in other subjects	cross-disciplinarity
in a substantiated way plan, implement and evaluate objective-oriented lessons plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	objective-oriented teaching, teaching differentiation and progression, implementation and evaluation of lesson plans, German didactics and German didactic research
use theories, tools and instruments for development of innovative competences in pupils	theories, tools and instruments for innovation in teaching

### The form of the elements with duty to participate

1. Individually examine and present knowledge of a chosen area within culture and cultural conditions. The product is a written discussion paper in German as the basis for the presentation (1 page) and an oral presentation in German (approx. 7 minutes).
2. Individually or in groups plan and present a teaching period that will develop the intercultural competence in the pupils during German lessons, including reasons for choice of texts, media and IT. The product is an oral presentation (approx. 10 minutes) in German and a written assignment in German (2-3 pages). All group members must contribute actively during the presentation.
3. Individually or in groups examine and plan a possible international cooperation, including IT, or carry out analysis of a teaching aid focusing on culture mediation and intercultural competence. The product is a written assignment in German (2-3 pages).

**The scope of the elements with duty to participate**

1. 15 working hours
2. 25 working hours
3. 15-20 working hours

**Module: Language lessons and learning processes for German as a foreign language****The three elements with duty to participate are connected to the following competence goals:**

The student is able to

- communicate spontaneously, clearly and fluently orally and in writing in German and use formal and functional knowledge about language in relation to own and pupils' development of German skills
- in a substantiated way use theories about language acquisition with a focus on reception and production as well as communication strategies in relation to the development of own and pupils' communicative skills in German
- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
analyse connections between views on language, views on acquisition of language and linguistic knowledge	the school subject's reason, subject view, content and historical development
analyse the form system of the German language as well as its functional use in communicative context in writing and orally	the form system of the German language as well as its functional use in communicative context in writing and orally
express himself or herself appropriately in written and spoken German in heterogeneous contexts and be a linguistic role model for pupils	German communication in various discursive contexts
support development of pupils' interlinguistic production and linguistic growth areas	interlanguage and interlanguage development

plan, implement and evaluate acquisition processes of the German language, including form system and vocabulary, based on analyses of processes in language understanding and production	language acquisition processes, including the form system of the German language and vocabulary acquisition in relation to reception and production
assign appropriate learning strategies to pupils with different qualifications for learning	language learning strategies
in a substantiated way plan, implement and evaluate objective-oriented lessons plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	objective-oriented teaching, teaching differentiation and progression, implementation and evaluation of lesson plans, German didactics and German didactic research
use theories, tools and instruments for development of innovative competences in pupils	theories, tools and instruments for innovation in teaching

#### **The form of the elements with duty to participate**

1. Individual, continuous work on the student's own portfolio. The product consists of four parts: 1. German language test, 2. language biography, 3. continuous reflections on own objectives and strategies within the portfolio with a view to strengthen own linguistic abilities, 4. oral presentation of portfolio, including reflection on own progression and further linguistic development in German. Duration of oral presentation: approx. 10 minutes.
2. Individually carry out an interlinguistic analysis of a pupil text based on a schema. The product is a pupil text with comments that focus on linguistic analysis, and written feedback for the pupil focusing on the work of the teacher as a language advisor.
3. In groups, in written and oral German, present a task and integrate relevant language learning theories. Scope of the written product is 2-3 pages and the duration of the oral presentation is approx. 10 minutes. All group members must participate actively during the presentation.

#### **The scope of the elements with duty to participate**

1. 20 working hours
2. 10-15 working hours
3. 20-25 working hours

#### **Module: German lessons in practice**

**The three elements with duty to participate are connected to the following competence goals**

**The student is able to**

- in a substantiated way use theories about language acquisition with a focus on reception and production as well as communication strategies in relation to the development of own and pupils' communicative skills in German
- in a substantiated way plan, implement, evaluate and develop differentiated German teaching with heterogeneous pupil groups

**The three elements with duty to participate are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
use legal basis and current regulations for determination of goals and partial goals when planning lessons in cooperation with pupils and with inclusion of data from evaluations	legal basis, current regulations and guidelines nationally and internationally, including knowledge about teaching aids, goals and forms of evaluation
select teaching aids and media and adapt them to specific teaching goals and target groups	learning aids and media for use in German lessons
use the possibilities of technology and media for development of own as well pupils' language acquisition	the possibilities of information technology in relation to own and pupils' language acquisition
use research results as well as observations for analysis and development of own teaching	action learning and other study methods
plan, implement and evaluate objective-oriented lessons plans with the use of various methods, teaching activities, forms of cooperation and forms of evaluation in relation to heterogeneous pupil groups	teaching differentiation and progression, completion and evaluation of lesson plans
motivate pupils with regards to independent use of and experimentation with language in interaction with others	conditions and factors of learning processes

**The form of the elements with duty to participate**

1. Individually or in groups, in German, prepare a task for the purpose of developing the communicative competence in pupils with special focus on motivation. The product is an oral presentation (approx. 7 minutes) in German and a written assignment in German (2 pages). All group members must contribute actively during the presentation.
2. Individually or in groups, in German, prepare or make didactic in a different way relevant teaching material for a teaching period, including relevant theory. In this connection, teaching guidelines must also be prepared. The product consists of three parts in German: teaching material, teaching guidelines (3-4 pages) and an oral presentation of the teaching material. All group members must contribute actively during the presentation.
3. Individually or in groups, in German, plan and substantiate a teaching period focusing on development of communicative competences in pupils whereby practice observations must be integrated as part of the planning and/or reasoning basis. Considerations on the application of various teaching aids must be included. The product consists of two parts: an oral presentation in German (approx. 10 minutes) and a written assignment in German (3-4 pages). All group members must contribute actively during the presentation.

#### **The scope of the elements with duty to participate**

1. 15 working hours
2. 25 working hours
3. 20 working hours

#### **B3.20 Elements of the bachelor project with duty to participate**

**Module: BA1 - Research and innovation competences in relation to classroom, school and society**

**The three elements with duty to participate are connected to the following competence goals:**

The student is able to systematically analyse teaching profession issues and propose actions for municipalities, schools and classes pursuant to the perspectives of the professional bachelor project.

**The three elements with duty to attend are connected to the following knowledge and skill goals:**

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
identify, apply and assess analytical knowledge pertaining to the school and teaching work	fields of activity and development within the Danish municipal primary and lower secondary school and the teacher profession, as well as dilemmas in school practice
reflect on and develop own academic competence with an understanding of interdisciplinarity and cross-professional collaboration relations	the teacher's ethical responsibility towards children/pupils, parents, colleagues and other field work informants



analyse central and current issues concerning the school and teaching and collaboration with external players	academic knowledge concerning school and teaching
apply own as well as national and international results of empirical studies of relevance to the school	national and international research and development results of relevance to the Danish municipal primary and lower secondary school
develop and apply a theoretical frame of reference, study designs and carry out field work	innovative didactic design of teaching aids for school development and learning environments
apply scientific method in own empirical research and in the assessment of others' research	research and development as well as field work methods
mediate the results of own empirical research as a basis of the practice development of school and teachers	academic work approach and communication together with aesthetic production and performative action

#### **The form of the elements with duty to participate**

1. qualitative examination of school practices
2. quantitative examination of school practices
3. project design for the bachelor assignment

#### ***The form of the elements with duty to participate:***

1. Short written group assignment (1-4 students). The exact scope is to be defined by the group. The starting point is 5-7 standard pages for groups and 3-5 pages for an individual paper (individual paper requires prior agreement with the lecturer). Appendices may be included with a scope of max. 2 pages which do not count as part of the assignment.
2. Oral presentation (1-4 students). Requirements of form and scope is to be agreed by the group. The starting point for a presentation is 10-15 minutes.
3. Short written assignment with oral presentation (1-2 students). The scope is max. 5 standard pages for an individual paper and max. 9 pages if two students are working together (excl. appendices). The assignment is presented to the class.

### Estimated time spent

15-20 working hours per element.

### Exchange

The exchange assignment consists of dealing with non-approved assignments. Oral presentation may be exchanged for a (video) recording.

## Appendix 4: Module tests

### B4.3 Module test in English

*MODULE: Processes in language acquisition and communicative skills*

Test with duty to attend

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#### Formal framework:

This test consists of two partial tests. The first part of the test lasts two hours and may, in both models, take place in groups or individually.

The second part of the test lasts three hours and takes place individually in both models.

*(If both parts of the test are carried out individually, there is no time distinction between the two parts.)*

- All aids are allowed.
- However, communicating with others during the individual part is not permitted.
- Lecturers within the Teacher education do not offer guidance during the individual part.
- The test takes place at the educational institution with supervision.
- Be aware that everything is written in English.
- The test is subject to internal evaluation and is graded as "Pass/Fail".
- The university colleges administer and carry out the tests themselves, including test scheduling.

### Two module test templates for English in accordance with national module 2:

#### 1. The material model

A test with preparation material which is handed out on the day of the test. The students are *not* prepared for the test and the test is *not* based on one or more of their study products.

#### Preparation material:

The exam is based on preparation material to the extent of approx. 1-2 pages. The preparation material could be:

- excerpts from a course book
- a few pictures/photos
- a short video (song, documentary, instructional, etc.)
- a small online game
- a short authentic text relevant as language input in EFL class.

The preparation material should be easy to get an overview of and must be available from the beginning of the 5-hour exam period (e.g. opens in Wiseflow).

**Part 1:****Planning lessons**

Use the preparation material as a point of departure for planning a sequence of lessons. Write a text designed for professional use with management/colleagues or for communicative purposes for pupils, parents or other relevant professional partners.

Your text may be presented in a format such as a grid lesson plan or a similar graphically organised text format.

**Consider the following:**

- target group
- objectives, signs of learning and evaluation based on FFM
- theme/topic
- methods, tasks, activities and organisation
- differentiation

Required length: 1-2 pages  
(1 page = 2,600 keystrokes)

**Part 2:****Didactic reflections**

Write a coherent text in which you use your knowledge about language acquisition to reflect on your choice of objectives and evaluation, theme/topic, tasks, activities, organisation and differentiation.

*(Add notes on genre and receiver)*

Required length: 3-4 pages  
1 page = 2,600 keystrokes

**Text 1** may be presented in a format such as a grid lesson plan or a similar graphically organised text format.

**Text 2** must be a coherent text without bullet points or other text features that prohibit testing sentence formation, paragraphing and other cohesive devices. The aim is that the student demonstrates an ability to reflect professionally with a certain level of formality.

It is optional to add an imagined receiver or specific genre. The text may be aimed at colleagues in a local, national or international setting in which presenting professional reflections might seem natural.

## 2. The design model

A test *without* preparation material. The students are *not* prepared for the test and the test is *not* based on one or more of their study products.

### **Part 1:**

#### **Design and describe e.g.:**

- a workshop for a given class
- a teaching resource, analogue and/or digital
- a task
- a lesson plan

a course plan

An example:

**Design a short course plan** for teaching 1st to 4th form (level 1), 5th to 7th form (level 2) or 8<sup>th</sup> to 9th form (level 3) with examples of plans and activities as well as reflections on the choices you have made.

#### **Include some of the following aspects:**

- target group
- Danish National Curriculum competence areas (FFM)
- background theories (e.g. language acquisition)
- how to develop communication skills and strategies
- a lesson plan sketch
- considerations on progression

Required length: 1-2 pages  
(1 page = 2,600 keystrokes)

### **Part 2:**

#### **Write, reflect and explain**

Write an article, a blog entry or a letter to a colleague, parents or other relevant professionals in which you explain and tell about your course plan and your underlying reflections, considering the communicative situation as well as the style level.

**Give concrete examples from your short course plan.**

Required length: 3-4 pages  
(1 page = 2,600 keystrokes)

**Evaluation criteria:**

The evaluation focuses on personal language competences and their interaction with professional didactic and language-pedagogical considerations and reflections.

The evaluation criteria are used with various weighing factors depending on the chosen topic/focus:

- writing at a level that is adjusted to fit the recipient with regards to, as an example, genre, structure, cohesion, vocabulary, sentence grammar, spelling/punctuation
- being able to use consequent technical terms and apply subject-related knowledge in reflections on practice
- being able to adjust and develop teaching activities based on the current situation and in consideration of relevant objectives
- being able to reflect on actual subject-didactic challenges and establish possibilities for action with regards to planning, implementation and evaluation of English lessons.

**B4.7 Module test in German**

*Module: Language lessons and learning processes for German as a foreign language*

Test with duty to attend

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The test is a 3-hour individual test with duty to attend, without preparation, which is evaluated internally as "Pass/Fail".

All aids are allowed. However, communicating with others during the test is not permitted.

All quotes must be marked and sources must be listed.

The test consists of a subject-didactic oriented paper in German based on a realistic writing situation. The scope of the student paper must be at least 1.5 standard pages and maximum 2 standard pages. The university colleges administer and carry out the tests themselves, including test scheduling.

**Assignments and listing of material types that might be contained in the assignment set:**

A shorter subject-didactic paper based on genres which are realistic writing situations. This might include:

- a DaF-related blog entry or a response to a blog entry
- an entry in a professional online magazine or journal, or a comment on an entry
- a subject-didactic oriented email to a colleague or a response to an email

The text basis must be unknown. The scope of the text basis must not exceed 1 page.

**Evaluation criteria:**

The student is able to

1. express himself or herself in a suitable manner in written German in heterogeneous contexts

This means that the student is able to express himself or herself:

- in various communication situations
- in a coherent text with a logical structure
- with regards to central themes
- in various genres

- towards various German-speaking target groups
- in fluent, varied and nuanced German

2. apply knowledge about the form system of the German language as well as its functional use in communicative context in writing

This means that the student is able to express himself or herself:

- in various communication situations
- using relevant vocabulary
- in understandable German without misleading discrepancies

and that the student is able to apply knowledge about syntax, morphology, orthography and punctuation according to the standards of the German language.

**Actual examples of test types: (NB: these examples are indicative. Test genre and topic are decided locally.)**

*Example 1:*

**Auf einem DaF-Blog hast du folgenden Beitrag gelesen. Schreib eine Antwort!**

"Filme im DaF-Unterricht bringen das Problem mit sich, dass sie oft zu lang sind. Einerseits lassen sie sich schlecht in Lektionen quetschen, andererseits überfordern sie auch oft die Konzentration der Lernenden auf unteren Niveaus. Natürlich kann man mit Ausschnitten arbeiten, aber das ist häufig unbefriedigend. Einfach auf Filme zu verzichten, wäre schade. Durch das Bild stützen sie das Verstehen, sie sind ein wichtiger Zugang zu authentischer Sprache und man kann an ihnen oft auch landeskundliche Inhalte thematisieren.

Eine Lösung des Problems könnten Kurzfilme bieten. Man kann sie als Ganzes und evtl. sogar mehrmals zeigen. Weil sie nicht so lang sind, ist es auch eher möglich, sie gezielt vorzubereiten und zu entlasten.

Meine Frage ist jetzt nur, wie ich solche deutschen Kurzfilme finde. Ich wäre sehr froh, wenn ihr mir dazu Tipps geben könntet oder entsprechende Filme (deutschsprachige, 3-30 Minuten) empfehlen könntet. Ich würde mich auch über eure persönlichen Meinungen und Vorschläge zu Arbeitsaufgaben freuen!"

## **Appendix 5: Practical teaching experience**

### **B5.1 Practical teaching experience**

The student must be provided with practical teaching experience in the chosen teaching subjects. The subject contains three levels divided into three periods during the education.

Practical teaching experience periods must be prepared, implemented and evaluated in combination with the teaching subjects and the Teacher's fundamental professional qualifications.

Practical teaching experience is about

- the practical/pedagogical dimension aimed at the work of the teacher with pupils
- the analytical dimension aimed at being able to examine own practice and that of others

Practical teaching experience provides a link between the subjects of the teacher education and the student's work at the teaching experience school.

The student has a duty to participate in practical teaching experience periods.

### Practical teaching experience level I

<b>Competence area 1: didactics</b> Didactics is about goal setting for and planning, implementation, evaluation and development of teaching, including objective-oriented teaching.	
<b>Competence goals:</b> In cooperation with colleagues, the student must be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.	
<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
set goals, plan, implement and evaluate teaching sequences in cooperation with fellow students and colleagues	purpose and lessons plans of Danish municipal primary and lower secondary schools, principles of lesson planning, teaching methods and organisation of pupil activities in consideration of pupil qualifications
explain signs of pupil gain from the teaching with regards to defined goals	forms of evaluation and signs of pupils having obtained the defined goals at the teaching experience school
analyse teaching sequences with a view to develop the teaching	observation, data collection and documentation methods
<b>Competence area 2: classroom management</b> Class management is about the organisation and development of the academic and social learning environment of the pupils.	

<b>Competence goals:</b> The student must be able to manage teaching, and establish and develop a clear and positive framework for pupil learning and the social community in the class.	
<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
manage pupil participation in class	classroom management
<b>Competence area 3: relation work</b> Relation work is about contact and relations to students, colleagues, parents and the resource persons of the school.	
<b>Competence goals:</b> The student must be able to handle the positive cooperation with pupils, parents, colleagues and other resource persons and reflect on the significance of relations with regards to teaching as well as pupil learning and their well-being at school.	
<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
communicate in a learning and well-being promoting way with pupils	communication, well-being of pupils, motivation, learning and pupil relations
communicate with parents about teaching and the purpose and task of the school	cooperation between school and home

## Practical teaching experience level II

### Competence area 1: didactics

Didactics is about goal setting for and planning, implementation, evaluation and development of teaching, including objective-oriented teaching.



<p><b>Competence goals:</b></p> <p>In cooperation with colleagues, the student must be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.</p>	
<p><b>Skill goals:</b></p> <p>The student is able to</p>	<p><b>Knowledge goals:</b></p> <p>The student is knowledgeable about</p>
<p>plan, implement and evaluate a differentiated teaching process in cooperation with fellow students with the use of a variety of methods, including application-oriented teaching methods and movement in teaching</p>	<p>teaching methods, principles for teaching differentiation, teaching aids and IT</p>
<p>evaluate lesson plans and learning outcome in pupils</p>	<p>formative and summative evaluation methods as well as testing</p>
<p>observe own practice and the learning of each pupil for the purpose of teaching development</p>	<p>observation, data collection and documentation methods</p>
<p><b>Competence goals:</b></p> <p>The student must be able to manage teaching, and establish and develop a clear and positive framework for pupil learning and the social community in the class.</p>	
<p><b>Competence area 2: classroom management</b></p> <p>Class management is about the organisation and development of the academic and social learning environment of the pupils</p>	
<p><b>Skill goals:</b></p> <p>The student is able to</p>	<p><b>Knowledge goals:</b></p> <p>The student is knowledgeable about</p>

develop a clear framework for learning and for the social life in class in cooperation with the pupils	class management, learning environment and social relations in class
<b>Competence area 3: relation work</b>  Relation work is about contact and relations to students, colleagues, parents and the resource persons of the school.	
<b>Competence goals:</b> The student must be able to handle the positive cooperation with pupils, parents, colleagues and other resource persons and reflect on the significance of relations with regards to teaching as well as pupil learning and their well-being at school.	
<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
work in dialogues with pupils and colleagues about adjustment of teaching and active pupil participation	communication, involving learning environments, motivation and well-being
communicate in writing and orally with parents about the purpose and content of planned teaching processes	professional communication, oral and digital

### Practical teaching experience level III

#### Competence area 1: didactics

Didactics is about goal setting for and planning, implementation, evaluation and development of teaching, including objective-oriented teaching.

<p><b>Competence goals:</b></p> <p>In cooperation with colleagues, the student must be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.</p>	
<p><b>Skill goals:</b></p> <p>The student is able to</p>	<p><b>Knowledge goals:</b></p> <p>The student is knowledgeable about</p>
<p>plan, implement and evaluate long-term teaching processes with consideration for pupil plans and annual plans in cooperation with fellow students and other resource persons at school</p>	<p>organisation, teaching and cooperation methods</p>
<p>evaluate pupil learning outcome and the effect of the teaching</p>	<p>methods of formative and summative evaluation</p>
<p>develop own practice and the practice of others on an empirical basis</p>	<p>observation, data collection and documentation methods</p>
<p><b>Competence area 2: classroom management</b></p> <p>Class management is about the organisation and development of the academic and social learning environment of the pupils.</p>	
<p><b>Competence goals:</b></p> <p>The student must be able to manage teaching, and establish and develop a clear and positive framework for pupil learning and the social community in the class.</p>	
<p><b>Skill goals:</b></p> <p>The student is able to</p>	<p><b>Knowledge goals:</b></p> <p>The student is knowledgeable about</p>

manage inclusion processes in cooperation with pupils	learning environment, inclusion, conflict management and bullying
<b>Competence area 3: relation work</b> Relation work is about contact and relations to students, colleagues, parents and the resource persons of the school.	
<b>Competence goals:</b> The student must be able to handle the positive cooperation with pupils, parents, colleagues and other resource persons and reflect on the significance of relations with regards to teaching as well as pupil learning and their well-being at school.	
<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
support active participation of each pupil in class and in the social life of the class, cooperation with various parties at the school	appreciative communication and equal cooperation, inclusion processes
communicate with parents about pupil education	processes that promote good cooperation between school and home, and cooperation methods in connection with parent meetings and parent-teacher conferences and contact groups

### Organisation of tests related to practical teaching experience at level I, II and III

For the subject "practical teaching experience", the test comprises an internal test and two external tests which are each assessed with a grade in accordance with the 7-point grading scale. The individual university college decides which practical teaching experience level to test through an internal test and which ones are tested through an external test.

The test is conducted in immediate continuation of the practical teaching experience in accordance with the planning of each individual university college.

The tests at all three levels of practical teaching experience involve an evaluation of the extent to which the competence goals have been fulfilled in accordance with the three requirement levels that apply to the teacher education in general (cf. executive order §21). The evaluation is based solely on test performance, including the practical teaching experience assignment.

During the practical teaching experience periods, it is a requirement that the student works with various digital media and various forms of products, artefacts, portfolios etc. to document his or her own teaching practices, and those of others.

The practical teaching experience tests are based on a practical teaching experience assignment which, along with the material that the student has brought along (or as a practical demonstration), illustrates the work of the student, including chosen knowledge and skill goals within the competence goal of the practical teaching experience.

The material brought along by the student only serves as a basis for the test and is not included in the evaluation. The practical teaching experience assignment is, however, part of the assignment.

The tests are carried out either at the teaching experience school or at the university college.

The test can be carried out individually or as a group test.

The maximum allowed number of pages for the practical teaching experience assignment at level I, II and III is 5 standard pages. The number of pages corresponds to the group size.

Examination time: 30 minutes. Please refer to the timetable if the exam is carried out as a group exam. The following prerequisites apply to participation in the exam:

Handing in the practical teaching experience assignment in the required form and with the required content at the right time and place.

## **Appendix 6: The professional bachelor project**

### **B6.1 Module descriptions for the professional bachelor project**

#### **MODULE 1: Research and innovation competences in relation to classroom, school and society (BA1)**

##### **Type, extent and language of module**

Basic module, formulated locally for 10 ECTS points. The module language is Danish.

##### **Brief module description**

The module is preparatory to the bachelor project. The objective is to provide you with an insight into research with relevance to the teaching profession and to strengthen your competences with regards to your own planning and implementation of a study focusing on a problem area within the teaching profession, involving the use of scientific methods and a discussion of action perspectives in relation to classroom, school and society. As an additional integrated element, you will work with your own communicative competences, i.e. your proficiency in the structuring and presentation of a study of a design that complies with requirements to an academic assignment.

At BA1, our starting point is the theoretical and methodical knowledge that you have acquired from the courses related to Teacher's fundamental professional qualifications and your teaching subjects, and we work in accordance with qualitative as well as quantitative methods targeted at research and empirical production with regards to the school's micro and macro levels: observation, interview, questionnaire and document analysis. Theory of scientific methods, learning theory, educational sociology and the teaching subjects' own theories are included in our work with methods. Other interdisciplinary themes include the study's primary method design (e.g. case

studies, field work, action research), ethical reflections and children's perspectives.

The teaching is planned so as to allow you to begin work on your bachelor project in the course of the module with respect to your choice of subject, problem statement, choice of theory and empirical collection. At module completion, your reflections and preliminary results are gathered and tested in a paper that will function as a preliminary study for your bachelor paper. The paper's problem statement must relate to school practices and the teaching profession.

#### Working methods

The working methods are a combination of lecturer presentations, student presentations, group work and individual work. A number of practical exercises constitute an element of the teaching to facilitate your understanding and your own application of methods and modes of reflection linked to the phases of *before*, *during* and *after* within various qualitative and quantitative research methods.

Concurrently with the teaching, you will read background material such as theory and existing research, and you will work on your research design. If possible, we recommend that you initiate your empirical production during the course of the module. You are required to present your concluding paper in connection with the module conclusion (see the passage on mandatory attendance).

#### **Knowledge basis of the module**

National and international research, scientific theory, learning theory, educational sociology, research theory and the teaching subjects' own theories.

#### **Competence area**

The professional bachelor project comprises knowledge search, analysis, development and mediation as the basis of professional analysis, assessment and action-targeted perspectivation of teaching profession functions and problems.

#### **Competence goals**

The student is able to systematically analyse teaching profession issues and propose actions for municipalities, schools and classes pursuant to the perspectives of the professional bachelor project.

<b>Skill goals:</b> The student is able to	<b>Knowledge goals:</b> The student is knowledgeable about
identify, apply and assess analytical knowledge pertaining to the school and teaching work	fields of activity and development within the Danish municipal primary and lower secondary school and the teacher profession, as well as dilemmas in school practice
reflect on and develop own academic competence with an understanding of interdisciplinarity and cross-professional collaboration relations	the teacher's ethical responsibility towards children/pupils, parents, colleagues and other field work informants

analyse central and current issues concerning the school and teaching and the collaboration with external players	academic knowledge concerning school and teaching
apply own as well as national and international results of empirical studies of relevance to the school	national and international research and development results of relevance to the Danish municipal primary and lower secondary school
develop and apply a theoretical frame of reference, study designs and carry out field work	innovative didactic design of teaching aids for school development and learning environments
apply scientific method in own empirical research and in the assessment of others' research	research and development as well as field work methods
mediate the results of own empirical research as a basis of the practice development of school and teachers	academic work approach and communication together with aesthetic production and performative action

**After completion of the module, you must be able to:**

- make a reasoned design for the research of a teacher profession problem statement
- assess and discuss qualitative and quantitative research of relevance to your problem statement
- apply concrete research methods in a reflective and systematic way
- assess research options of various theoretical approaches in relation to your problem statement
- provide a rationale for your choices of analysis strategies
- analyse empiricism from school practice
- mediate your preliminary ideas for your bachelor project, using the module's theory and methods

## **MODULE 2: professional bachelor project (BA2)**

### **Type, extent and language of module**

Basic module, formulated locally for 10 ECTS points. The module language is Danish.

### **Brief module description**

The project must be prepared within a topic which is self-chosen and approved by the institution, and which concerns a teacher profession problem:

- in connection with the student's teaching subject/the teacher's fundamental professional qualifications and in connection with a research and development project that is relevant to the teacher profession
- based on an empirical problem relevant to the practice of the Danish municipal primary and lower secondary school, or practices from other school forms, and including reflections on actual research and development projects in a setting of the school, university college or university
- using scientific research methods

The student has the possibility of creating international and cross-disciplinary professional bachelor projects. An international professional bachelor project implies that the student, as part of the collection of empirical data, has participated in a period of study abroad of two weeks to three months duration, and that the empirical data from this period abroad is utilised within the project.

#### **Compliance with duty of participation for the module**

Approved problem.

### **Appendix 7: Profiles in the Teacher Education**

#### **B.7.1 Sci-Tek - A Science Profile**

Please refer to the Danish Student Charter

#### **B7.2 The International Honour's Degree**

Please refer to the special section 1.A of this translated Student Charter

#### **B7.3 The Music Profile**

Please refer to the Danish Student Charter

#### **B7.4 Sport and Movement**

Please refer to the Danish Student Charter

#### **B.7.5 The Language Profile**

Please refer to the Danish Student Charter







