

Curriculum

# Teacher Education Programme

**ABSALON**

PROFESSIONS-  
HØJSKOLEN  
ABSALON

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# Curriculum – institutional part and common part

Introduction to the curriculum for the teacher education at University College Absalon

## 1. Institutional part and common part of the curriculum

Welcome to the teacher education programme at University College Absalon – and welcome to this curriculum.

The curriculum for the teacher education at University College Absalon includes two parts:

1. The ***institutional part*** has been prepared by the teacher education institution at University College Absalon. This part of the curriculum contains local regulations on the teacher education.
2. The ***common part*** has been prepared jointly by the university colleges approved for offering this education.

Further, please refer to our website <http://phabsalon.dk/uddannelser/laerer/> for more information about the teacher education programme at University College Absalon. If you are a student and have questions regarding the curriculum, please feel free to contact a manager responsible for the teacher education at University College Absalon.

The institutional part of the curriculum includes the basic regulations, objectives and structures applicable to the teacher education at University College Absalon. The institutional part of the curriculum is a supplement to the part of the curriculum called the common part, described further down in this document. The institutional part of the curriculum is subject to the same overall Danish legal framework as the common part of the curriculum:

BEK nr. 374 af 29/03/2023, om uddannelsen til professionsbachelor som lærer i folkeskolen <https://www.retsinformation.dk/eli/lta/2023/374>

BEK nr. 18 af 14/06/2022, om prøver i erhvervsrettede videregående uddannelser "Eksamensbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2022/863>

BEK nr. 837 af 06/07/2015, om åben uddannelse på videregående niveau <https://www.retsinformation.dk/eli/lta/2015/837>

BEK nr. 114 af 04/07/2022, om karakterskala og anden bedømmelse "Karakterbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2022/1125>

BEK nr. 15 af 28/12/2021, om erhvervsakademiuddannelser og professionsbacheloruddannelser "LEP-bekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2021/2672>

BEK nr. 597 af 08/03/2015, om talentinitiativer på de videregående uddannelser "Talentbekendtgørelsen" <https://www.retsinformation.dk/eli/lta/2015/597>

BEK nr. 97 af 25/01/2023, om adgang til erhvervsakademiuddannelser og professionsbachelor-uddannelser "Adgangsbekendtgørelsen", § 38 se <https://www.retsinformation.dk/eli/lta/2023/87>

## 2. Objective of the teacher education programme

The objective of the teacher education programme is described in §1 of the Danish Education Act:

§1 The teacher education programme must in cooperation with schools educate and train students in order for them to be able to conduct teaching activities in primary and lower secondary school, and contribute to high quality while performing school tasks. Students must through education gain a solid scientific, educational and didactical foundation for teaching specific subjects in primary and lower secondary school and become able to create and uphold inclusive communities that contribute to the educational and versatile development of all pupils, regardless of background. The goal is to unfold and implement the objective of the primary and lower secondary school, cf. §1 of the Danish Public School Act. The students must develop scientific teaching skills based on an independent, free and versatile methodology.

Art. 2. The teacher education programme must strengthen the professional and personal development of students and make them able to see the subjects in a historical and social context. The students must by means of knowledge, skills and dedication become able to conduct teaching tasks as well as tasks related to the development and learning of pupils. The teacher education must develop the ability of students to enter into developing and inclusive relationships with pupils along with a qualified cooperation with parents, colleagues, leaders and other partners. The teacher education must promote the professional authority, judgement, curiosity and critical sense of students. Thus, the teacher education must encourage contemplation, creativity, experience, imagination and enthusiasm as well as reflected self-development of the individual practice, the school and the teaching profession.

Art. 3. The teacher education programme must include both theory and practice, and develop the comprehension of students in terms of teaching subjects and professional skills. The education must base on practice-near experience and research-based knowledge. Further, it must be based on Danish school culture and tradition in both the primary and lower secondary school as well as independent primary schools. The teacher education must prepare students for active, independent and responsible work with developing the school in accordance with the objectives of the primary and lower secondary school and in a democratic and sustainable perspective.



# Institutionally defined regulations on planning etc.

## 3. Teacher education study environment and culture

Absalon's teacher education programme is characterised by a special educational culture with a strong community of teachers and students, and with a strong and clear educational professionalism. We focus on five elements to ensure that our graduates become skilled public school teachers: A good start to the first year of study, a strong framework for the work in study groups, practice-near training providing you with good professional judgement, a good study environment with close relations and personal and professional development opportunities.

## 4. Teacher education planning forms at University College Absalon

University College Absalon offers teacher education in Vordingborg and Roskilde respectively. We further offer the education programme as e-learning and as a school-based teacher education programme. Regardless of location and form, it is a complete teacher education programme and the rules and regulations of this curriculum apply to all locations and forms.

Students can participate in classes across locations (campus).

### 4.1 Teacher education as day studies

The teacher education at University College Absalon is offered as day studies with attendance and classes in Vordingborg and Roskilde respectively.

### 4.2 Teacher education as e-learning

The teacher education programme as e-learning is in terms of education and contents the same as in other training forms.

The theoretical part of the education includes a combination of class attendance and asynchronous virtual learning. The teaching is educationally organised in the e-format, for the purpose of and focussing on student collaboration in study groups. The study groups are created during the first day of seminar attendance.

Practical training takes place in permanent partner schools throughout the region. If students live outside the region or abroad, practical training can upon agreement take place in another school in Denmark or abroad. Other schools require approval by the institution.

Students can use the e-format for studies, regardless of the specific teaching form - professional bachelor of teaching as well as credit-based teaching training and single course (under law on open education). Students will therefore experience that some courses are conducted with fellow students from different training programmes and years.

### 4.3 School-based teacher education

School-based teacher education is in terms of training and content the same as the day studies programme.

Students have two whole work school days in the school, in which they are employed (equivalent to a one-third-position), and three days of studies on campus. The specific work school days and study days vary from one study year to another.

In school-based teacher education, students have practical training in the first year and can apply for course credit for practical training in the second to fourth year. In the first and poss. second year, the student has most of the practical training in the employment school and block training in an external practical training school. The external guide will be at the student's external practical training school for the duration of the block training.

If the student gains course credit for practical training in the first year, the University College will appoint an external school examiner for the first-year test.

## 5. Duration and organisation of the education

The education programme is rated for 240 ECTS points (acc. to *European Credit Transfer System*). 60 ECTS points are equal to the work of a full-time student for one year, but the education programme takes four years. The education programme must be finished no later than six years after commencing the studies. This does not include absence due to parental leave, adoption and compulsory military service. The education programme provides the graduate with the right to use the title Professional Bachelor of Education in primary and lower secondary school.

The education programme includes the following:

<p><b>Basic subject knowledge,</b> equal to 70 ECTS points.</p>	<p><b>Basic subject knowledge is mandatory and includes the following subjects:</b></p> <ol style="list-style-type: none"> <li>1) Educational theory and general didactics, equal to 20 ECTS points.</li> <li>2) Educational psychology, inclusion and special educational theory, equal to 20 ECTS points.</li> <li>3) Life enlightenment: Christian studies, history of ideas, citizenship and authority, equal to 20 ECTS points.</li> <li>4) Danish as second language, equal to 5 ECTS points.</li> <li>5) Optional subject, equal to 5 ECTS points.</li> </ol> <p><b>The student can choose between the following optional subjects:</b></p> <ol style="list-style-type: none"> <li>1) Health and sex education, equal to 2½ ECTS points.</li> <li>2) Education and job, equal to 2½ ECTS points.</li> <li>3) Practical-musical subjects, equal to 2½ ECTS points.</li> <li>4) Swimming, equal to 5 ECTS points.</li> </ol>
<p><b>Teaching subject,</b> equal to 120 ECTS points.</p>	<p>Danish and mathematics are equal to subjects with 50 ECTS points. Absalon can only offer English with 50 ECTS points as day studies programme in Roskilde and Vordingborg. All other teaching subjects are rated for 35 ECTS points.</p>
<p><b>Practical training,</b> equal to 40 ECTS points.</p>	<p>All four study years include practical training.</p>
<p><b>Bachelor exam,</b> equal to 10 ECTS points.</p>	

The education is normally designed for students to gain education competence to teach three teaching subjects.

### 5.1 Organisation of basic subject knowledge

The basic subjects are normally organised in regular classes, except for optional subjects.

### 5.2 Mandatory rhetoric course and mandatory practical and musical week course

Apart from the subjects defined by order, students of the teacher education programme at University College Absalon have further two mandatory courses: a rhetoric course and a mandatory practical and musical week course.

## 6. List of offered teaching subjects and admission requirements for subjects

Students gain admission to teaching subjects once they meet the admission requirements of the specific subject:

Art – 35 ECTS	Cultural comprehension B, Medias B, Art C or Design C.
Biology - 35 ECTS	Technical subject A – process, food and health, Biology B, Physics B, Chemistry B or Natural Science B.
Danish 1 <sup>st</sup> to 6 <sup>th</sup> form – 50 ECTS	Danish A.
Danish 4 <sup>th</sup> to 10 <sup>th</sup> form - 50 ECTS	Danish A.
Danish as second language – 35 ECTS	Danish A.
English – 35 ECTS or 50 ECTS	English B.
French - 35 ECTS	French beginner or advanced language B.
Physics/chemistry - 35 ECTS	Technical subject A, Biotechnology A, Biology B, Physics B, Chemistry B, Natural Science B or Technology B.
Geography - 35 ECTS	Biology B, Physics B, International Economics B, Chemistry B or Natural Science B.
History - 35 ECTS	History B, History of ideas B, Social studies B or Contemporary history B.
Crafts & design - 35 ECTS	Technical subject A – design and production, Technical subject A – construction and energy, Medias B, Cultural comprehension B, Art C or Design C.
Physical education - 35 ECTS	Physical education B or Dance B.
Christian studies/religion - 35 ECTS	Philosophy B, History B, History of ideas B, Cultural comprehension B, Psychology B, Religion B, Social studies B or Contemporary history B.
Home economics - 35 ECTS	Biotechnology A, Technical subject A – process, food and health, Biology C or Chemistry C.
Mathematics 1 <sup>st</sup> to 10 <sup>th</sup> form – 50 ECTS	Mathematics B.
Mathematics 1 <sup>st</sup> to 6 <sup>th</sup> form - 35 ECTS (not an option at Absalon)	Mathematics B.
Music - 35 ECTS	Music B.
Natural science/technology - 35 ECTS	Technical subject A, Biotechnology A, Biology B, Physics B, Chemistry B, Natural Science B or Technology B.
Social studies - 35 ECTS	Sales B, History B, International economics B, Social studies B, Contemporary history B or Business economics B.
Special educational theory - 35 ECTS	Danish A.
German - 35 ECTS	German beginner or advanced language B.

If the requirements for the subject are not met, Absalon can offer qualifying courses for specific subjects. It is further possible to gain admission via supplementary examination courses at general upper secondary level (GSK).

## 6.1 Dimensioning (limited college places) of subjects

The subjects are dimensioned as follows:

- English with 50 ECTS is only offered as day studies programme in Roskilde and Vordingborg.
- Special educational theory is as day studies programme only available as part of the special educational theory scheme. Available college places are allocated on the basis of motivation letter. The number of college places for the subject are regulated in accordance with the overall supply obligation.
- Danish as second language is dimensioned in accordance with the overall supply obligation. College places for the subject are allocated on the basis of motivation letter.
- College places for the optional subject swimming are primarily allocated to students with the scheme physical education and exercise. Available college places are allocated on the basis of motivation letter.

Please submit motivation letters to the manager responsible for the teacher education.

## 6.2 Admission to teaching subjects through individual competence assessment

If a student fails to meet the required admission level, it is possible to apply for individual competence assessment. The purpose of an individual competence assessment is to identify the knowledge, skills and competences of the student in order to be able to select a teaching subject. The student must be able to prove that he/she has all the qualifications required to attend lessons in the specific teaching subject.

The student can contact [merit@pha.dk](mailto:merit@pha.dk) for detailed information on the application procedure.

For exemption from the admission requirements in the teaching subject music, the University College will base the assessment on qualifications of the student on a practical test with special focus on the student's level in singing, instrument playing and accompaniment.

## 7. Compulsory attendance and registered attendance

Compulsory attendance is required during the first and second year, and registered attendance is required during all other years. The rule of compulsory attendance and registered attendance applies to all students of the education programme to become Professional Bachelor of Education in primary and lower secondary school. Practical training is approved separately, since each practical training course requires the rating "passed/not passed" by the University College upon recommendation of the practical training school (please refer to the common part).

### Compulsory attendance during the first and second year

Compulsory attendance means that the student has to physically attend class activities. Compulsory attendance during the first and second year means attendance of min. 80%. Attendance is registered in all subjects. Compulsory attendance is settled once per semester for all subjects.

### Attendance registration, other years

Compulsory attendance means that the student has to physically attend class activities. Compulsory attendance during the third and fourth year means attendance of min. 80%. Attendance is registered in all subjects. Compulsory attendance is settled once per semester for all subjects.

### 7.1 Compulsory attendance and registration on e-format

#### Compulsory attendance during the first and second year

The student's participation in teaching on call must be min. 80%. Compulsory attendance is settled once per semester in every subject.

#### Attendance registration, other years

The student's participation in teaching on call must be min. 80%. Compulsory attendance is settled once per semester in every subject.

## **7.2 Exemption from compulsory attendance and registered attendance**

The University College may exempt from the requirements for compulsory attendance and registered attendance in case of extraordinary circumstances. Application for exemption must be submitted to the manager responsible for the training.

The regulations regarding compulsory attendance and registered attendance do not apply to open-college students (credit-based teacher education and single subjects).

## **7.3 Regulations regarding compulsory attendance and attendance registration on e-learning**

If the student fails to comply with the requirements for compulsory attendance or registered attendance in a subject, the teacher will identify the opportunity of remediation. If the teacher assesses that remediation is an option as to the professional elements, which the student has not attended, a remediation assignment is prepared. However, if the teacher regards remediation to be unrealistic, the teacher will inform the manager responsible for the training or training coordinator responsible for the task.

If the student fails to meet the requirements of the remediation assignment, the teacher will inform the manager responsible for the training or training coordinator responsible for the task. If the manager and/or training coordinator assess that the student will be unable to catch up, the manager can refrain from letting the student take the exam in the subject, in which the student failed to comply with compulsory attendance and the remediation assignment.

## Institutionally defined regulations on practical training

In order to provide an overall view of the regulations and conditions on practical training, this section must be read together with the section on practical training in the common part. Please see below.

### 8. Contents and objective of practical training

Practical training is an integrated part of subjects of the teacher education programme, and the objectives therefore apply to the practical training itself as well as to the practical training of each subject. The objectives of the subjects are described in the academic descriptions of the specific subjects.

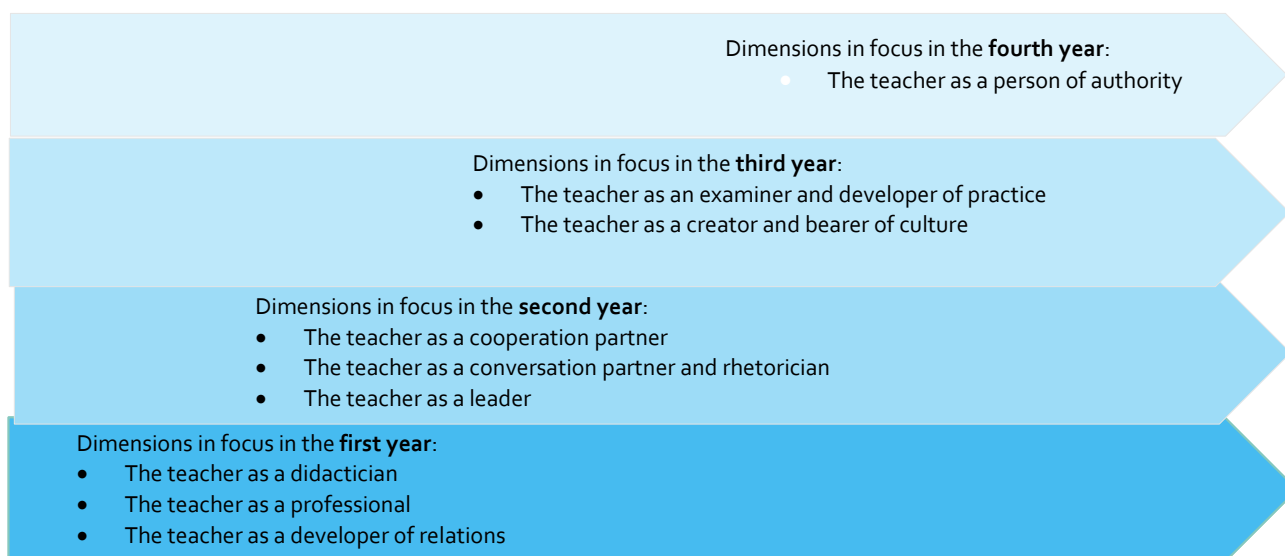
During practical training, the student will acquire professional, educational and didactical competences in order to plan, implement, evaluate, analyse and reflect on teaching processes. The student will learn how to contribute to the creation and management of inclusive communities, and gain insight into other central core tasks in the work as a teacher, for instance parent-teacher relations, team work etc.

The objectives of practical training differ in terms of the practical training periods during teacher education (please refer to the common part below). The objectives describe the student's progression in relation to the student's professional development.

Year	First year	Second year	Third year	Fourth year
<b>Practical training form: The framework plan includes periods</b>	Spread out and block training	Spread out and block training	Block training	Block training
<b>School form</b>	Approved practical training schools on primary and lower secondary level	Approved practical training schools on primary and lower secondary level	Approved primary and lower secondary school /independent schools/boardings schools on the Faroe Islands and Greenland, and foreign schools in relation to a study visit abroad, organised by the college	Approved practical training schools on primary and lower secondary level
<b>Progression of the student (objectives):</b>	Participating viewer	Examining participant	Reflecting examiner	Independent and well-founded initiator
<b>Subject and practical training</b>	Teaching subject as well as educational theory and general didactics, educational psychology, inclusion and special educational theory	Teaching subject as well as educational psychology, inclusion and special educational theory	Teaching subject as well as educational theory and general didactics and Danish as second language	Teaching subject as well as Life enlightenment

Based on the objectives of practical training, all nine dimensions are utilised, but with different focus on specific years:

**Figure: Dimensions in main focus in specific years**



During the four study years of the teacher education programme, activities related to practical training are planned in such a manner that students gradually get the opportunity to work with all nine dimensions of the role as teacher. The different dimensions of the role as teacher that unfold during all four years are described above. For more information on the nine dimensions, please visit: [https://www.laereruddannelsesnet.dk/wp-content/uploads/Udvi-kling-af-laereruddannelsen-202257\\_1.pdf](https://www.laereruddannelsesnet.dk/wp-content/uploads/Udvi-kling-af-laereruddannelsen-202257_1.pdf)

## 9. Organisation of practical training

During practical training, the students gain experience in teaching the subjects of primary and lower secondary school and gain insight into other central core tasks in the work as a teacher. The teacher education programme is conducted as a combination of theory and practice - both in class and during practical training. The experience and insights of the students from practical training will therefore continuously be integrated in all subjects and throughout the studies by means of portfolio or other methods for obtaining empiricism systematically.

Practical training is rated for a total of 40 ECTS and takes place during all four study years. In the first and second study year, practical training is planned with spread-out periods and a period with one coherent block. In the third and fourth study year, practical training is planned as coherent blocks. Practical training in the first and second study year normally takes place in the same practical training school.

The students must have practical training lessons in the selected teaching subjects at the practical training school. Practical training is prepared, implemented and evaluated in joint cooperation between the subjects of the teacher education programme and the practical training school.

The joint cooperation on the integrated practical training is organised in regular classes with the teachers of the class, working together on planning, implementation and follow-up on the practical training. All this is part of daily class as well as special days or periods as defined in the semester plans. There may be special days or periods, where the regular class prepares and conducts follow up on the practical training in cooperation with teachers and the practical training school. There may also be special days during the practical training period, where the students attend the teacher education programme. Attendance planned and organised by teachers of the specific subjects are defined in the semester plans.

### **9.1 Practical training in groups**

Practical training is normally organised and implemented in groups. The practical group work will provide the students with knowledge on how to behave professionally during cooperation about developing and implementing lessons as well as identifying needs and expectations and following up on these expectations.

Groups normally consist of 2-4 students and they are organised with consideration for the subjects or schemes of the students.

No later than in the fourth year, practical training is planned in such a manner that the student can gain experience by independently conducting lessons.

### **9.2 Compulsory attendance in practical training and study days at the University College**

Attendance in practical training - in the preparation, planning, implementation and follow-up - is compulsory. Attendance in study days at the University College is further compulsory.

### **9.3 Exemption from compulsory attendance in practical training**

The University College may exempt from the requirements for compulsory attendance and in case of extraordinary circumstances, for instance in case of disabilities or documented illness.

### **9.4 Tripartite meeting**

In the first and fourth year, a tripartite meeting is normally conducted during the period with block training at the school between the student/group of students, practical training teacher and a teacher from the teacher education programme. The purpose of this tripartite meeting is to discuss and reflect on issues related to the practical training and understand and address possible issues on a general educational level. It will also draw attention to the relationship and interaction between theory and practice. Please refer to the practical training leaflet and student intranet for a detailed description of the framework and regulations related to the tripartite meeting.

### **9.5 Practical training portfolio**

For each practical training course, the students create a practical training portfolio. The content of the practical training portfolio relates to the objectives of the practical training, and the practical training portfolio is created as part of the student's preparation, implementation and follow-up on practical training. Please refer to the practical training leaflet for a detailed description of the framework and regulations related to the portfolio.

## **10. Obligations related to obtaining empiricism**

The students can continuously document practical training, for instance in the form of pictures or in a professional portfolio. The students can document and reflect on preparation, implementation and evaluation of practical training, for instance by means of lesson plans, notes etc. The students can further collect different forms of (pupil) products, artefacts, portfolios or the like that document the personal teaching practice or the practices of others. Empiricism in the form of for instance videos, observations and/or interviews is also possible.

The students are obliged to obtain permission from those photographed, filmed or in any other way part of the collected material.

The students are further obliged to maintain confidentiality and therefore obliged to anonymise experiences from practical training and any related activities. This applies to all experiences described in assignments of the teacher education programme including all experiences used for reflection in for instance a digital profession portfolio. All pupils, parents, teachers and schools mentioned must be anonymised cf. the Administrative Law.

## **11. Practical training in employment school in special cases**

Practical training in employment school is basically not possible. However, the students can in special cases as part of a teacher education programme plan practical training in the school in which he/she is employed. Please refer to the common part below for the specific regulations related to this (see below in this curriculum).



Special cases include students of Absalon's special formats, where practical training is organised and planned differently than for students within day studies. Special formats include Teach First as well as school-based teacher education.

## 12. Quality assurance of practical training

Only teachers trained for teaching or with equivalent teaching competences can take students in practical training.

**Each practical training group will have a practical training teacher associated for support and guidance in order to ensure professional reflection and progression during practical training and to ensure compliance with the objectives of the practical training.**

The practical training school appoints a practical training teacher as examiner for the first-year test and profession test.

### 12.1 Requirements for the design of practical training plans of schools

The schools develop a training plan for the practical training of the students, which is in compliance with the framework set in the local partnership and cooperation agreements. A training plan includes both a common part and an individual part for the students:

- **Common part:** The training plan must reflect how the practical training school is an educational institution. The plan must show a clear progression in the tasks and the responsibility of the students in school in terms of lessons and other teaching tasks. The common part is developed by the person responsible for practical training in the school in cooperation with the practical training coordinator on campus.
- **Individual part:** The individual part of the training plan is normally developed by the students in cooperation with the practical training teacher and teacher on campus on the welcome day prior to the practical training, and is continually adjusted by the students throughout all four study years.

### 12.2 Practical training guidance

The practical training school provides practical training teachers for guidance of the students. Practical training guidance must weekly be made available at the practical training school in the form of one guidance lesson per practical training group in block training.

The University College provides a guidance counsellor for the students. The practical training teacher and guidance counsellor cooperate in terms of the practical training to provide all students with proper guidance.

## 13. Profession test

After the practical training period in the fourth study year, an overall Profession test is conducted to evaluate the student's professional teaching level and practical teaching competence.

## 14. Compensatory practical training

The students are required to do one mandatory practical training course per study year. The University College may exempt from the compulsory attendance requirement in case of extraordinary circumstances, for instance documented illness. Compensatory practical training is conducted upon agreement with the relevant training management.

## Institutionally defined test regulations

In order to provide an overall view of the regulations and conditions related to tests, this section must be read together with the section on tests in the common part. Please see below.

### 15. Study start test

The students must at the beginning of the training programme take a study start test. The test must be passed in order for the students to continue the education programme.

The purpose of the study start test is to identify, whether the students have in fact started the education programme. It is not a subject exam.

The study start test is considered passed when executed. The test is a written assignment over a week and can be taken as part of the intro course. Two attempts are possible. The retest must be finished within four weeks after study start. If a student fails to pass the test or retest, the student is excluded from the education programme.

### 16. First-year test

The first and second semester must be approved in order for the students to take the first-year test. The first-year test incorporates elements from basic subject knowledge, the first teaching subject and the practical training, and must be passed before the end of the second study year.

### 17. Anonymity and confidentiality

Personal data is anonymised in all written products as part of exams and the students are responsible for handling data during data collection and storage of data in a confidential and anonymised manner.

### 18. Cheating at exams

Upon submission of written assignments, the students further confirm that the assignment is prepared without illegitimate help.

#### 18.1 Use of own work and that of others - plagiarism

Cheating at exams by plagiarism includes cases, where a written assignment that constitutes the basis for evaluation, as a whole or in parts, seems to be produced by the examinee, although the assignment:

1. includes identical or almost identical reproductions of phrases or works of others, without the parts being reproduced or marked with quotation marks, italics, indentations or other clear marking with identification of the source; includes larger passages with a choice of words, which is similar to another work or similar phrasings etc. making it possible, upon comparison, that the passages could not have been written without use of the other work.
2. includes the use of words or ideas of others, without giving proper credit to the persons involved.
3. reuses text and/or central ideas from personal earlier works without complying with the regulations under item 1 and 2.

#### 18.2 Measures in case of cheating at exams and disruptive behaviour during exams

An examinee, who during an exam:

- illegitimately gets help or
- helps other examinees with assignments or
- uses forbidden tools

and/or an examinee, who during an exam:

- displays disruptive behaviour

can be excluded from the exam by the manager responsible for the teacher education or the person authorised by the manager responsible for the teacher education or the unified examiners, while the exam is still in progress. In such cases, the justification of it will be assessed with the subsequent ruling.

### **18.3 Suspected cheating, incl. plagiarism during and after the exam**

In case of suspicion during or after an exam that an examinee:

- has illegitimately used or provided help
- has presented the work of others as his/her personal work (plagiarism)

the manager responsible for the teacher education will immediately be notified.

### **18.4 Process for clarifying cheating, incl. plagiarism**

#### *Postponement of the exam*

For reports on cheating at exams such as plagiarism in a written assignment, where the assignment constitutes the basis for a subsequent oral exam, the manager responsible for the teacher education postpones the exam in case clarification prior to the set date of exam is impossible.

#### *Form and content of the report*

Cheating at exams must be reported without further delay. The reporting to the manager responsible for the teacher education must include a description of the case including information that leads to identification of the reported persons, as well as a short description of the present documentation. It must further be stated, if it is a recurring case for one or more of the reported persons.

#### *Inclusion of the examinee - hearing of parties*

The manager responsible for the teacher education decides, whether the hearing of the student must be conducted orally, in writing or as a combination.

For the oral hearing of parties, the examinee is called for an interview on details on the case in order to present the student with the documentation for the suspected cheating, and to hear the examinee's side of the story. The examinee is entitled to bring another person for the purpose of support.

### **18.5 Sanctions in case of cheating at exams and disruptive behaviour during exams**

If the suspicion of cheating is confirmed upon presentation of the case and the action has or will have consequences for the evaluation, the manager responsible for the teacher education excludes the examinee from the exam.

In particularly serious cases, the manager responsible for the teacher education can expel the examinee for shorter or longer periods. In such cases, a written warning will be issued, stating that recurrence may result in permanent expulsion. Expulsion will mean that a possible mark for the specific exam is cancelled and that the examinee has used one (1) exam attempt.

The examinee will not be able to participate in retests/makeup exams, but will only be able to participate in the exam at the next ordinary offered exam.

The student cannot take part in lessons or tests during the expulsion period.

## **19. Complaints**

The education programme recommends that the examinee seeks guidance from a counsellor in terms of complaints. Please refer to the Danish order on examination for the regulations and procedures concerning exam complaints.

Professional rulings related to used exam attempts and/or expulsion due to cheating at exams are final and complaints cannot be lodged at higher administrative authorities.

### **19.1 Complaints to examination requirements etc., exam process and/or evaluation**

An examinee can lodge a written and well-founded complaint within a period of two weeks (14 calendar days), after the evaluation of the exam has been announced in the ordinary manner. If the deadline is during a bank holiday, the last valid day is the business day thereafter. The education programme may exempt from deadlines in case of extraordinary circumstances. Guidance in terms of retest is only offered upon expiration of the deadline.

It is possible to lodge complaints about:

1. examination requirements, including exam questions, assignments and the like, as well as the relevance to the objectives and requirements of the education programme;
2. the exam process;
3. evaluation.

Complaints may concern all exams, including written, oral as well as a combination, and practical exams. The complaint must be submitted to the manager of the education programme.

The complaint is immediately presented to the original evaluators, i. e. examiner and external examiner from the original exam. The evaluator statements form the basis for the professional decision of the institution. The institution normally sets a deadline of two weeks (14 calendar days) for statement submission. Immediately thereupon, the complainant will have the opportunity to comment the statements, normally within a week.

The decision is made by the institution on the basis of the professional evaluator statements as well as the complainant's comments to the statements.

The decision must be made in writing and well-founded, and may include:

1. The offer of a new evaluation (reevaluation) – however, only for written exams.
2. The offer of a new exam (retest).
3. The decision was not in favour of the student.

If the decision entails the offer of new evaluation or retest, the manager responsible for the teacher education appoints new evaluators. Reevaluation is only offered for written exams with material for evaluation, since new evaluators cannot (re)evaluate an already conducted oral exam, and since the notes of the original evaluators are personal and not handed out.

If the decision entails the offer of new evaluation or retest, the complainant must receive notice that new evaluation or retest may result in a lower mark. The student must accept the offer within a deadline of two weeks (14 calendar days) after the decision. It is not possible to regret the acceptance. If the student does not accept within the deadline, new evaluation or retest is not implemented.

The evaluators notify the institution about the reevaluation in writing with a written statement of grounds. Retest or reevaluation may result in a lower mark.

If the decision entails the offer of new evaluation or retest, the decision applies to all examinees, whose exams have the same fault as the exam subject to complaint.

## 19.2 Appeal

The complainant can submit the decision of the institution to a board of appeal.

The appeal is submitted to the legal department of the institution within a deadline of two weeks (14 calendar days) after the examinee has received the decision. The same requirements as above apply (written form, reason etc.).

The board of appeal includes two external examiners appointed by the chair of external examiners, a teacher with exam entitlement and a student from the same faculty (education programme), both appointed by the manager responsible for the teacher education. The board of appeal makes a decision on the basis of the material used for the decision-making of the institution and the justified appeal of the examinee.

The board of appeal handles the appeal and the decision may include:

1. The offer of a new evaluation (reevaluation) – however, only for written exams.
2. The offer of a new exam (retest) with new evaluators.
3. The decision was not in favour of the student.

If the decision entails the offer of new evaluation or retest, the complainant must receive notice that new evaluation or retest may result in a lower mark. The student must accept the offer within a deadline of two weeks (14 calendar days) after the decision. It is not possible to regret the acceptance. If the student does not accept within the deadline, new evaluation or retest is not implemented.

Reevaluation or retest must be implemented as soon as possible. For reevaluation or retest, the evaluators must be presented with the case files: the assignment, reply, complaint, original evaluator statements with the complainant's comments as well as the decisions of the institution.

The board of appeal must make a decision within two months - three months in case of summer exam - after the appeal has been submitted. The decision of the board of appeal is final, meaning that the case cannot be submitted to a higher administrative authority as far as the scientific part of the complaint is concerned.

## **20. Retests and makeup exams**

### **20.1 Retests and written products**

Students attending retests have the following possibilities in terms of the written exam product:

1. They can write and hand in a whole new written product.
2. They can hand in the same (or edited) written product as at the original exam, which the student did not pass. The handed in written product will in this case not be considered plagiarism.

### **20.2 About makeup exams in terms of group exams**

Students attending makeup exams must normally hand in the same written product as at the original exam.

If the written product has been prepared in the group, and one of the group members falls ill at the oral exam, the remaining group members attend the oral exam based on the common written product.

# Institutionally defined regulations on the professional bachelor project

## 21. The professional bachelor project – scope and planning

The professional bachelor project is rated for a total of 10 ECTS points.

The professional bachelor project must base on a teaching thesis related to one of the student's teaching subjects and is prepared with incorporation of relevant teaching theory and results from research and development projects as well as research-based literature.

Guidance concerning the professional bachelor project is offered specifically in the 7<sup>th</sup> and 8<sup>th</sup> semester including science theory, scientific method, and professional and educational guidance. It will for the student be possible to utilise the ongoing research and innovation projects of the institution.

The students present the provisional thesis of the professional bachelor project during the 7<sup>th</sup> semester. A guidance counsellor is appointed based on this provisional thesis. In the 8<sup>th</sup> semester, the students work independently or in groups on completing the professional bachelor project, including use of the guidance counsellor.

## Institutionally defined regulations on guidance

The teacher education programme includes a student interview conducted at least once a year, but there will normally be several interviews for the purpose of feedback and guidance related to the student's educational development, study motivation and future work life as well as the education programme. Guidance includes the following options:

### 22. Educational guidance

Throughout the whole education programme, the institution offers educational guidance, during lessons and at common events, where the students receive information and guidance on central education elements. This may include information on the structure of the education programme, the educational process, the selection of teaching subjects and guidance in terms of student profiles and requirements of the school system.

The purpose of educational guidance is to create an overview of the curriculum in order to provide the best conditions for students to make choices related to teaching subjects, and promote the chances of students in terms of completing their studies.

### 23. Professional guidance

The students are throughout the whole education programme offered professional guidance. The purpose is to support each student in developing competences that make them able to handle the task as teacher in the primary and lower secondary school.

Professional guidance focuses on:

- making sure that the student can work explicitly, documented and target-oriented in terms of personal and professional development;
- making sure that the student develops study competences as well as rational and professional competences for the work as a teacher in the Danish primary and lower secondary school.

# Institutionally defined regulations on activities and study visits abroad

## 24. International activities

The students can go on study visits and/or practical training visits at University College Absalon's specially selected, strategic and qualified partners in Scandinavia, Europe and outside Europe.

The visit must not prolong studies and must therefore be planned in cooperation with the international coordinator. The students can find information on study visits and the contact details of the international coordinator in the student intranet.

Course credit for the whole or part of the visit upon agreement with the international coordinator and the manager responsible for the teacher education. A detailed course credit agreement must be made prior to departure.

### 24.1 Mobility windows

- Study visit: Students starting studies in summer can go on study visits abroad in the 7<sup>th</sup> semester and students starting studies in winter can go in the 4<sup>th</sup> semester.
- Practical training visit: Practical training visits abroad are only possible in the 3<sup>rd</sup> practical training period and can be between 9 and 12 weeks long.

Practical training and study visits abroad take place upon agreement with the international coordinator of the teacher education programme. Practical training takes place at practical training schools approved by the University College Absalon.

Prior to a study or practical training visits, the students must make sure to fill in all the required applications in a timely manner. During the visit, the students must inform the international coordinator about possible changes and after the visit, the students have to ask for a transcript of records. It is further important that the students during a study or practical training visit stay informed about the education programme back home by means of student mail.

It is possible to attend summer school and it is subject to course credit, if the students have earned 10 ECTS points.

### 24.2 Study visits

Some subjects include study visits of up to 14 days each. These study visits are subject to compulsory attendance. The students are responsible for paying all expenses related to these study visits.

It is further possible to take part in various projects with study visits, and the students of University College Absalon are invited to prepare international professional bachelor projects.



# Institutionally defined regulations on teacher education schemes

## 25. Teacher education schemes

Teacher education schemes are specially planned courses with the purpose of in-depth studies of special professional conditions related to school practice.

A scheme is a specific combination of subjects defined in the individual profile. Please refer to the website and student intranet for current schemes.

The scheme is planned as talent course cf. the Danish order. These talent courses are characterised by the following:

1. Special admission requirements (apart from the regular teacher education admission requirements).
2. Extra study activity in ECTS apart from the teacher education rating (240 ECTS points).
3. Compulsory attendance in selected elements and courses.

## 26. Cross-professional courses

The teacher education programme at University College Absalon collaborates with other faculties on cross-professional courses.

Cross-professional activities are offered throughout the education programme, mainly as short courses or work days, where the students from the teacher education programme come together with students from other faculties for e.g. lectures, research and innovation projects, joint lessons etc.

The students can further work on a cross-professional bachelor project, for instance as the combination of a student of teaching and a student of social education or a student of teaching and a student from another faculty.

# Institutionally defined regulations on leave, exemption, transfer, exmatriculation and expulsion

## 27. Leave

The students may apply for leave from the education programme, once they have passed all first-year tests and completed the first study year. The application is available in the student intranet and must be submitted to the education programme service department stating the reason as well as the requested starting and ending time.

Please note:

- Leave is basically only possible once a student has completed a semester.
- The students do not receive SU during leave.
- The students on leave cannot participate in lessons or attend tests and exams.
- The students on leave are not entitled to resume the same curriculum as at the beginning.

The guidelines above do not apply to leave due to maternity, adoption, illness, compulsory military service etc. Please also refer to the regulations on leave in the student intranet.

## 28. Exemption - the possibility of repeating a semester

The students can in writing ask to repeat a semester in case of extraordinary circumstances. The students are not entitled to repeat a semester. The written application must be submitted to the education programme service department.

## 29. The six-year rule

If a student fails to complete the education programme within a period of six years after matriculation, the student is exmatriculated. The institution may exempt from the six-year rule in case of extraordinary circumstances.

## 30. Expulsion

Expulsion of a student is possible, if:

- the student has failed to comply with values of acceptable behaviour towards students, employees or partners of the institution.
- the student due to long-term illness, drug or alcohol abuse or the like constitutes a significant risk to the health or safety of others and is considered unfit for practical training.
- the student is guilty of any act incompatible with continued studies at the institution.

Please refer to the student intranet of Absalon for the regulations on good behaviour.

# Institutionally defined regulations on credit-based teacher education

## 31. Credit-based teacher education

Credit-based teacher education is offered as a special part-time education programme in accordance with the regulations concerning open college and regulations in this section.

The purpose of the education programme is to give persons with appropriate qualifications and experience the professional, educational and practical tools to work as primary and lower secondary school teachers. The education programme is offered both in Roskilde and Vordingborg.

### 31.1 Scope and framework of the education

The education programme is rated for 135-150 ECTS points and includes:

- 1) Lessons providing teaching competences in two teaching subjects.
- 2) Educational theory and general didactics, educational psychology, inclusion and special educational theory and Danish as second language.
- 3) Practical training equal to 20 ECTS points. At University College Absalon, students have to complete two practical training periods rated for 10 ECTS points each.

Students with qualifications from the whole or part of the education programme will receive course credits for these parts.

Please refer to the common part of the curriculum for information on the practical training regulations in schools, where the student is employed while also studying.

The practical training period is concluded with an overall Profession test.

# Institutional part: exemption and entry into force

## 32. Exemption

The educational institution may exempt from the regulations of the curriculum in case of extraordinary circumstances.

## 33. Entry into force

- The institutional part and common part of the curriculum enter into force on September 1<sup>st</sup>, 2023 and apply to tests started after September 1<sup>st</sup>, 2023.
- The descriptions of the competence goals tests in the common part of the curriculum from August 1<sup>st</sup>, 2022 apply to students, who have started studying before February 1<sup>st</sup>, 2022. However, the curriculum from September 1<sup>st</sup>, 2023 applies to the exams in teaching subjects started after February 1<sup>st</sup>, 2023.

## Common part of the curriculum

Below is the **common part**, which is prepared by the university colleges approved for offering this education. The common part of the curriculum is subject to the same overall legal framework as the institutional part of the curriculum.

### 34. Basis of regulations

Exams and tests in the teacher education programme are implemented in accordance with the at all times applicable Danish orders:

- BEK nr. 707 af 11/6/2024 om uddannelsen til professionsbachelor som lærer i folkeskolen, "Uddannelsesbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2024/707>
- BEK nr. 863 af 14/06/2022 om eksamener og prøver ved professions- og erhvervsrettede videregående uddannelser, "Eksamensbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2022/863>
- BEK nr. 1125 af 04/07/2022 om karakterskala og anden bedømmelse, "Karakterbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2022/1125>
- BEK nr. 2672 af 28/12/2021 om erhvervsakademiuddannelser og professionsbacheloruddannelser, "LEP-bekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2021/2672>
- BEK nr. 56 af 10/01/2024 om adgang til erhvervsakademiuddannelser og professionsbachelor-uddannelser, "Adgangsbekendtgørelsen", se <https://www.retsinformation.dk/eli/lta/2024/56>
- BEK nr. 458 af 19/04/2022 om censorkorps og censorvirksomhed på de videregående uddannelser, "Censorbekendtgørelsen" se <https://www.retsinformation.dk/eli/lta/2022/458>

### 35. Content of the curriculum

The curriculum for the teacher education includes two parts:

1. The common part, which is prepared by the university colleges approved for offering this education, contains the following regulations:

- Final examinations for every teaching subject and basic knowledge subject incl. optional subjects with exam form and planning.
- Requirements for approval of practical training schools incl. requirements for educational plans of practical training schools.
- Conditions for approval of each practical training period and procedures related to recommendations from practical schools.
- Possibility of practical training at school of employment.
- First-year exam and Profession test after the fourth practical training period.
- Bachelor exam in education.
- Course credit.

2. The institutional part, which is prepared for the teacher education at University College Absalon, contains local regulations on the teacher education. This document constitutes the common part of the curriculum.

Administrative, non-subject specific content related to exams:

- Withdrawal from exams, implementation of retests and makeup exams.
- Use of personal works and those of others.
- Disciplinary measures in case of cheating at exams and disruptive behaviour at exams.
- Complaints related to exams.

Please refer to the local basis of regulations of the university colleges.

## Common part on progression in the teacher education

### 36. Progression in the teacher education

Progression in the teacher education describes the gradual student development of professional knowledge, insights and competences. Progression throughout the education is described from the first to the final year. The progression in student development spans from handling few things, to seeing nuances and finally having the full view of several complicated elements as well as an increasing independent approach to solving tasks. The progression and coherence of the three main elements of the education apply to all four years of education as indicated in the progression stage model below:

	First year	Second year	Third year	Fourth year
Practically-educationally	Initial experience with planning, implementation, evaluation of minor sequences, part of the planning of others.	Advanced planning, implementation and evaluation of interdisciplinary teaching.	Advanced and increasingly competent planning, implementation and evaluation of varied and differentiated teaching.	Competent and independent cooperation with others on the implementation, analysis and development of well-founded teaching in educational practice. Evaluation, handling and reflection on practical issues in a development perspective.
Professionally-personally	Initial experience with development of the personal role as teacher as well as insights into teaching as a profession.	Participation in examining (profession) communities in development of formal, professional and personal authority.	Reflective work in terms of developing a personal, professional identity and personal values in relation to the profession.	Independent and personal integration of professional knowledge, standards, opinions and values as the basis of development of professional authority, identity and educational judgement in practice.
Research and development	Initial experience with reading and analysing theoretical and scientific texts. Initial experience with examination and description of personal practice and that of others.	Advanced reading and analysis of theoretical and scientific texts. Practice in the use of professional and scientific methods for examining professional teaching issues.	Analysis and use of theoretical and scientific knowledge for evaluation of theoretical and practical issues. Use of professional and scientific methods for examining professional teaching issues.	Well-founded use of professional and scientific methods for examining professional teaching issues between theory, empiricism and practice. Mediate examinations of professional teaching issues in order to identify new actions.

# Common part on practical training

## 37. Integrated practical training

The teacher education works closely together with the school in terms of the educational task. The purpose of this close cooperation between the two arenas is to prepare the students for the professional life as teacher. The continuous cooperation between education and school should support the students in developing a professional, personal, educational and didactical foundation for teaching the subjects of primary and lower secondary school and fulfil its purpose.

Practical training is an integrated part of all subjects of the teacher education. In cooperation with the practical training schools, the basic knowledge subjects and teaching subjects work with developing the professional authority of the students, for instance by practicing and developing the different teacher role dimensions.

The integrated practical training contributes to the development and use of practice-near and research-based knowledge, enabling the students to teach the subjects of primary and lower secondary school. The integrated practical training includes a combination of theory and practice throughout the whole education and contributes to the students taking knowledge-based and well-founded initiatives that support the development of their professional authority and judgement as teachers.

### 37.1 Objectives of practical training

#### First year: Insights and practice

*The participating viewer*

Objectives:

- The student is able to identify and acquire relevant knowledge about the planning and teaching.
- The student is able to plan, implement and evaluate minor teaching sequences and explain didactical considerations.
- The student is able to comprehend and reflect on the personal role as teacher.

Initial experience with examining and describing personal practice and that of others, initial experience with observation, initial experience with examining professional teaching issues.

#### Second year: Insights and examination

*The examining participant*

Objectives:

- The student is able to take an examining approach to planning, implementation and evaluation of teaching in cooperation with others.
- The student is able to participate in teaching, based on general and professional didactical approaches and perspectives.
- The student is able to participate in cooperation relations.

Practice of the use of professional and scientific methods for examining professional teaching issues.

#### Third year: Experience and comprehension

*The reflecting examiner*

Objectives:

- The student is able to reflect on a professional, educational and didactical level on personal experience and the complexity of teaching.
- The student is able to incorporate knowledge from different professional perspectives in a combination of theory and practice while developing professional teaching competences.
- The student is able to lead a teaching and learning community.

Analysis and use of theoretical and scientific knowledge for evaluation of theoretical and practical issues. Use of professional and scientific methods for examining professional teaching issues.

#### Fourth year: Evaluation and innovation

*Independent and well-founded initiator*

Objectives:

- The student is able to work independently, responsibly and in cooperation with others in terms of planning, implementation, evaluation and development of teaching.
- The student is able to cooperate with colleagues on evaluating and handling practical issues.
- The student is able to take knowledge-based and well-founded initiatives in order to develop a professional authority and judgement as teacher.

Well-founded use of professional and scientific methods for examining professional teaching issues between theory, empiricism and practice. Mediate examinations of professional teaching issues in order to identify new actions.

During all four years, the students work with the following dimensions of the role as teacher:

- The teacher as a didactician.
- The teacher as a professional.
- The teacher as a leader.
- The teacher as a conversation partner and rhetorician.
- The teacher as a cooperation partner.
- The teacher as a developer of relations.
- The teacher as a creator and bearer of culture.
- The teacher as an examiner and developer of practice.
- The teacher as a person of authority.

Please refer to the local basis of regulation for information on dimensions in focus during the respective years.

### **37.2 Requirements for approval of practical training schools incl. requirements for the design of teaching plans**

The education school/practical training school makes sure that:

- the teachers, who meet the students during practical training, are competent to teach the specific subject of the practical training, and that the teachers have the required competences to handle guidance tasks related to the education of the students;
- the students get the opportunity to participate in all parts of the tasks/dimensions of a teacher, meaning the tasks that relate to teaching itself, for instance parent-teacher relations and cooperation with other professionals and colleagues in a progression that unfolds on the basis of the local regulations of institutions;
- a plan is prepared for the practical training of the student within the locally agreed framework.

The University College makes sure that:

- the teachers of the students in the subjects know the school subjects and have the required competences to handle guidance tasks related to the practical training of the students;
- the students during lessons and studies work with all parts of the tasks/dimensions of a teacher, meaning the tasks that relate to teaching itself, for instance parent-teacher relations and cooperation with other professionals and colleagues in a progression that unfolds on the basis of the local regulations of institutions;
- there are clear frameworks for and a dialogue on the education plan, both prior to implementation of the practical training as well as throughout the study year.

The education school/practical training school and University College make sure that:

- the required time and resources for the cooperation related to preparation, implementation and evaluation of the integrated practical training is at hand;
- the framework for coherence and progression in the student's integrated practical training - both in specific periods and throughout the education, from the first-year test to the Profession test is at hand;
- ongoing competence development of teachers and tutors responsible for the integrated practical training is at hand.

### **37.3 Conditions for approval of individual practical training and procedures related to recommendations from practical training schools**

Each practical training period is evaluated and approved/not approved by the University College upon recommendation by the practical training school. Attendance in practical training is compulsory.



The practical training school must after the training period inform the University College in writing, whether the student's practical training is considered approved or not approved. This assessment depends on, whether the student has attended as required and whether the defined objectives for the training have been fulfilled. Approval of the practical training period is required in order for the student to continue the education.

In cases, where the student's practical training period ends being not approved by the school, the University College must ask the student for a statement related to the practical training period. The University College will make the final decision and inform the student. A not approved training period must include a written statement. If the practical training period of a student is not approved, the student may apply for exemption to complete a new training period. The University College may in case of extraordinary circumstances offer the student the option of completing a new training period. Please refer to §5 in the Danish order on examination for the regulations on terminated practical training.

### **37.4 Possibility of practical training in the employment school**

Practical training in the employment school is basically not possible. However, a student can in special cases as part of the teacher education programme plan practical training in the school of employment. However, practical training in the employment school must be the exception rather than the rule.

The following conditions may contribute to ensuring the quality of practical training in the employment school:

- The University College approves the employment school as practical training school on the basis of the quality recommendations defined by the University College cf. the order.
- The employment school has like other practical training schools prepared a plan for the practical training, which is approved by the University College.
- The student gets an external practice guidance counsellor from another approved practical training school than the employment school. The external practice guidance counsellor must
  - ensure compliance with the objectives of the practical training incl. that it is an educational training process;
  - observe the student during lessons and handling of teaching tasks;
  - guide the student, also in cooperation with the practical guidance counsellor from the educational institution;
- The student completes the practical training period with approval in accordance with the curriculum.
- The tuition fees are not paid to the employment school, but to the school/municipality of the external practical training guidance counsellor.

## Common part on course credit

### 38. Course credit (subject and practical training)

Course credit for subjects and practical training in the teacher education are processed and evaluated upon written application to the institution and given upon professional and individual evaluation of how prior education, work experience etc. match the content and level of the subjects or practical training of the education.

The following three elements play a significant role in the evaluation of course credit for subjects and practical training:

- A higher education exam must be at hand.
- The subject or field studied must at least have the same scope as the one for which course credit is asked, rated in ECTS.
- The subject or field studied must largely cover the contents of the subject or practical training.

Further, please refer to the regulations on mandatory application for course credit in the order on admission to professional education programmes and professional bachelor programmes, as well as §22 of LEP.

# Common part on tests and exams during the teacher education

## 39. Tests and exams during the teacher education

Tests and exams during the teacher education are conducted in accordance with the Danish orders on examination, grading scale and examiners.

### 39.1 Tests and exams

Please refer to §§16 - 20 of the Danish order on teaching for information on exams and tests during the teacher education. Exams and tests can be both external and internal.

External exams are evaluated by one or more teachers and an examiner appointed by the Danish Agency for Higher Education and Science. Internal exams and tests are evaluated by one or two teachers. At the University College, internal exams and tests are evaluated by a teacher and a practical training teacher appointed by the University College as well as an external examiner.

Exams that finalise

- Basic subject knowledge
  - Educational theory and general didactics
  - Educational psychology, inclusion and special educational theory
  - Life enlightenment: Christian studies, history of ideas, citizenship and authority
- Teaching subjects
- Bachelor of Education

as well as the

- Profession test
- are external.

Exams that finalise

- Basic subject knowledge
  - Danish as second language
  - The optional subject Swimming

as well as the

- First-year test
- are internal.

The exam and test forms are described in detail in the chapters 10-35.

The following optional subjects are finalised on the basis of active participation in lessons:

- Health and sex education.
- Education and job.
- Practical-musical subjects.

All exams and tests during the teacher education are evaluated with a mark in accordance with the 7-step scale, except for Danish as second language in basic subject knowledge and optional subjects, which are evaluated as "passed/not passed".

### 39.2 Implementation of tests and exams

The purpose of exams or tests is to evaluate to what extent a student meets the objectives and content areas defined for the teacher education in the order and the curriculum.

The examiners are responsible for ensuring that the students receive a uniform and fair treatment and that they evaluate the performance of the students in accordance with the rules and regulations of the Danish grading scale order.

An exam situation can be initiated with the student's presentation, display or the like in accordance with the practice applicable for the specific exam or test. However, the student must be prepared for examiners to have clarifying questions in this regard. Oral exams are further dialogue-based.

## **40. Individual exams or group exams and non-individual evaluation**

### **40.1 Individual evaluation, individual exam or group exam**

An individual evaluation is an evaluation of the performance of the individual examinee. All tests and exams must include an individual evaluation.

Exams or tests are either conducted individually or as a group. All tests and exams described in this curriculum will include a defined form of exam.

Individual exams or tests mean examination of one single examinee - the student is alone at the exam table - and is subsequently evaluated individually.

For individual oral exams or tests, where the examinee is evaluated on the basis of a group assignment, the other group members are not allowed to be in the examination room before they are examined themselves.

Group exams or tests mean examination of the whole group at the same time - all the group members are at the exam table - and are subsequently evaluated as a group.

For oral exams or tests as a group, all examinees will be evaluated in such a manner that an individual evaluation of the student's performance is possible.

## **41. Exam language**

Exams and tests are conducted in Danish, unless documenting the skills in a foreign language is part of the respective test or exam.

Exams and tests can be conducted in Swedish or Norwegian instead of Danish, unless documenting the skills in Danish is part of the respective test or exam. However, a different language for the specific exam or test may be defined.

Students with a mother tongue other than Danish can apply for bringing dictionaries to exams and tests, when tools are not allowed. The application must be submitted to the institution no later than four weeks prior to the exam/test. The education management may in case of extraordinary circumstances exempt from the defined deadline. The application for exemption must be submitted to the institution.

## **42. Tools**

Tools incl. electronic tools are allowed for exams and tests and preparation unless otherwise stated.

## **43. Consequences in case of failure to comply with exam conditions and admission to exams or tests**

The local basis of regulations includes information on exam conditions related exams and tests.

Failure to comply with the exam conditions is equal to absence from the exam or test and the student will have used one (1) test attempt.

Failure to comply with the formal requirements for *content*:

If a written assignment is not prepared with *fair content*, or if the content for instance includes text, figures, tables or templates belonging to others (plagiarism) without referring to this, the assignment may be rejected.

If the content requirement is an exam condition and the assignment is rejected, this is equal to absence from the exam or test and the student will have used one (1) test attempt.

## 44. Exam and test registration

Starting studying a subject or semester automatically results in registration to the respective exams and tests.

## 45. Extraordinary circumstances related to makeup tests and retests

Partial tests constitute one integrated basis for evaluation of some teacher education subjects, where the student's performances throughout partial tests constitute one overall performance. Whether a retest of all parts (or for instance only the oral part) is required, for instance in case of illness preventing the student from attending a partial test, depends on the applied test forms incl. the circumstance that the same examiners evaluate the partial tests on the basis of the overall performance throughout partial tests in order to provide one overall mark. The manager responsible for the teacher education will in each case assess the need for retesting.

If a student fails to pass the test, because the performance was evaluated at 00, -3/not passed and with written material included, the student may edit the written material in order to receive a new evaluation. The submitted material must state that existing but edited and evaluated material is used. The submitted material will in such a situation not be considered plagiarism.

## 46. Exam and test framework

### 46.1 Objectives and content areas

Performance evaluation is subject to the objectives and content areas defined for the respective subject.

Exams and test must be relevant to the profession.

In terms of subject objectives, the objective must further ensure that the student is able to manage teaching the subject in primary and lower secondary school, cf. §§17 and 18 of the Danish order.

### 46.2 Description of examination requirements

Every exam requires a description of the examination requirements. The description must include a literature list and must describe the teaching and work methods of the subject. The description is prepared by the teacher and is submitted to the institution, and then passed on to the examiner along with other material related to the respective exam.

### 46.3 Group size, examination times and number of pages of written assignments

The examination times and number of pages for synopses and written assignments with chapters stated for the respective exams (see below) are overall stated for individual tests. For group tests, the examination times and number of pages below apply, as defined in §16, art. 2. of the Danish order on examination.

A group means 2-4 students unless otherwise required. However, a group for the professional bachelor project test may max. include 2 students.

The following standards for examination times for oral group tests apply:

No. of students	Examination time in minutes		
1	30	45	60
2	50	75	100
3	65	95	130
4	75	110	150

Voting and subsequent evaluation/marking is included in the examination times above. The examination times of some exams and tests may differ and will be stated for the respective subject.

Equivalently, the maximum number of pages is reduced for written assignments prepared by more than one student in accordance with the table below:

No. of students	Max. number of standard pages for written assignments		Professional bachelor project
1	5	10	25 standard pages
2	9	18	35 standard pages
3	12	25	-
4	15	30	-

Please see the definition of a standard page and enclosure regulations below. The evaluation regulations related to written assignments prepared by more than one student are described above.

#### **46.4 Definition of a standard page**

For all written performances that are part of tests in this common part of the curriculum, a standard page is defined as 2,400 keystrokes incl. signs, spaces, illustrations, tables, footnotes etc. Illustrations in the form of pictures and models take out the same space as the number of keystrokes that normal text would take out in the same space as the illustration. The front page, table of contents as well as literature list are not included.

The number of enclosures must be reduced to a minimum. The student cannot expect that examiners or teachers read the enclosures. Enclosures are not part of the basis for evaluation.

## Exams basic subject knowledge

### 47. Exam in the subject Life enlightenment: Christian studies, history of ideas, citizenship and authority

The exam includes a written week test and an oral presentation. Extent: 20 ECTS.

#### Written week test

The written test includes a week assignment (Monday to Monday). At the beginning of the week, a draw is made between four well-founded problem areas with associated problem statement prepared and submitted by the student/s prior to the test.

The assignment includes examination of the drawn problem area and problem statement. The problem area is examined on the basis of the four subject elements: *Christian studies; religion and culture; history of ideas and ethics; democracy and citizenship; authority, judgement and rhetoric.*

The examination requirements and other relevant scientific literature are used for the assignment and the student incorporates empiricism and /or practical experience relevant to the problem area. The problem area incl. empiricism and/or practical experience is examined from different scientifically substantiated perspectives of people, society, world or nature, focusing on school as a public institution, everyday life of pupils and the work as teacher. Based on the analysis and theoretically well-founded reflection, relevant actions for the teacher and school are discussed.

Extent: max. 10 standard pages. Number of pages acc. to group size.

#### Oral presentation

In the oral test, the student provides a short oral presentation describing the analyses and discussions from the written assignment. During the following conversation, the relevant objectives and all four subject elements are widely examined. Based on this, the student assesses and discusses possible actions of the assignment and presents scientific reasons for concrete actions in order to demonstrate professional authority and judgement.

The oral exam is conducted individually or in groups at the choice of the student.

Examination time: 30 minutes. Please refer to the time plan in case of a group test.

#### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 48. Exam in the subject Educational theory and general didactics

The exam includes a written test and an oral presentation. Extent: 20 ECTS.

### Written test - week test

The student prepares and submits four problem statements prior to the week test, individually or in a group, which together demonstrate the width of the objectives and content areas of the subject. The four problem statements are substantiated by means of educational theory and general didactics and must be based on experience from school teaching. The problem statements are approved by the teachers of the subject. Based on a draw between the four problem statements, the student has one week to prepare a written assignment.

In the written test, the drawn problem statement is examined by means of educational theory and general didactical analysis. The analysis is based on educational theory and didactical dilemmas and paradoxes related to school, teaching and the education of pupils, as well as didactical choices and teaching principles. Concrete perspectives of action are subsequently discussed in order to develop personal teaching competences. The perspectives of action are substantiated based on theory, research and experience.

Extent: max. 10 standard pages. Number of pages acc. to group size.

### Oral presentation

The student unfolds the analysis, discussion and concrete suggestions for development and action perspectives of the written test. The student further participates in a professional discussion with perspectivation to the other objectives and content areas of the subject as well as possible incorporation of practice elements.

The oral partial test is conducted individually or in groups at the choice of the student.

Examination time: 30 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for information on possible examination requirements and remedial options.



## 49. Exam in the subject Educational psychology, inclusion and special educational theory

The exam includes a project and an oral presentation. Extent: 20 ECTS.

The purpose of the test is to examine the student's practical skills, based on scientific knowledge, wide and deep. The test relates to the overall objectives and content of the subject, aiming at strengthening the student's competences and ability to act for implementation of inclusive teaching and other teacher tasks resulting in participation possibilities for all pupils in educational and social school communities.

### Project

The written test is a project examining concrete teaching tasks and it is based on empirical material from school practice. The assignment examines the student's depth of knowledge and the purpose is to document the student's competences to use scientific knowledge for the examination and analysis of a specific problem within educational psychology/special educational theory. Based on the analysis, the student develops substantiated actions and reflects critically on personal practice and that of others.

The problem statement requires approval by a teacher.

Extent: max. 10 standard pages. Number of pages acc. to group size.

### Oral presentation

The oral test is conducted individually and the student draws one of 8-10 familiar questions related to the academic description and covering the whole subject content area. To all questions applies that the student can (1) describe a selected theory and on basis of this, (2) analyse and substantiate practical actions and (3) relate to the project, for instance problem statement, theory, empiricism, method, analysis or perspectives of action. The purpose of the test is to examine the student's professional knowledge and competences in a professional perspective, and encourage the student to incorporate and use theory of the subject in order to comprehend and handle problems related to educational-psychological/special educational theory in school practice.

The draw of a familiar question takes place 40 minutes prior to the examination time. The questions are presented to the students no later than six months prior to the test.

Preparation time: 40 minutes prior to the test.

Examination time: 40 minutes.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 50. Exam in the subject Danish as second language

The exam includes an oral process test. Extent: 5 ECTS.

### Oral process test

In the oral test, the student participates in a work process and dialogue with the examiner on answering a local test brief. In the process test, the group works individually and it also contains ongoing dialogue between the examiner and the group as a whole. The test brief is assigned by draw. The test is a group test with groups of 1-4 persons. The examination time may include 1-3 groups simultaneously, however no more than six students in total. One hour is available for the group work, regardless of the group size.

The local test brief is closely related to the subject and to the products prepared by the students in class. These products may include artefacts from school and teaching in multilingual classrooms, pupil products, data collected in school as well as the student's own creative products relevant for the objectives and content areas of the subject.

During the exam, the student analyses and discusses one or more products relevant to the problem in the test brief, based on Danish as second language and second-language educational knowledge. The problem is further put into a practical school perspective. The test is internal.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

# Exam in the optional subject Swimming

## 51. Exam in the optional subject Swimming

The exam includes a practical test, a process test and a written test. Extent: 5 ECTS.

The exam includes three elements. The exam is assessed passed/not passed.

- Compliance with the physical skills defined in the academic description.
- A practical course with pupils.
- A written assignment.

Completion of all three parts lead to the assessment passed after overall approval of the optional subject.

### Practical test

The practical test includes the formal requirements defined in the academic description.

- The practical tests must at implementation have exemplary presentation value and can be conducted ongoing throughout the process.
- All practical tests must be approved in order for the first part to be approved as a whole.

### Practical course - process test

The student must plan, implement and evaluate a swimming course. The course must be conducted as a practical course:

- in groups and based on the applicable teaching plans;
- focussing on differentiated teaching and classroom management in the natatorium;
- where students in writing prepare lection plans, period plans, part evaluations and final evaluations.

### Written test

The student prepares a written assignment, based on the practical process with a profession-related swimming and didactical problem statement. The problem statement must be topical and relevant to swimming in primary and lower secondary school. In the written assignment, the student must:

- demonstrate coherence between the selected problem statement and the implemented course from the second part;
- use professional and development-based literature related to teaching swimming in schools;
- act critical-reflective to several of the challenges of the subject, for instance undressing, body culture, fear of water, safety etc.

The problem statement requires approval by a teacher.

Extent of the written assignment: 5 pages. Number of pages acc. to group size.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

# Exam in teaching subjects

## 52. Exam in the teaching subject Art

The test includes an exhibition and an oral presentation.

### Exhibition

The partial test is a physical exhibition with three areas of focus:

- Practical, experimental picture project of student choice demonstrating visual competences, and incorporating analogue and digital forms of expression. The student must in this regard create and present process-documenting visual material that unfolds in the test.
- Random portfolio example with a number of relevant plain, space and digital expressions presented in physical form and unfolded in didactical and theoretical reflections as well as displaying the student's broad art competences.
- A self-created professionally oriented element, for instance a visually conveyed teaching course, teaching material or similar related to the didactical problem statement in the synopsis and substantiated theoretically by practical experience.

The student decides how to use and curate the assigned space.

The partial test is conducted individually or in groups at the choice of the student.

### Oral presentation - subject at the choice of the student, synopsis

The synopsis must relate to an approved didactical problem statement, based on the objectives and content areas of the academic description as well as the student's own practical experience.

The oral exam takes place in the exhibition room and unfolds the width of the subject. The conversation is based both on the synopsis and the three focus areas of the exhibition/display: didactics, theory and practical/aesthetical expression.

The synopsis is part of the basis for evaluation.

Extent: max. 5 standard pages.

Examination time: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 53. Exam in the teaching subject Biology

The exam includes a written element and an oral presentation.

### Written element

Prior to the oral test, three written test products are submitted, one from each of the biological main areas below with one or more sub-areas.

Main area 1 with sub-areas: Cell biology, genetics, biotechnology, evolution, classification. Inc. modelling and examination activities in the teaching plan.

Main area 2 with sub-areas: Living organisms, ecological correlations and biodiversity, use of natural resources incl. sustainable development and conflicting interests. Inc. examples of inclusion of primary material from own biological field examinations.

Main area 3 with sub-areas: Health incl. lifestyle and living conditions, physiology, microbiology and food production. Inc. modelling and examination activities in the teaching plan.

The test products are based on three different didactical problem statements relevant to biology in primary school. Each product must include (1) a didactical substantiated teaching sequence of at least one lesson, (2) a teaching plan showing the coherence in which the teaching sequence is incorporated, and (3) a plan of eight self-produced teaching products indicating at least two, which must be included in the oral exam.

Extent: 5 standard pages. Number of pages acc. to group size.

Draw between three test products 48 hours prior to the oral exam. The drawn test product is subject to the written partial test.

### Oral presentation

Based on the drawn test product, a perspective of biology knowledge is prepared incl. reasons for and examples of how biology knowledge can be converted into primary school teaching. The specialist topic relates to the other areas of the subject, for instance by incorporation of teaching products. The student must further demonstrate knowledge of primary school teaching by including basic knowledge cooperation, models and modelling as well as primary material and practical work.

Preparation time for oral test: Drawing between three test products 48 hours prior to the oral exam.

Test extent: Examination time: 60 minutes per student. Please refer to the time plan in case of a group test.

Test implementation: The oral test is conducted individually or in groups at the choice of the student. Group test requires that the students of the group have submitted collective test products.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 54. Exam in the teaching subject Danish 1<sup>st</sup> to 6<sup>th</sup> form

The exam includes two partial tests resulting in two separate marks.

### First partial test: Written exam – week test

The written partial test is designed as a locally prepared week test prior to teaching beginner and/or advanced reading and writing incl. language guidance.

The assignment must include:

- analysis and evaluation of one or more semantical, didactical and/or functional teaching materials related to a 1<sup>st</sup> to 6<sup>th</sup> form teaching situation;
- analysis and evaluation of a pupil-produced text related to the teaching situation incl. substantiated pupil response proposal;
- reasons for and presentation of teaching activities related to the teaching situation.

The student must incorporate personal practical experience and use professional and didactical knowledge and terms on context, text, sentence and word level.

The assignment must formally be a coherent text communicated appropriately and correct, and include a reference list of used literature.

Extent: max. 10 standard pages. The written test is conducted individually.

### Second partial test: Oral exam

For the oral partial test, the student is examined in a didactical topic, which must include requirements for professional and didactical analysis and reflections, and give the student the chance to demonstrate teaching in 1<sup>st</sup> to 6<sup>th</sup> form Danish with incorporation of personal practical experience.

The topic is drawn between 6-8 test briefs prepared by the local faculty in order to cover broadly the objectives and content areas of the subject. The 6-8 test briefs overall cover teaching both on enrolment and secondary level. The student must communicate appropriately and nuanced during the exam conversation.

The test briefs are announced at a date defined by the faculty. However, no later than at the beginning of the semester in which the test is conducted.

The oral partial test is conducted individually or in groups at the choice of the student.

Preparation time: 48 hours prior to the test. Guidance not possible after drawing.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 55. Exam in the teaching subject Danish 4<sup>th</sup> to 10<sup>th</sup> form

The exam includes two partial tests resulting in two separate marks.

### **First partial test: Written exam – week test**

The written partial test is designed as a locally prepared week test prior to teaching beginner and/or advanced reading and writing incl. language guidance.

The assignment must include:

- analysis and evaluation of one or more semantical, didactical and/or functional teaching materials related to a 4<sup>th</sup> to 10<sup>th</sup> form teaching situation;
- analysis and evaluation of a pupil-produced text related to the teaching situation/final exam incl. substantiated pupil response proposal;
- reasons for and presentation of teaching activities related to the teaching situation.

The student must incorporate personal practical experience and use professional and didactical knowledge and terms on context, text, sentence and word level.

The assignment must formally be a coherent text communicated appropriately and correct, and include a reference list of used literature.

Extent: max. 10 standard pages. The written test is conducted individually.

### **Second partial test: Oral exam**

For the oral partial test, the student is examined in a didactical topic, which must include requirements for professional and didactical analysis and reflections, and give the student the chance to demonstrate teaching in 4<sup>th</sup> to 10<sup>th</sup> form Danish with incorporation of personal practical experience.

The topic is drawn between 6-8 test briefs prepared by the local faculty in order to cover broadly the objectives and content areas of the subject. The 6-8 test briefs overall cover teaching the secondary/graduation level.

The student must communicate appropriately and nuanced during the exam conversation.

The test briefs are announced at a date defined by the faculty. However, no later than at the beginning of the semester in which the test is conducted.

The oral partial test is conducted individually or in groups at the choice of the student.

Preparation time: 48 hours prior to the test. Guidance not possible after drawing.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### **Examination requirements**

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 56. Exam in the teaching subject Danish as second language

The exam includes a project and an oral presentation.

### Project

The student prepares a project based on an approved problem statement related to Danish as second language. The student must describe, analyse and discuss empirical material relevant to the problem statement. The student reflects critically on personal practice and that of others, and elements of language analysis substantiated by the problem statement are further included.

Extent: max. 10 standard pages. Number of pages acc. to group size.

### Oral presentation

During the first part of the oral exam, the student must elaborate on the problem statement of the project incl. focus on the role of the teacher in Danish as second language as a resource person as well as the institutional practice and organisation of the subject in school.

The second part of the oral exam includes a draw between min. six specialist areas, selected and prepared locally with the students. The specialist areas are announced no later than two months prior to submission of the written project and overall cover the content areas of the subject. During the exam, the student discusses the specialist area and puts the project into perspective.

The oral elements are conducted individually or in groups at the choice of the student.  
Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.



## 57. Exam in the teaching subject English (35 ECTS)

The exam includes two partial tests resulting in two separate marks.

Based on the portfolio, the student individually or in a group prepares four test briefs widely covering the content areas of the subject. Each test brief is prepared as a didactical problem resulting in a problem statement. The problem statement requires approval by the teacher.

The test briefs must be written in English and be max. 1 page excl. literature list with min. four didactical sources. Each brief must include two artefacts:

- Artefact 1: A practice element, for instance a teaching plan, teaching material or the like of max. 2 p.
- Artefact 2: Example of pupil language (oral, written or multimodal) of max. 2 p.

The extent of the test brief and artefacts apply to all group sizes.

The problem statement must be examined and answered if the test brief is drawn. In both partial tests, the student must be able to integrate didactical knowledge on linguistic and intercultural learning on the basis of theory and practice in order to be able to plan, implement, evaluate and develop English lessons.

### First partial test: Written exam - 48-hour test

Written test with draw between familiar topics based on four test briefs. The student is informed about the draw upon start of the test. Groups draw the same brief.

The student prepares a coherent text in English, based on the problem statement of the test brief, in which the student analyses and discusses the problem statement by incorporation of relevant theory and artefact 1.

The student's written language skills are part of the basis for evaluation.

Extent: max. 5 standard pages. The written test is conducted individually.

### Second partial test: Oral exam

Oral test with draw between familiar topics based on the remaining three test briefs. The student is informed about the drawn test brief 48 hours prior to the test.

Based on the test brief, the student must analyse, discuss and put the problem statement into perspective using relevant theory and artefact 1. In the pupil language analysis (artefact 2), the student must be able to describe and evaluate pupil language in order to provide relevant feedback and feedforward. As a language counsellor, the student must be able to use metalinguistic terms on text, sentence and word level.

The exam ends up in a conversation in English initiated by the student. The student's language skills are part of the basis for evaluation.

The oral test is conducted individually or in groups at the choice of the student.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for information on possible examination requirements and remedial options.

## 58. Exam in the teaching subject English (50 ECTS)

The exam includes two partial tests resulting in two separate marks.

Based on the portfolio, the student individually or in a group prepares five test briefs widely covering the content areas of the subject. Each test brief is prepared as a didactical problem resulting in a problem statement. The problem statement requires approval by the teacher.

The test briefs must be written in English and be max. 1 page excl. literature list with min. four didactical sources.

Each brief must include two artefacts:

- Artefact 1: A practice element, for instance a teaching plan, teaching material or the like of max. 2 p.
- Artefact 2: Example of pupil language (oral, written or multimodal) of max. 2 p.

The extent of the test brief and artefacts apply to all group sizes.

The problem statement must be examined and answered if the test brief is drawn. In both partial tests, the student must be able to integrate didactical knowledge on linguistic and intercultural learning on the basis of theory and practice in order to be able to plan, implement, evaluate and develop English lessons.

### First partial test: Written exam - 48-hour test

Written test with draw between familiar topics based on five test briefs. The student is informed about the draw upon start of the test. Groups draw the same brief.

The student prepares a coherent text in English, based on the problem statement of the test brief, in which the student analyses and discusses the problem statement by incorporation of relevant theory and artefact 1.

The student's written language skills are part of the basis for evaluation.

Extent: max. 5 standard pages. The written test is conducted individually.

### Second partial test: Oral exam

Oral test with draw between familiar topics based on the remaining four test briefs. The student is informed about the drawn test brief 48 hours prior to the test.

Based on the test brief, the student must analyse, discuss and put the problem statement into perspective using relevant theory and artefact 1. In the pupil language analysis (artefact 2), the student must be able to describe and evaluate pupil language in order to provide relevant feedback and feedforward. As a language counsellor, the student must be able to use metalinguistic terms on text, sentence and word level.

The exam ends up in a conversation in English initiated by the student. The student's language skills are part of the basis for evaluation.

The oral test is conducted individually or in groups at the choice of the student.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for information on possible examination requirements and remedial options.

## 59. Exam in the teaching subject French

The exam includes two partial tests resulting in two separate marks.

### **First partial test: Written exam - 48-hour test**

The written exam is a 48-hour test based on a didactical test brief. The test brief relates to the objectives and content areas of the subject with a clear professional purpose. The test brief is prepared locally and the student receives it at the beginning of the test.

In the written exam, the student must be able to integrate didactical knowledge on linguistic and intercultural learning on the basis of the research-based and professionally targeted knowledge in order to plan, implement, evaluate and develop French lessons.

The written result must be submitted in French.

Extent: max. 5 standard pages. The written test is conducted individually.

### **Second partial test: Oral exam**

Six mandatory study projects, which are approved by the teacher, must be submitted prior to the test. Draw of a study product between six mandatory study products. All six products relate to the six content areas of the subject, approved by the teacher throughout the course of studies.

Based on the familiar, drawn study product, the student prepares a didactical and professionally targeted presentation for a conversation in French, including both a) and b):

- a) The student presents and substantiates the drawn study project (10 minutes).
- b) The student presents, substantiates and discusses a teaching plan based on the drawn study project on a form level of the student's choice, including didactical knowledge about theory, practice and methods (25 minutes).

The draw is announced 48 hours prior to the oral exam.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### **Examination requirements**

Please refer to the local basis of regulations for information on possible examination requirements and remedial options.

## 60. Exam in the teaching subject Physics/chemistry

The exam includes an oral presentation and a performance test.

The two partial tests are conducted in a coherent process, where the students start staggered with 20 min. after individual students and 40 min. after a group. Max. four students can take the exam simultaneously. During the test, the examiners take turns interviewing the students/groups, which have started the test. Individual students are interviewed three times of 20 min. each, with intermediate periods of 60 min. Groups are interviewed equivalently three times of 40 min. each, with intermediate periods of 40 min.

The student can take the test individually or in groups of two.

### Oral presentation

The student prepares a portfolio containing three practice-oriented products with different didactical focus and submits a list of these prior to the test. One of the practice-oriented products is drawn. During the partial test, the student describes the drawn product and explains central didactical points, which are further used in the second partial test.

For a group test, the portfolio must be prepared by the group.

The portfolio product is not basis for evaluation.

The result of the draw is announced 48 hours prior to the exam.

Examination time: 15 min. per student, during the first interview.

### Performance test

The student draws one of the following specialist areas: 1. Substance and substance flow. 2. Particles, waves and radiation. 3. Energy conversion. 4. Earth and the universe. 5. Production and technology. It is not possible for others to draw the same specialist area in the same test round. Based on the respective specialist area, the students must:

- plan and describe lessons focussing on the education and scientific competences of pupils incl. define goals, select content, activities and practical-experimental work in the context of qualifications of pupils and evaluate;
- demonstrate a professional and didactical basis for teaching the content area of the subject;
- display competences for implementing and guiding practical-experimental work incl. relate qualified to risks and safety measures.

Examination time incl. first partial test: 180 min. (individual) or 200 min. (groups).

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 61. Exam in the teaching subject Geography

The exam includes a written element and an oral presentation.

### Written element

Prior to the written test, three written test products are submitted, one from each geographical main area below with two or more sub-areas, both including natural and cultural geographical perspectives. Along with the test products, a list of eight self-produced teaching products are submitted with at least two associated to main areas, which must be incorporated in the oral exam.

Main area 1 with sub-areas: The natural and cultural landscape, urban geography and physical planning, soil, maps and drawing maps, view of nature and conflicting interests.

Main area 2 with sub-areas: Population geography, demography and cultural comprehension, economic geography, consumption patterns and living standard, rich/poor - equality in the world, development theories and development aid, plate tectonics and geological cycles, geological resources, distribution and use of natural resources, life and the development of the planet, human interaction with nature and global settlement patterns.

Main area 3 with sub-areas: Meteorology, climate and climate change – natural and human-made, sustainability, globalisation and de-globalisation, trade patterns, international division of labour and the UN 2030 goals.

The test products are based on three different didactical problem statements relevant to geography in primary school. Each product must include a didactically substantiated teaching sequence of at least one lesson as well as a teaching plan showing coherence with the teaching sequence.

Extent: max. 5 standard pages. Number of pages acc. to group size.

### Oral presentation

Based on the drawn test product and 2-4 associated teaching products, geographic perspectives are described with reasons for and examples of how geographical knowledge is converted to primary school teaching. The student must further demonstrate and substantiate significant content elements in primary school teaching incl. sustainability perspectives, incorporation of map material and practical work as well as interdisciplinary considerations.

Draw between the three test products and ass. eight self-produced teaching products 48 hours prior to the oral exam. The oral test is conducted individually or in groups at the choice of the student. Group test requires that the students of the group have prepared joint test products to draw between.

Examination time: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 62. Exam in the teaching subject History

The exam includes a project and an oral presentation.

### **Project**

The student prepares a project with a historical and didactical problem statement relevant for the teaching, which is approved by the teacher. The project must include a teaching plan as well as an artefact of max. 2 pages at the choice of the student.

Extent: max. 10 standard pages. Number of pages acc. to group size.

### **Oral presentation**

The oral test focuses on how the student plans, implements, evaluates and develops history teaching on the basis of the project. The student brings and presents the teaching plan and artefact reflecting this teaching practice in relation to the problem statement of the project.

The student draws one of 12 familiar questions reflecting the work in class. The question is answered as a dialogue with the examiner. The questions are published no later than two months prior to submission of the written project. Approx. 15 minutes are used for this part of the oral test.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### **Examination requirements**

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 63. Exam in the teaching subject Crafts and design

The exam includes a synopsis, design project and exhibition as well as a practical test in the workshop. The synopsis and design project are related in terms of content.

### Synopsis

The oral exam is based on an approved didactical problem statement.

In the test, perspectives from the synopsis and design project are presented. Further, a sketch for a teaching course is prepared, based on the problem statement of the synopsis. Based on the teaching course, one or more teaching materials are prepared, and the teaching course including materials is presented visually in the exhibition. The synopsis includes a didactical problem statement, specialist and didactical theory, analysis of and reflections on empiricism, partial conclusions and a literature list. The synopsis is part of the basis for evaluation.

The oral test is conducted individually or in groups at the choice of the student.

Extent: max. 5 standard pages.

### Independent design project and exhibition

An exhibition that documents an individually prepared design project. Presentation of and reflections on the design project are part of the oral test. The student demonstrates an experimental and creative process in the design project, examines the material culture and reflected use of the design term as well as material knowledge and crafting skills in hard and soft materials. The design project relates to the didactical problem statement as well as to the objectives and content areas of the subject. The student's portfolios are available in the exhibition and can be incorporated in the oral test.

The partial test is conducted individually or in groups at the choice of the student.

### Practical workshop test

Practical individual test, where the student works in the workshop on the basis of a simple design assignment. At least one individual element, for instance a material or technique is drawn for the test. The student demonstrates broad crafting skills, safe workshop behaviour, relevant tool and material handling as well as planning and implementation skills within a given time frame.

The assignment as well as element is drawn 24 hours prior to the test. The workshop part takes three hours. Between the assignment and workshop test, the student plans the work. The simple design assignment is prepared by the teacher. During the oral dialogue with the examiner and teacher, the student explains the choices made in terms of materials and techniques. Reflections on the design and didactics can be included in the conversation.

The partial test is individual.

Preparation time: 24 hours prior to the test. No guidance possible after the draw.

Examination time: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 64. Exam in the teaching subject Physical education

The exam includes a project, practical test and an oral presentation.

### Project

The student prepares a project that includes a specialist physical education and didactical problem statement approved by the teacher. The problem statement must be topical and relevant to teaching physical education in primary and lower secondary school. In the project, the student must:

- demonstrate coherence between the selected problem statement and reasons for the versatile and educational physical education practice included in the second partial test;
- use relevant physical education theory and research for reasoning, analyses, discussions and development of the physical education subject;
- act critical and reflecting on one or more topical challenges of the physical education subject in primary and lower secondary school.

Extent: max. 5 standard pages. Number of pages acc. to group size.

### Practical test

The project is the basis for a presentation in the form of substantiated educational physical education practice, where the student demonstrates:

- a versatile, differentiated and substantiated physical education practice based on the selected problem statement;
- a versatile didactical and methodical repertoire matching the problem statement, situation and the qualifications of the student;
- versatile physical education skills within a wide spectrum of content areas of physical education in order to teach physical education.

The partial test is conducted individually or in groups at the choice of the student.

### Oral presentation

The oral exam is based on the selected problem statement and presented practice. The exam is a conversation, during which the student

- elaborates on, substantiates and discusses relevant elements of the project and presented practice;
- uses relevant humanist, social and scientific theory and research for reasoning, analyses, discussions and development of the physical education subject;
- acts independently and critically reflects on the selected problem statement and topical challenges of the physical education subject in primary and lower secondary school.

The oral test includes presentation of relevant artefacts (for instance year, teaching and lesson plans, and video recordings). The oral test is conducted individually or in groups at the choice of the student. Group test requires that the students of the group have submitted a group project.

Total examination time for the practical and oral test: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.



## 65. Exam in the teaching subject Christian studies/religion

The exam includes a project, an oral presentation and a draw.

### Project

The student prepares and submits a project with a central and didactical problem statement relevant to the subject, which is approved by the teacher. The project includes a personal teaching plan based on the project problem statement. All the material for the teaching plan is enclosed (for instance texts, film clips, teaching material and pupil assignments etc.).

The first partial test is conducted individually or in groups.

Extent: max. 10 standard pages. Number of pages acc. to group size. The teaching plan is max. 3 pages regardless of group size.

### Oral presentation

The student presents the teaching plan with argumentation of the choices related to objectives, content areas, approaches as well as work and evaluation forms. In combination with the other part of the project, the prepared teaching plan is the basis for the professional and didactical conversation, which may include all subject areas.

The second partial test is conducted individually or in groups.

### Draw

The student draws between 12 familiar specialist questions. In case of coherence between the student's project and the drawn question, a new question is drawn. The examiner and teacher decide on context.

The 12 questions are prepared by the teacher as reflections on the content areas of the subject and implemented lessons. The questions are published no later than two months prior to submission of the written project.

The third partial test is conducted individually.

Examination time:

1 person: Oral presentation: 30 min. + draw: 15 min.

2 persons: Oral presentation: 45 min. + draw: 15 min. per person.

3 persons: Oral presentation: 50 min. + draw: 15 min. per person.

4 persons: Oral presentation: 55 min. + draw: 15 min. per person.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 66. Exam in the teaching subject Home economics

The exam includes a project, an exam portfolio, a performative test and an oral presentation.

### Project

The student prepares a problem statement related to the content areas of the subject.

Based on the problem statement, a project is prepared including both specialist and didactical theory and reflection. The project must further include a personal teaching plan related to the problem statement that demonstrates professional competences in terms of planning, implementation and evaluation of teaching home economics.

Extent: max. 10 standard pages. Number of pages acc. to group size

### Exam portfolio

The student prepares an exam portfolio that unfolds the content areas of the subject to the problem statement of the project with a wide selection of artefacts and technological, written and physical teaching materials. These may originate from lessons. The exam portfolio is only accessible at the day of exam and part of the third and fourth partial tests.

### Performative test

The performative test unfolds the problem statement of the project supported by exam portfolio products. The performative test takes place in the home economics room, where the student demonstrates specialised competences as a home economics teacher incl. within crafts, physical and chemical properties of food and food preparation, food awareness, nutrition, health and hygiene as well as food culture.

The test is concluded with presentation and tasting of the prepared products.

The practical test is conducted individually or in groups at the choice of the student.

### Oral presentation

The oral test is a professional and didactical conversation based on the problem statement of the project and the related teaching plan supported by the exam portfolio products. The conversation unfolds the width and depth of the content areas of the subject.

The oral test is conducted individually or in groups at the choice of the student.

Examination time exam elements, exam portfolio, performative test and oral presentation: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 67. Exam in the teaching subject Mathematics 1<sup>st</sup> to 6<sup>th</sup> form (not an option)

The exam includes two partial tests resulting in two separate marks.

### First partial test: Written test - week test

The purpose of the week test is to exam the student's insights into the subject of mathematics as the basis for teaching mathematics in primary and lower secondary school, as well as the student's knowledge about didactics of mathematics and teaching practice. The main focus is on didactics of mathematics and teaching practice.

Draw between mathematical specialist areas that are part of teaching mathematics in primary and lower secondary school. Locally prepared possibilities for the draw.

Based on the drawn mathematical specialist area, the student selects a form (1<sup>st</sup> to 6<sup>th</sup>) as well as a mathematical-didactical area of focus. The student prepares a week project with the following content:

- Description of teaching activities in relation to a teaching sequence in the selected form and focussing on the selected mathematical-didactical area. The teaching activities base on mathematical didactical theory and the applicable teaching plan.
- Topical-didactical analysis and reflection related to the specific content of the teaching sequence incl. considerations related to progression and common misconceptions.
- Description and examples of the mathematical knowledge as the basis of mathematical content for teaching activities.

Extent: max. 10 standard pages. The written test is conducted individually.

### Second partial test: Oral test - process test

In the oral test, the student participates in a work process related to a locally prepared test brief. In the process test, the work of the group is examined individually; the examiners continuously attend and enter into dialogue with the group.

It is a group test with groups of 1 -3 persons respectively. The group has, regardless of size, a total of three hours for the test. The examination is conducted continuously between the group members and the examiners.

During examination, 1-3 groups can work simultaneously; however, no more than six students attend examination.

Each group draws between a number of test brief - as a minimum one more than the number of groups. All test briefs are based on one or more mathematical problem statement(s) used to examine the mathematical skills of the students, as well as the knowledge of students in terms of didactics and teaching practice. The main focus is on mathematic knowledge and teaching practice in primary and lowers secondary school.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 68. Exam in the teaching subject Mathematics 1<sup>st</sup> to 10<sup>th</sup> form

The exam includes two partial tests resulting in two separate marks.

### First partial test: Written test - week test

The purpose of the week test is to exam the student's insights into the subject of mathematics as the basis for teaching mathematics in primary and lower secondary school, as well as the student's knowledge about didactics of mathematics and teaching practice. The main focus is on didactics of mathematics and teaching practice.

Draw between mathematical specialist areas that are part of teaching mathematics in primary and lower secondary school. Locally prepared possibilities for the draw.

Based on the drawn mathematical specialist area, the student selects a form (1<sup>st</sup> to 10<sup>th</sup>) as well as a mathematical-didactical area of focus. The student prepares a week project with the following content:

- Description of teaching activities in relation to a teaching sequence in the selected form and focussing on the selected mathematical-didactical area. The teaching activities base on mathematical didactical theory and the applicable teaching plan.
- Topical-didactical analysis and reflection related to the specific content of the teaching sequence incl. considerations related to progression and common misconceptions.
- Description and examples of the mathematical knowledge as the basis of mathematical content for teaching activities.

Extent: max. 10 standard pages. The written test is conducted individually.

### Second partial test: Oral test - process test

In the oral test, the student participates in a work process related to a locally prepared test brief. In the process test, the work of the group is examined individually; the examiners continuously attend and enter into dialogue with the group.

It is a group test with groups of 1 -3 persons respectively. The group has, regardless of size, a total of three hours for the test. The examination is conducted continuously between the group members and the examiners.

During examination, 1-3 groups can work simultaneously; however, no more than six students attend examination.

Each group draws between a number of test briefs - as a minimum one more than the number of groups. All test briefs are based on one or more mathematical problem statement(s) used to examine the mathematical skills of the students, as well as the knowledge of students in terms of didactics and teaching practice. The main focus is on mathematic knowledge and teaching practice in primary and lowers secondary school.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 69. Exam in the teaching subject Music

The exam includes a written assignment, an oral presentation and a practical test.

The three partial tests together incorporate all the main areas of the subjects – musical creation, musical performance and musical appreciation - with a variation of musical traditions.

### Written assignment

The assignment is a musical-didactical problem statement approved by the teacher, which the student explains, analyses and discusses.

Extent: max. 5 standard pages. Number of pages acc. to group size.

### Oral presentation

The oral test relates to the written assignment in the form of discussion and joint reflection. May also include non-verbal elements and demonstration.

The partial test is conducted individually or in groups at the choice of the student.

### Practical test

Through a versatile, substantiated programme of educational practice, the student demonstrates competences as a music teacher, based on a varied repertoire specifically designed for primary school music teaching. The test must include musical management, playing instruments, singing and piano accompaniment.

Draw is part of the test in order to ensure width in the musical skills within different music forms and traditions. The partial test is conducted individually or in groups at the choice of the student.

Examination time for oral presentation and practical test: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 70. Exam in the teaching subject Natural science/technology

The exam includes a written element and an oral presentation.

### Written element

Prior to the oral test, the student submits four written test products, which together cover the objectives of the teaching subject and represent the scientific and didactical width and depth of the subject. The four test products should be based on study products prepared in class or in relation to practical training/related to practice.

The test product focuses on a didactically substantiated teaching course, based on individual problem statements as a factual, practical problem statement. The test product must describe, analyse and discuss basic didactical issues related to the training course.

The test product must include multimodal elements that exemplify central points in the problem statement. For visual or audio recordings, 1 min. equals a standard page, and 2 min. of recordings is the maximum.

One of the four test products is selected by draw. The student is informed about the result of the draw 48 hours prior to the oral test. The drawn test product constitutes the written partial test.

Extent: max. 5 standard pages per test product. Number of pages acc. to group size.

### Oral presentation

Based on the drawn test product, the student presents and discusses didactical perspectives, subject progression, exemplary activities and practical experience. The student must bring artefacts/primary material related to the teaching course and must demonstrate relevant practical and experimental skills. The student demonstrates scientific knowledge on teacher level related to the content of the test product. The scientific content is put into perspective in terms of other areas of the subject through incorporation of study products prepared for class or practical training/related to practice. The student must further relate to science as a contribution to the common knowledge of the pupil.

Preparation time: 48 hours prior to the test.

Examination time: 60 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 71. Exam in the teaching subject Social studies

The exam includes a written element and an oral presentation.

### Written element

Prior to the oral test, the student submits four written study projects prepared in class or prior to the date of submission. The study projects can be prepared individually or in groups.

Each written product must include an overall issue/theme that is socially or didactically relevant and complemented with a social and didactical problem statement. Each of the four products has max. 10 pages, regardless of the number of students, and it must contain a socially founded analysis and answer to the social issue, as well as an analysis and answer to the didactical issue. The answer must demonstrate how the student answers the didactical problem statement related to the lessons in social studies in primary and lower secondary school, and it may for instance include a didactically substantiated proposal for a teaching plan, didactical design, teaching material analysis or the like. The social and didactical elements are considered equally important.

The issues/themes as well as the social and didactical problem statements must cover all the content areas of the subject incl. the following didactical and social areas: politics, sociology and economics, incl. international relations. The didactical problem statements must include different content and demonstrate didactical width and variation. The problem statements require approval by the teacher prior to final submission in order to ensure that they cover all content areas.

Test implementation:

Draw between the four study products. The student is informed about the result of the draw 45 minutes prior to the oral test in order to ensure a preparation time of 45 minutes. The drawn study project is used for evaluation.

### Oral presentation

The student must during the test discuss and elaborate on the drawn written study product, and discuss the issues and the answer of the social and didactical problem statement. The student uses didactical reflections to demonstrate why and how the social and didactical issue is incorporated in social studies in primary and lower secondary school. Experience and empiricism from e.g. the integrated practical training and other practice relations can be incorporated in the answer, in which the practical knowledge must be clearly identified.

Further a description of how other areas of the teaching subject are discussed in class.

If the oral test is conducted as a group, all study products must be prepared by the group. All students are responsible for the submitted products.

It is possible to take the oral test individually on the basis of group products. Here, the student is also responsible for all parts of product contents.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 72. Exam in the teaching subject Special needs education

The exam includes a written test and an oral presentation.

### **Week test**

The subject includes four main areas that together demonstrate the width of the subject's objectives and content areas. Within each area, the student prepares an outline with associated problem statement, empiricism and reference list. The outline requires approval by the teacher.

Draw between the four themes prior to the written test.

The student prepares a written assignment based on the drawn theme. The assignment must discuss the theme and problem statement, based on a case from the special needs education practice in school.

Based on analyses, the assignment must include a concrete teaching, development and action perspective that demonstrates special needs action competence.

Extent: max. 10 standard pages. Number of pages acc. to group size.

### **Oral presentation**

Based on the written case, analysis, discussion as well as development and action perspectives of the written assignment, the student describes how the student would plan, develop and provide guidance in terms of special needs cf. the objective of the subject. The student further takes part in a discussion on perspectives of the subject as to the remaining content areas and objectives.

The oral test is conducted individually or in groups at the choice of the student.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### **Examination requirements**

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.



## 73. Exam in the teaching subject German

The exam includes two partial tests resulting in two separate marks.

The two partial tests base on four mandatory and individual portfolios with consideration for the width of the subject's content areas.

For the purpose of the test, a test brief in German for each portfolio is prepared with an issue resulting in a problem statement (for practice) of max. 1 standard page. The problem statement is examined and answered in case the test brief is drawn.

Each brief requires two artefacts:

- Artefact 1: A practice element (teaching course, activities, materials; max. 2 standard pages).
- Artefact 2: Examples of pupil language (max. 1 standard page) in context (oral, written, multimodal). The problem statements require approval by the teacher.

### **First partial test: Written exam – 48-hour test**

Based on draw between the four test briefs, the student writes a text in German, which discusses the problem statement on the basis of relevant theory and artefact 1.

The student's German language skills are part of the basis for evaluation.

The student is informed about the draw at the beginning of the test.

Extent: max. 5 standard pages. The written test is conducted individually.

### **Second partial test: Oral exam**

Draw between the remaining three test briefs 48 hours prior to the oral exam (groups draw the same test brief) and the students receive information.

The first part of the test is a conversation in German, initiated by the student. Based on the test brief and artefact 1, the student must by means of didactics, linguistic and (inter)cultural knowledge analyse, discuss and put the drawn problem statement into perspective.

The second part of the test is a pupil language analysis in Danish or German. The student must, based on artefact 2, describe, analyse and evaluate the pupil language by means of metalinguistic terms in order to provide relevant feedback and feedforward.

The student's German language skills are part of the basis for evaluation.

The oral test is conducted individually or in groups at the choice of the student.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### **Examination requirements**

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 74. First-year test

The exam includes a written project and an oral presentation. The test is rated by means of the 7-point grading scale. The test is conducted individually or in groups. Please refer to the local basis of regulations for group sizes.

### Written project

The student must prepare a written interdisciplinary project based on an approved teaching problem statement. The problem statement is based on basic subject knowledge and the student's first teaching subject, as well as the work with the objectives for integrated practical training in the first study year.

The project includes a description of and analysis and evaluation of a teaching problem statement in relation to the three progression lines and selected teacher role dimensions.

The problem statement is based on observations, experiences and reflections acquired during study activities from the first teaching subjects, basic subject knowledge and integrated practical training by use of e.g. portfolio.

The project contains relevant material; video clips, pupil assignments or similar artefacts in relation to central basic terms from the first teaching subject and basic subject knowledge incl. integrated practical training in order to demonstrate the student's teaching experiences, reflections and practical actions.

The project is completed by answering the problem statement.

Extent: max. 10 pages incl. enclosures. Number of pages acc. to group size.

### Oral presentation

The presentation is based on the student's submitted project. The student elaborates on the project in a combination of theory, empiricism and practice, and focusing on development perspectives in the selected problem statement.

The test is internal with participation from a practical training teacher from the school, a teacher from the first teaching subject and/or a teacher from basic subject knowledge.

The test is conducted individually or in groups at the choice of the student.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 75. Profession test

The exam includes a written assignment and an oral presentation.

### Written assignment

Includes a written assignment with two partial elements, reflections on:

- the student's teaching development over the four years of study related to objectives of practical training, the three lines of progressions as well as professional elements from basic subject knowledge and teaching subjects;
- a completed teaching sequence designed as a didactical close-up, a practice description, a description of situation or the like.

Extent: max. 10 pages.

### Oral presentation

The oral test is based on the written assignment. The student elaborates on descriptions, analyses, discussions and development perspectives.

The test is individual.

Examination time: 45 minutes.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

## 76. Exam Bachelor of Education

### Requirements for the bachelor project

In the last study year of the teacher education programme, the student has to pass a bachelor exam in education. The bachelor exam in education includes a large written assignment (bachelor project) and an oral exam. For the written assignment, the student must reflect on and seek to solve a practice-relevant problem within the primary and lower secondary school by means of results from research and development projects and research-based literature. The assignment relates to one of the student's teaching subjects.

The extent of the bachelor project is max. 25 standard pages. Number of pages acc. to group size.

Enclosures max. 10 standard pages (1 student) or 15 standard pages (2 students). Further enclosures in the form of visual and audio recordings of max. 2 minutes (1 student) or 3 minutes (2 students). Enclosures are not part of the basis for evaluation.

Spelling and formulation are part of the basis for evaluation of the bachelor project. Students with a documented relevant specific disability may apply for exemption from the spelling and formulation requirement as basis for evaluation. Applications must be submitted within a locally defined deadline.

### Bachelor exam

The bachelor project is completed in the fourth study year with an external oral exam resulting in one overall mark for the written project and the oral presentation. Although two students have written a joint project, it is possible to attend the oral exam individually. Please inform the institution within the locally defined deadline.

Examination time: 45 minutes. Please refer to the time plan in case of a group test.

### Examination requirements

Please refer to the local basis of regulations for further information on the examination requirements and remedial options.

# Common part: Exemption and entry into force

## 77. Exemption

The educational institution may exempt from the regulations of the curriculum in case of extraordinary circumstances.

## 78. Entry into force

- The common part of the curriculum enters into force on August 1<sup>st</sup>, 2024 and applies to test started on September 1<sup>st</sup> 2024 or later.
- Transitional agreements are defined in the local part of the curriculum.

# Academic descriptions of subjects within basic subject knowledge

## 79. Introduction: The tree progression lines of basic subject knowledge

### 1. At the beginning of the study programme: From advanced beginner to competent practitioner

**Practical educational** - Introduction to the objects clause of primary and lower secondary school as the basis for basic teaching knowledge. Initial experience with observation and analysis of smaller teaching sequences to support the planning, implementation and evaluation of lessons - including experience with teaching differentiation under consideration of different learning qualifications of the pupils. Attention to the social, physical and rhetorical practice of the teacher. Comprehension of different learning perspectives as well as identity, education and socialisation perspectives as well as initial overview related to education basic principles, socialisation and social relations, and the role of the teacher in primary and lower secondary school.

**Professional personal** - Initial reflections on and experience with development of a personal teacher role and personal style of leadership, for instance introduction to different professional and problem insights and their implications for the educational action possibilities of the teacher in practice. Initial reflections on professional ethics and the importance of ethics to the personal teacher identity. Initial definition of professional and personal authority, judgement and authority.

**Research and knowledge** - Initial experience with a scientific approach to analysis of teaching-related issues, the everyday school life of pupils and social tendencies relevant to the teacher's work in school. Initial experience with examination methods, for instance observation of smaller teaching sequences in terms of examining, describing and analysing personal practice and that of others.

### 2. During the study programme: Progression and creation of synthesis

**Practical educational** - Increased experience with planning, implementation and evaluation of well-founded and increasingly longer differentiated teaching courses, taking all pupil participation options in the learning community into account - in terms of learning qualifications including different school and learning challenges as well as handling didactical issues in a development perspective. Practice, analysis and initial creation of synthesis related to recognition and education insights, creation theories, school objectives, nurture, socialisation, social relations and the professional identity and practice of the teacher.

**Professional personal** - Competent participation in examining communities including team work, cross-professional cooperation with internal and external resource persons as well as parent-school relations as the basis of the development of professional and personal teacher role and authority in order to develop professional authority, teacher identity and educational judgement.

**Research and knowledge** - Scientific approach to the use of research and research literature as the basis for identification and analysis of educational-psychological issues and dilemmas. Competent observation and critical reflections on personal practice and that of others as the basis for didactical and educational analysis in terms of different life and learning situations, perspectives and reasons for actions of pupils.

### 3. At the end of the study programme: Expert practitioner

**Practical educational** – Professionally and educationally reflected teaching; differentiated and inclusive based on the concrete framework and participation qualifications. Creation of learning communities with focus on the democratic education, rights, participation and empowerment of pupils. Progression in terms of the teacher's social, physical and rhetorical practice.

**Professional personal** - Reflective approach to ethical dilemmas and to religious, cultural and value pluralism in terms of building a personal teacher identity and personal approach to values. Progression and consolidation of knowledge-based and experience-based professional authority and educational judgement.

**Research and knowledge** – Reflected and well-founded use of scientific methods and knowledge. Examining view on and critical reflections on personal practice and that of others, diverse life and learning situations, perspectives and reasons for actions of pupils. Examination of and reflected approach to different views on humans, the society and world, and on nature and education in democratic and sustainable perspectives.

## 80. Life enlightenment: Christian studies, history of ideas, citizenship and authority

ECTS 20

*Purpose of the subject* The purpose of life enlightenment as a general teacher qualification subject is to make the student able to view questions of education and values from a perspective of theories related to religion, history of ideas and citizenship. The subject qualifies the student to examine different humanist, society and global views on nature and education, and provides the basis for interpretation and execution of the purpose of primary and lower secondary school including working with pupil education in the subjects in a democratic and sustainable perspective. The subject strengthens the student's professional judgement, authority and rhetorical practice. The work throughout the content areas of the subject prepares the student to step into the job as a teacher with a reflected view on the personal teacher identity and question of values, identity, power and authority.

*Objectives* Upon completion of studies, the student must be able to:

- relate analytically and reflectively to the purpose of primary and lower secondary school;
- relate to the importance of Christianity and other beliefs to the values in Denmark and Europe;
- analyse and discuss the relation between religion, culture, school and society in Denmark, historically and topically;
- relate analytically and professionally to ethical education and ethical dilemmas in everyday school life;
- plan activities that support the development of democratic competences and equal communities;
- act properly when exercising professional authority and judgement in a school and classroom characterised by pluralism in terms of culture, religion and values;
- step into the physical, social and rhetorical practice of being a teacher.

*Content areas* The teaching and integrated practical training of the subject deals with the following content areas, which mutually illustrate each other:

- Christian studies, religion and culture: The relationship between Evangelical-Lutheran Christianity, the school and Danish society in a historical and topical perspective. Minority religions in Denmark in a historical and topical perspective as well as the relationship between religion, culture, school and pupils.
- History of ideas and ethics: Professional ethics and ethical main positions. Central values related to democracy, citizenship and human rights in an ideohistorical perspective.
- Democracy and citizenship: Democracy and different forms of legal, political, social, cultural and global citizenship. Children's rights, participation and authority.
- Authority, judgement and rhetoric: The work as a teacher as rhetorical, social and physical practice. The teacher's authority and judgement including terms such as power, democracy, values and professional ethics.

## 80.1 Local academic description of Life enlightenment: Christian studies, history of ideas, citizenship and authority

*Description of the subject's main elements* In the first part of the subject:

- The subject basics in primary and lower secondary school and pupil education in a democratic and sustainable practice.
- Introduction to the four content areas of the subject.
- Special focus on teacher authority and judgement, both through examination of the terms power, democracy, values, standards as well as professional ethics.
- A study product with preparation of problem area with problem statement relating to a practice-oriented issue within the content areas of the subject.

In the final part of the subject (15 ECTS):

- Work with the four content areas of the subject.
- Three study products with preparation of problem areas with problem statement relating to the content areas and an examining approach to practice.
- Please refer to the semester plan for requirements to the design of all four study products.

*Integrated practical training* The subject will in terms of practice help the student examine and work with different cultural, ethical and citizenship-related dilemmas and educational aspects within and outside the subject. The subject will normally, together with the practice-bearing subject, be part of the preparation and follow-up for a practical training period in the second or third study year.

*Practice cooperation* Practice cooperation with schools and other institutions for children and adolescents may be included, for instance in the form of students examining democracy, ethical dilemmas, religion and culture in school and planning of activities that support the development of democratic competences and equal communities.

*Feedback and feed-forward* Guidance and feedback is provided formatively during class and in connection with study products, presentations, written assignments etc.

*Professional simulation* Professional simulation is integrated during class as the student practices the content areas and issues that are practice-oriented, for instance mediation, democratic practice, rhetoric and the practice of professional judgement by analysing issues within all content areas and developing possible actions on this basis.

*Teaching materials and CFU involvement* Optional use of teaching materials related to democratic education, acting in religious and cultural diversity etc.

*Use of external learning spaces* External learning spaces are used in the form of excursions, field work, practical cooperation, visits and lessons in other institutions etc.

*Mandatory study elements* Mandatory study element in the subject as a prerequisite for examination. Participation in course on the physical, social and rhetorical practice of teaching. If the student fails to participate in the course, a remedial assignment must be prepared in order for the student to qualify for examination. In order to achieve approval of the remedial assignment, the student has to prepare a video of 5-10 min. length based on and relating to the content of the course.



## 81. Educational theory and general didactics

ECTS

20

### *Purpose of the subject*

The purpose of educational theory and general didactics as part of basic subject knowledge is to develop the student's educational and didactical judgement and ability to act in order for the student to independently and in cooperation with both pupils, parents, colleagues and others handle the task of educating and teaching pupils professionally in order to unfold the purpose of primary and lower secondary school in the given social context. The subject contributes with different perspectives on society, humans, education, socialisation and teaching, historically and topically. Insights into these perspectives provide the basis for the student being able to identify and analyse as well as critically-constructively assess and form an opinion in educational and learning questions, paradoxes and dilemmas related to school and teaching.

### *Objectives*

Upon completion of studies, the student must be able to:

- comprehend, analyse and discuss educational and general didactical terms, theories and research related to school;
- plan and in practice implement, evaluate and develop coherent and varying professional teaching courses that challenge and involve all pupils;
- assess criteria for and make reflected decisions on objective, content and form of teaching;
- examine, evaluate and initiate initiatives related to pupil development and progression;
- cooperate with pupils, colleagues, management, parents etc. on class community and individual pupils;
- identify and analyse as well as act ethically responsible in terms of standards, values and conflicts of values in school and class.

### *Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Theories and empirical research related to education and socialisation, teaching and learning.
- Conditions and content of education and learning in the light of social conditions such as technological development and technological comprehension, climate change and sustainability as well as inequality and equality.
- Educational and didactical paradoxes and dilemmas.
- The school's historical, cultural and legal foundation including children's rights.
- Pupil qualifications and potential in a differentiation perspective including the relationship between the individual pupil and the class community.
- A wide repertoire of teaching and work forms including use of digital technologies and exercise, as well as practical, musical and creative elements.
- The teacher's didactical organisation and leadership including teacher-pupil relationships, class communities and group formation.

## 81.1 Local academic description of Educational theory and general didactics

### *Description of the subject's main elements*

The purpose of the subject is to develop the student's professional didactical and educational teacher identity, authority and judgement, in order for the student to independently and in cooperation with other school professionals and parents to develop competences for working in accordance with the objectives of the Danish education act.

The theoretical basis of the subject, as well as subsequent analyses, tests and discussions are designed to make the student able to comprehend, use, identify and analyse topics such as:

- Educational philosophy, educational theories, socialisation.
- Social relations as well as the teacher's role in society.
- Development of professional authority, teacher identity and educational judgement.
- School objectives, teaching, education, participation possibilities, learning.
- Lesson planning including knowledge about, practice of and analysis as to the planning and implementation of differentiated teaching.
- The professional teacher role and the tasks and responsibilities of the teacher in school.
- The teacher as a leader, the teacher as carer and the teacher as a team player.
- Paradoxes and dilemmas related to teaching and school in general.

The goal is for the student to be able to critically and constructively:

- analyse and assess teaching, education and socialisation by means of terms, theories, research results and observations;
- discuss, reflect on and describe professional perspectives in terms of educational tasks as they arise in school;
- talk and cooperate with pupils, parents, management and colleagues on realising school objectives;
- solve teaching and educational tasks related to standard and value conflicts.

### *Playful Learning*

The student is introduced to Playful Learning as a didactical term, since the student during class will gain insights in:

- Playful Learning as a didactical organisation form and the playful perspective;
- knowledge about the three principles of Playful Learning (1. Create common ideas, 2. Dare unpredictability and 3. Insist on meaningfulness);
- the opportunity to work with didactical exercises with a playful approach to teaching.

### *Integrated practical training*

Continual interaction between the subject and practical training. The subject provides the student with the tools required for practical training, where the first part of the subject introduces basic didactical categories and theories focussing on development of short teaching sequences. In the second part of the subject, professional competences are tested and developed in terms of the competence areas of the practical training level.

### *Practice cooperation*

Practice cooperation with primary and lower secondary schools and other school forms is central for the subject, focussing on examining the various expression forms of didactics and educational theory. Guest teachers from primary and lower secondary schools, visits by pupils/classes at Absalon and cooperation with schools on the development of new teaching material can be incorporated in order for the students to test their thoughts and ideas continuously alongside different pupil groups and professionals.

## 81.1 Local academic description of Educational theory and general didactics

<i>Work forms</i>	<p>Work with a variation of teams, pairs, groups and individual work. Further work with exemplary varying work and teaching forms, for instance common dilemma discussions, projects, study group discussions, lectures, productions and presentations, different group work types as well as a playful and experimental approach to learning.</p> <p>In order to maintain student knowledge in the 1<sup>st</sup> and 3<sup>rd</sup> year respectively, the teacher may support the student's continual collection of notes and reflections etc. in a portfolio or the like.</p>
<i>Feedback and feed-forward</i>	<p>Continual work with feed up, feedback and feedforward in relation to the processes of studies. Further work with peer feedback, where the students give each other qualified feedback - either one on one or group on group.</p>
<i>Professional simulation</i>	<p>Cases for practice related to dilemmas, discussion, analyses and didacticization of realistic scenarios may be incorporated. Forum theatre can also be incorporated, where skills and scenarios in terms of unpredictable actions are tested and developed. It is relevant to include teaching materials in lessons in cooperation with CFU as well as the teachers of the subjects. CFU can further facilitate, participate in and support innovative courses focussing on for instance makerspace and play-based didactics.</p>

## 82. Educational psychology, inclusion and special educational theory

ECTS

20

*Purpose of the subject*

The purpose of educational psychology, inclusion and special educational theory as part of basic subject knowledge is to strengthen the student's professional knowledge about children and adolescents in school-related communities. The subject qualifies the student to analyse and reflect on the learning, development and welfare of children and adolescents, and develop well-founded action possibilities with consideration for pupil group diversity. The subject supports the student's competences to implement teaching and other teacher tasks, providing all pupils the opportunity to participate in social and educational communities. The subject utilises a relation- and development-oriented perspective of the interaction between the child and surrounding environment.

*Objectives*

Upon completion of studies, the student must be able to:

- present basic knowledge about the social, cognitive and emotional development of children and adolescents;
- actively use theory and terms of the subject for analysis of educational-psychological issues and dilemmas, and critically reflect on personal practice and that of others;
- create, sustain and develop inclusive communities in school and prevent exclusion;
- frame, lead and assess learning processes that create participation opportunities for all pupils;
- observe and act in relation to children and adolescents in different life and learning situations with inclusion of child perspectives;
- participate in parent-teacher and cross-professional relations including make active contributions to descriptions of children and adolescents and handle reporting.

*Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Development, welfare and creation of identity of children and adolescents including resilience and socialisation categories such as gender, ethnicity and social background.
- Social relations, interaction and group dynamics including mobbing and conflicts in school.
- Inclusion and exclusion processes in school including different issues and their implications for the educational action possibilities of the teacher in practice.
- Learning and motivation of children and adolescents including different learning qualifications and differentiated teaching, providing all pupils with educational challenges.
- Recurrent school and learning challenges including inclusive efforts related to physical and mental challenges as well as difficulties with reading and mathematics.
- Cooperation and communication including parent-teacher relations and professional cooperation with colleagues, resource persons and management.

## 82.1 Local academic description of Educational psychology, inclusion and special educational theory

### *Description of the subject's main elements*

The purpose of the subject is to strengthen the student's professional knowledge, analysis and reflection skills, and develop well-founded possibilities for action in practice that contribute to the creation and development of inclusive communities within the different teaching and organisation forms of schools. For the work with the content areas of the subject, a relational, contextual and development-oriented perspective on the interaction between pupil and the surrounding environment is used to create participation opportunities for all pupils in the school communities, regardless of background, needs and qualifications.

The subject works with different perspectives on the pupil's development, socialisation and identity processes. These processes include pupil welfare in school including the importance of relations and group dynamics. Different theories and views on learning, pupil learning qualifications as well as comprehension of the pupil's motivation for learning. Creation of inclusive learning environments with focus on pupil diversity and participation opportunities as well as teacher cooperation and communication with pupils, colleagues, parents, resource persons and other players in school.

### *Integrated practical training*

Practical training is integrated in the subject as practical training preparation, focussing on students practising observation and examination of central parts of the subject in a relation- and development-oriented perspective. The relevant experience of students is incorporated in the subject in order to support the work of the students on organising, leading and evaluating learning processes and their work with developing professional and social communities, in which all pupils can participate. The experiences from practical training are subsequently incorporated in the subject in order for the students to use the theory and terms of the subject to analyse educational-psychological issues and dilemmas, and critical reflect on personal practice and that of others.

### *Practice cooperation*

Please refer to external learning spaces.

### *Work forms*

The subject uses varying methods and work forms with changing activities that contribute to the active participation of students as well as motivation for learning, in order to acquire professional knowledge about children and adolescents in the diverse communities of school.

### *Feedback and feedforward*

In accordance with the purpose of the subject, critical-constructive written and/or oral feedback and feedforward is provided for study products and other forms of study participation.

### *Professional simulation*

Absalon's model for professional simulation is used throughout the course of the subject. The students examine and practise concrete practice elements by means of professional simulation. Skills are practiced in order to achieve a higher degree of confidentiality and security within the practice-near issues and methods of the subject. Skills and competences are practiced in terms of complexity and through "as-if-scenes" and "what-if-scenarios" with focus on orientation skills, reflection, sensitivity in situations as well as judgement and decision-making competence.

## 82.1 Local academic description of Educational psychology, inclusion and special educational theory

### *Teaching materials and CFU involvement*

Throughout the course of the subject, varied teaching materials are used including digital technologies as well as more practical and creative elements. Teaching materials, which in different ways support the knowledge and experience of students with varying teaching and work forms, and develop the competences of students for leading and evaluating learning processes that support inclusive efforts in regards to recurrent school and learning challenges including difficulties with reading and mathematics. Incorporation of CFU in the teaching - for instance use of teaching materials and other tools in relation to pupils experiencing difficulties with reading and mathematics.

### *Use of external learning spaces*

Throughout the course of the subject, different external learning spaces are used - including authentic and didactical learning spaces. Learning spaces, which in different ways support the experiences of students with new ways of working, and provide the students with the opportunity to gain authentic experiences in order to support their competences, so they can develop differentiated teaching programmes that provide all pupils with educational challenges.

### *Study group work as mandatory study element*

At Absalon, study group work is a high-priority work form. It is a core activity in all education programmes, since it strengthens professional competences as well as competences related to studying and learning.

At Absalon, we start the study programme by introducing a common practice on how we organise and support student work in study groups. The purpose of this practice is partly to strengthen the study groups as a learning space and partly to make our students skilled at cooperating, since this is an important professional competence upon completion of the education. Absalon's practice includes that all students during their first year in the subject educational psychology, inclusion and special educational theory:

- receive more information about the expectations and framework of study group work as well as the reasons for its importance;
- receive concrete lessons in professional practice of cooperation with assignments preparing them for tests.

Examination in the subject educational psychology, inclusion and special educational theory is conditioned by approval of assignment A and B in professional practice of cooperation. If one or both assignments are not approved, the student will be offered a remedial option in the form of a written assignment in order to meet the examination requirements.

The regulations concerning study group work as mandatory study element do not apply to open-college students (credit-based and single subjects).

## 83. Danish as second language within basic subject knowledge

*ECTS*

5

*Purpose of the subject*

The purpose of Danish as second language as part of basic subject knowledge is for the student to become qualified in identifying second-language educational challenges in order to plan teaching in a manner that matches the second language acquisition and linguistic development of multilingual pupils using their overall linguistic resources.

*Objectives*

Upon completion of studies, the student must be able to:

- present basic knowledge about multilingualism, second-language acquisition as well as linguistic and cultural diversity in the classroom as a prerequisite for teaching and developing second-language teaching in school subjects;
- identify linguistic resources in the multilingual classroom related to acquisition of Danish in all school subjects in order to ensure professional studies;
- identify challenges related to language and subjects in multilingual classrooms and on this basis support active participation of multilingual pupils.

*Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Second-language acquisition, multilingualism and language, culture and identity.
- Language and literacy in school subjects in a second-language perspective.
- Second-language educational methods and approaches in school subjects.

### 83.1 Local academic description of Danish as second language

<i>Description of the subject's main elements</i>	<p>The subject is based on the student being qualified to plan, implement and evaluate Danish as second language, for instance in relation to:</p> <ul style="list-style-type: none"><li>• Second-language acquisition, multilingualism and language, culture and identity.</li><li>• Language and literacy in school subjects in a second-language perspective.</li><li>• Second-language educational work forms in school subjects.</li></ul>
<i>Integrated practical training</i>	<p>The subject and practical training enable students to examine and work focused on the preparation, implementation and evaluation of teaching including reflections on:</p> <ul style="list-style-type: none"><li>• Second-language acquisition, multilingualism and language, culture and identity as well as language and literacy of teaching materials.</li><li>• Second-language educational methods and approaches in school subjects.</li></ul>
<i>Practice cooperation</i>	<p>Practice is an integrated part of the subject and teaching includes cooperation with schools on strengthening the professional competences of students in Danish as second language, for instance in the form of: Descriptions and possible observations from practice in school subjects with explicit focus on participation of multilingual pupils in inclusive communities.</p>
<i>Work forms</i>	<p>The student works with varying work forms related to teaching themes and objectives. Varying work forms, a high level of pupil participation, a didactical approach as well as ongoing participatory democracy and progression are of importance.</p>
<i>Feedback and feed-forward</i>	<p>Guidance and feedback is provided informally during daily teaching and formally in relation to presentations, written assignments, study products and exams.</p> <p>Further different forms of peer feedback, where students give each other feedback and practice dialogical learning, either one on one or group on group.</p> <p>Feedback and feedforward can be provided on both completed products and on process-oriented work.</p>
<i>Professional simulation</i>	<p>Professional simulation is integrated during class, when students practice content areas and issues, for instance by:</p> <ul style="list-style-type: none"><li>• designing activities in teaching subjects for development of vocabulary;</li><li>• designing activities/a sequence, in which several languages constitute a resource for learning;</li><li>• identifying linguistic goals in a teaching course including analysing linguistic use in terms of designing activities for language development.</li></ul>
<i>Teaching materials and CFU involvement</i>	<p>Incorporation of teaching materials for school subjects in terms of analysis and didactical adjustment of teaching materials in a second-language perspective with incorporation of different artefacts and CFU resources.</p>



### 83.1 Local academic description of Danish as second language

*Study elements/study activities* Two products must be prepared in class relating to the content areas and professional simulation of the subject.

# Academic descriptions of optional subjects within basic subject knowledge

## 84. Practical-musical subjects

*ECTS* 2.5

*Purpose of the subject*

The purpose of the optional subject within the practical-musical area is for the student to gain experience with and acquire knowledge on how and why aesthetic, imaginative and creative processes can be incorporated in teaching practice in order to strengthen the learning, curiosity, versatile development and education of pupils. Through aesthetic, imaginative and creative work forms, the student acquires didactical and educational knowledge on how to promote contemplation, experience and initiative of pupils. The student gains professional knowledge through experiences with and reflections on application-oriented teaching and practical-musical forms of recognition.

*Objectives*

Upon completion of studies, the student must be able to:

- develop, practice and critically evaluate the quality of aesthetic, imaginative and creative teaching in school subjects;
- express himself/herself through the expressions forms of one or more practical-musical subjects with selected and educational relevant areas;
- comprehend the educational and didactical importance of creative, sensory and experimental activities as well as exercise;
- reflect on class leadership and on teacher and pupil roles in the work with aesthetic, imaginative and creative processes;
- develop and implement varied, differentiated and application-oriented teaching based on the teaching subject and practice as well as applicable teaching plans.

*Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Aesthetic, imaginative and creative activities in theory and practice.
- Practical-musical content, methods and expression forms.
- Selected didactical research and empiricism on support of the aesthetic experience of pupils through sensory, physical and experience-oriented activities.
- Selected didactical research and empiricism on promotion of the imagination of pupils and their experience, contemplation and initiative through creative and experimental activities.
- Selected educational and didactical research and empiricism on how aesthetic, imaginative, creative and application-oriented activities can be used to promote learning processes of pupils and vary and differentiate teaching.

## 85. Health and sex education

ECTS

2.5

*Purpose of the subject*

The purpose of the optional subject health and sex education is to qualify the student to plan, implement and evaluate teaching of health, sex and family education as a mandatory topic and in all subjects and possibly in cooperation with relevant resource persons. The teaching enables the student to professionally assess, how the knowledge and experiences of pupils can be incorporated in class in order for them to act in accordance with their personal health and welfare as well as that of others, and issues related to gender, the body and sexuality. Students further develop a sense for personal and professional boundaries.

*Objectives*

Upon completion of studies, the student must be able to:

- plan and implement mono, interdisciplinary and cross-professional teaching in health, sex and family education, based on the applicable teaching plan with a wide and positive approach to health as well as diversity and rights-oriented approach to gender, the body and sexuality for all pupils;
- relate professionally and incorporate topical issues and content related to health, sex and family education with consideration for the backgrounds, lifestyles and living conditions of the pupils;
- lead spontaneous learning possibilities in teaching and develop contemporary teaching that supports pupil welfare.

*Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Theory and empiricism on how a broad and positive approach to health can be converted in combination with the content areas of the subject and interdisciplinary context in terms of promoting the welfare and action competence of pupils.
- Biological, psychological, sociological and social theory and empiricism on diversity and rights-oriented sexual education as well as standards, boundaries and ideals.

## 86. Svømning

ECTS 5

*Formål for faget* Formålet med valgfaget svømning er at give de studerende viden om og færdigheder i at kunne planlægge, gennemføre og evaluere kvalificeret svømmeundervisning med udgangspunkt i gældende læreplan i grundskolen. Dertil skal de studerende udvikle deres egne grundlæggende færdigheder i svømning, udspring samt selv- og livredning med god forevisningsfærdighed.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Undervise i og videreformidle viden om svømning og anvende et fagsprog, der medvirker til elevernes udvikling og forståelse af faget,
- Svømme 1000 m fri uden pause på max. 30 min. Svømme 100 m crawl, rygcrawl og brystsvømning, samt 25 m butterfly med startspring og vendinger. 50 m. høj og lav rygsvømning,
- Udføre hovedspring med og uden tilløb, salto samt 3 frie spring fra 1 m vippe,
- Udføre livredning, hvor den studerende skal vise sikkerhed i a) 25 m svømning, to på hinanden følgende dykninger (mindst 3 m) fra vandtrædning efter bjærgedukke eller lignende (5 kg), som derefter bjærges 25 m. b) Dykning fra udspring med undervandssvømning efter bjærgedukke, som hentes 15 m fra udspringsstedet og bjærges tilbage hertil. c) 50 m bjærgning af forestillet bevidstløs person (max. 3 min.), hvor bjærgeren skal være påklædt. d) 25 m bjærgning af træet svømmer (min. 2 former). e) Kendskab til og praktiske færdigheder i trinvis førstehjælp til bevidstløse samt anvendelse af sikkerhedsudstyr i hal,
- Udføre selvredningsprogram med øvelser der kan bruges på åbent vand, herunder udspring fra vippe påklædt, afklædning i vand, hvilesvømning, vandtrædning og flydning (min. 2 min.),
- Demonstrere undervisningsfærdighed og tilegnelse af faglig og udviklingsbaseret viden gennem skriftliggørelse af begrundelser og refleksioner over de gennemførte undervisningsforløb.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Aktiviteter i vand, herunder forskellige svømmestile, udspring og selv- og livredning såvel teoretisk som praktisk.
- Et praksisforløb med elever, hvor der arbejdes med differentieret undervisning og klasserumsledelse i svømmehallen.
- Udviklingsbaseret litteratur med henblik på planlægning af indhold og metoder i såvel lektioner som undervisningsforløb.
- Relevant faglig litteratur om sikkerhed i forbindelse med aktiviteter i vand.
- Udviklingsbaseret litteratur om udfordringer i faget, f.eks. omklædning, kropskultur, børn med angst etc.

## 87. Uddannelse og job

ECTS

2,5

*Formål for faget*

Formålet med valgfaget uddannelse og job er at uddanne den studerende til i samarbejde med relevante parter og i fagundervisningen at facilitere elevers karrierelæring, nysgerrighed, indsigt i og respekt for mangfoldigheden af uddannelser og jobs. Valgfaget kvalificerer den studerende til at tilrette en karrierelæring, som bidrager til, at eleven får en uddannelses- og jobrelateret forståelse for egne ønsker og muligheder og dermed kvalificerer grundlaget for en reflekteret uddannelsesvalgsproces. Uddannelse og job kvalificerer tillige den studerendes forståelse for og kritiske refleksion over sammenhænge mellem værdier, samfundstendenser, sociale forhold, livsbaner, uddannelse og job.

*Mål*

Ved fagets afslutning skal den studerende:

- Kunne anvende karrierelæringsteorier i planlægning og gennemførelse af undervisning i egne undervisningsfag og i reflekterede samtaler med elever og forældre ud fra gældende læreplaner,
- Kunne facilitere erfaringsbaseret og dialogisk arbejde i emnet uddannelse og job kontinuerligt i undervisningen,
- I samarbejde med kollegaer, vejledere i den kommunale ungeindsats og ledelse kunne udvikle og forankre en sammenhængende indsats om det obligatoriske emne uddannelse og job i skolen,
- I undervisningsplanlægningen kunne anvende viden om uddannelsessystemet, lineære og ikke-lineære karrierebaner og betydningen af social reproduktion og værdier i den sammenhæng,
- Kunne reflektere over betydningen af egen baggrund for ens lærerpraksis og hvilke forståelser om uddannelse og job, man selv, familier og samfundet ofte (re)producerer.

*Indholdsområder*

Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Karrierelæringsteorier: Børn og unges læreprocesser om uddannelse og job.
- Pædagogiske tilgange til at give elever udvidede horisonter for deres valgprocesser om uddannelse og job.
- Relevante strategier, progression og samarbejdspartnere i forhold til undervisningen i uddannelse og job.
- Materialer og undervisningstilgange der understøtter elevers karrierelæring og fremtidige uddannelsesvalg.
- Veje gennem uddannelsessystemet – med særligt fokus på erhvervs- og gymnasiale uddannelser.
- Uddannelsesmobilitet og social reproduktion i uddannelse og job.
- Branchekendskab, arbejdsmarkedsforståelse herunder perspektiver på fremtidens arbejdsmarked.

# Academic descriptions of teaching subjects

## 88. Art

*ECTS*

35

*Purpose of the subject*

The purpose of the teaching subject art is for the student to develop professional competences and curiosity related to expression in and through visual culture. Through the practical, aesthetic and analytical work with visual art and visual phenomena, the student develops professional and intercultural competences. The professional competences of the student are qualified through contemplation and experimental visual creation, dialogue and theoretical reflection. Through the combination of experience from art lessons in the teacher education programme and practical training with children and adolescents, the student acquires the ability to plan and implement teaching courses including making well-founded didactical choices.

*Objectives*

Upon completion of studies, the student must be able to:

- use and develop visual practice and visual language in individual and collective learning processes;
- use the workshop, crafts and methods of the subject with experimental and developing approaches;
- comprehend and reflect on theories, language and methods of visual art within a broad visual concept of analogue and digital categories, genres and phenomena;
- assess and use didactical knowledge and theory with focus on visual communication, teacher roles, teaching organisation, practice and evaluation, varying teaching forms, exercise and interdisciplinarity;
- independently use and establish local, global and digital learning spaces inside and outside school;
- identify and act with the creative and innovative potentials of the subject in practical relationships in terms of a differentiated pupil group;
- use and incorporate central professional and didactical texts with terms and language from the visual culture as well as historical and contemporary art forms.

*Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Thematic visual practice and visual communication.
- Visualisation of thoughts, ideas, observations, experiences and reflections in short courses and large projects.
- Examination and experiments using varied visual expression and presentation forms through sensory, relational and reflexive approaches.
- Exploring materiality, coincidences and processes.
- Formation of meaning, decoding and analysis including methods for visual communication.
- Visual mediation, documentation and portfolio.
- Didactics of the subject including learning processes of pupils, recognition and development in subjects and across subjects as well as teaching plans, teaching materials, culture, perspective and innovation.

## 88.1 Local academic description of Art

<i>Description of the subject's main elements</i>	The subject art is based on the work with five areas: experience, craft, expression, analysis and communication. Work with plain art, for instance drawing, painting and graphics; spatial art, for instance sculpture, land art, installation and architecture; and digital art such as photo, photo editing, video and other technologies.
<i>Integrated practical training</i>	<p>The practical training is prepared by means of ongoing didactical discussions on the assignments of the students. Some of these assignments can be exemplary 1:1, whereas others require changing prior to use in different forms.</p> <p>The individual teaching courses of the students for practical training are evaluated by means of guidance - individually and in groups. Follow-up on course experiences of the students after completed practical training.</p>
<i>Practice cooperation</i>	<p>Practice cooperation with schools and other institutions for children and adolescents may be included, for instance in the form of visits by pupils, who have worked on the same specific topic as the students. The students can also visit art classes at the school upon agreement, where students can teach a course previously prepared.</p> <p>Teachers, students and pupils can together visit culture institutions or work outdoor. Employees of museums could act as partners on such activities.</p>
<i>Work forms</i>	Experimental work in a workshop with visual forms of expression, inspired by art; but also in other visual culture. The analytical and communicative aspect is key in any course. The student collects all his/her visual material, analyses and didactical considerations in both a physical and digital portfolio. Further preparation of presentations to the group as well as exhibitions at the study location or in connection with external exhibitions.
<i>Feedback and Feedforward</i>	By means of ongoing visual communication in the group as well as didactical discussions, the students receive feedback from the teacher and fellow students to their products. The teacher further provides feedback and feedforward on student portfolios throughout the study programme.
<i>Professional simulation</i>	During the study programme, the students give each other lectures on professional elements. Student efforts are evaluated by fellow students and the teacher.
<i>Teaching materials and CFU involvement</i>	Work is based on a number of theoretical books as well as a long list of topical links and articles. Teaching materials, both analogue and digital, are used, analysed and developed continuously depending on professional relevance and substance.
<i>Use of external learning spaces</i>	Visits to art museums and other exhibitions are part of the teaching and the teacher cooperates with museum administrators prior to such visits. Public space (inside and outside) as well as nature is used when relevant.
<i>Study elements/study activities</i>	<p>Study elements included in the subject:</p> <ul style="list-style-type: none"><li>• A physical portfolio with all products created within the topics/themes during studies.</li><li>• A digital portfolio as above, further containing professional and didactical reflections and theory.</li><li>• A self-chosen final - practical and experimental - visual project, exhibited in connection with the exam of the student alongside other relevant portfolio products.</li><li>• A self-created visual profession-related element, for instance teaching material.</li><li>• A synopsis written on the basis of the student's practical experience.</li></ul>





## 89. Biologi

ECTS 35

*Formål for faget* Formålet med undervisningsfaget biologi er at uddanne og danne studerende til at varetage og udvikle biologifaget i grundskolen. Gennem faget opnås et fagligt og fagdidaktisk grundlag til at gennemføre og evaluere undervisning, der styrker elevernes nysgerrighed, interesse for og indsigt i biologi samt udvikler deres naturfaglige kompetence. Centralt i faget er opnåelse af viden og færdigheder, der understøtter undersøgende og eksperimenterende metoder i naturen, laboratoriet, faglokalet og eksterne læringsmiljøer. Undervisningen giver indsigt i, hvordan viden om naturvidenskaben og dens væsen kan udvikle elevernes forståelse for egen krop, hvordan elever får indlevelse i og tilknytning til naturen og bæredygtig anvendelse af naturgrundlaget.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Planlægge, gennemføre og evaluere biologiundervisning med sigte på at udvikle elevernes faglige forståelse, naturfaglige dannelse og kompetence, handlegkompetence og kritiske sans,
- Varetage dialogisk undervisning, der udvikler elevernes tanker og fagsprog, herunder faglig læsning og skrivning,
- Varetage varieret og differentieret undervisning med inddragelse af felt- og laboratoriearbejde, modeller og modellering samt eksterne læringsmiljøer,
- Varetage undervisning der inddrager kropslige, æstetiske og kreative undervisningsformer,
- Forstå, reflektere over og forholde sig til værdimæssige og etiske biologiske problemstillinger,
- Indgå i fagligt og tværfagligt samarbejde med skolens andre fag for at kunne udvikle naturfagsundervisning,
- Forholde sig reflekteret og undersøgende til undervisning, herunder læremidler med sigte på at udvikle grundskolens biologiundervisning, og
- Formidle ny biologisk viden og faglige problemstillinger, der medvirker til at skabe undren, kreativ tænkning og interesse hos elever.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Biologiske fagområder, som indgår i folkeskolens biologiundervisning, med sigte på fremtidig varetagelse af læreplanen for faget i grundskolen.
- Naturfagsdidaktisk teori og forskning om undervisnings- og evalueringsstrategier, som tilgodeser alle elevernes progression og deltagelsesmuligheder i biologifaget samt udvikler deres naturfaglige dannelse og kompetence.

## Lokal fagbeskrivelse for Biologi

*Beskrivelse af fagets hovedelementer* I undervisningsfaget biologi arbejdes der med de mange facetter af faget, der handler om alt det levende – og desuden praktisk arbejde, virksomhedsbesøg, naturundersøgelser, etiske dilemmaer, moderne forskning mv. der knytter sig til det. Formålet med undervisningsfaget biologi er at uddanne og danne studerende til at varetage og udvikle biologifaget i grundskolen.

Fagets biologifaglige hovedelementer er organiseret i tre hovedområder:

1: Cellebiologi, genetik, bioteknologi, evolution, klassifikation.

2: Levende organismer, økologiske sammenhænge og biodiversitet, anvendelse af naturgrundlaget herunder bæredygtig udvikling og interessemodsætninger.

3: Sundhed herunder livsstil og levevilkår, fysiologi, mikrobiologi og fødevarerproduktion.

Øvrige hovedelementer er naturfagsdidaktisk teori og forskning, herunder fagets aktuelle arbejdsformer i skolen, samt fællesfaglig undervisning i naturfag, brug af eksterne læringsmiljøer, naturvidenskabens væsen og udvikling af elevers naturdannelse. Desuden henvises til semesterplan og eksamensredegørelse for undervisningen på de enkelte hold.

*Integreret praktik* Den integrerede praktik tager udgangspunkt i undervisning tilrettelagt ud fra biologifagets natur herunder fagets arbejdsmåder og tankegange, og foregår i samarbejde med grundfagene. Et eksempel kan være at den studerende undersøger og reflekterer over lærerens rolle som facilitator af elevernes kompetenceudvikling i forbindelse med fx praktisk/undersøgende arbejde, modellering eller faglig læsning og/eller skrivning.

Ved udstrakte praktikdage arbejder de studerende med afprøvninger i skolen, som de i fællesskab evaluerer, reflekterer over og kvalificerer i den sideløbende biologiundervisning på campus. Forud for en blokpraktik, inddrages de studerendes erfaringer fra tidligere praktikker i arbejdet med tematikker, som gruppevis omsættes til en fagdidaktisk problemstilling.

I den efterfølgende praktik arbejder de studerende videre med deres fundne problemstilling.

På campusdagene under praktikken arbejder de studerende med praktikkens tematikker og gennemfører på baggrund af gruppevis refleksioner og peerevaluering en kvalificering af det videre arbejde i den resterende praktikperiode.

*Praksissamarbejde i faget* I faget lægges vægt på praksissamarbejde, og i undervisningen vil indgå et til flere forløb med samarbejder med lokale skoler, hvor de studerende planlægger, gennemfører og evaluerer undervisningssekvenser i biologi for elever på 7.-9. klassetrin, evt. i samarbejde med andre skolefag. Særligt elevernes praktiske arbejde med fokus på undersøgelser og modellering i naturen og i laboratoriet kan være i fokus. Materialer fra disse praksissamarbejder kan udgøre et eller flere undervisningsprodukter til eksamen.

*Fagets arbejdsformer* I faget lægges vægt på variation i arbejdsformer, høj deltageraktivitet, dialogisk tilgang, samt løbende medbestemmelse og progression. Den studerendes forståelse af biologifaglige temaer trænes primært gennem anvendelse af faget under studiearbejdet. Se mere under afsnittet om professionsrettet simulation.

*Feedback og feedforward* Der gives skriftlig og/eller mundtlig feedback og feedforward fra undervisere på udvalgte studieprodukter, og der inddrages desuden forskellige former for peerfeedback.

## Lokal fagbeskrivelse for Biologi

- Professionsrettet simulation i faget* Der øves professionsrettede færdigheder og kompetencer på bl.a. følgende måder:  
Tekniske/instrumentelle færdigheder som fx fremstilling af mikroskopiske præparater, håndtering af mikroskop, dissektion af biologisk materiale, fremstilling af undervisningsvideoer mv.  
Relationelle og kommunikative færdigheder som fx formativ evaluering af elevers selvstændige undersøgende arbejde.  
Sammensatte færdigheder og kompetencer med forudsigeligt handlingsforløb som fx planlægning, gennemførelse og evaluering af egne naturundersøgelser, inkl. fortolkning, modellering og vurdering af indsamlede data.  
Sammensatte færdigheder og kompetencer i scenarier med uforudsigeligt handlingsforløb som planlægning, gennemførelse og evaluering af undervisningssekvenser, bl.a. i naturen og laboratoriet med medstuderende eller elever.
- Læremidler og in-volvering af CFU og Faglig læsning* Der arbejdes med faglig læsning og skrivning i naturfag, med inddragelse af forskellige artefakter og ressourcer fra CFU, samt analyse af læremidler til faget, herunder refleksioner over læremidlernes kvalitet ift. gældende læreplaner i biologifaget i skolen og arbejde med redigering af læremidler til brug i egne undervisningsplaner.
- Brug af eksterne læringsrum* I biologifaget er der dels helt særlige didaktiske begrundelser og dels helt særlige muligheder for at gøre brug af eksterne læringsrum, både didaktiserede og ikke didaktiserede, og derfor udgør arbejdet med dette en del af undervisningen, der således ofte vil foregå andre steder end på campus. Der arbejdes desuden både med almen udeskoledidaktik, fx ift. klasseledelse i underrummet samt didaktisk fokus på biologisk feltarbejde og samarbejde med eksterne partnere fx i skoletjenester og virksomheder.
- Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen* Underviserne på faget formulerer hvert semester et til flere deltagelsespligtige studieprodukter med udgangspunkt i fagets mål. Disse kan udgøres af både praktiske, mundtlige og skriftlige delelementer, samt deltagelse i specifikke aktiviteter, fx ekskursioner (hvoraf en kan være af flere dages varighed), laboratoriearbejde, praksissamarbejde mv. Underviserne melder de konkrete deltagelsespligtige studieprodukter ud ved semesterstart, hvor eventuelle detaljer aftales med holdet.  
I tilknytning hertil laves som beskrevet i eksamensbeskrivelsen mindst otte egenproducerede undervisningsprodukter, der inden eksamen samles i en oversigt. Minimum to knyttes til hvert af de tre prøveprodukter. I undervisningsprodukterne skal indgå eksempler på mikroskopi, feltundersøgelse, artsbestemmelse, databehandling, modellering, æstetisk/kreativt arbejde samt sikkerhed.

## 90. Dansk 1.- 6. klassetrin

ECTS 50

*Formål for faget* Formålet med undervisningsfaget dansk 1.-6. klassetrin er, at den studerende tilegner sig viden og kundskaber om læsning, skrivning, sprog og tekster som grundlag for fagdidaktisk indsigt, refleksion og handling i et dannelses- og uddannelsesperspektiv. I faget udvikler den studerende selvstændigt og i samarbejde med andre receptive og produktive sprog- og tekstkompetencer. Faget bidrager til, at den studerede bliver i stand til at støtte og motivere elever til at læse og skrive med henblik på oplevelse, fordybelse og deltagelse i samfund og kultur. Faget forbereder den studerende på fortsat at kunne udvikle danskundervisning i fagprofessionelle sammenhænge.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Analysere og vurdere mundtligt og skriftligt sprog i kommunikative sammenhænge med henblik på udvikling af elevers sprog- og tekstkompetencer,
- Analysere, vurdere og understøtte elevers begyndende og fortsatte, sprog-, læse- og skriveudvikling,
- Analysere, fortolke, perspektivere og vurdere børnelitteratur og andre æstetiske tekster i et lærerfagligt perspektiv,
- Analysere og vurdere tekster med henblik på faglig læsning og skrivning,
- Kommunikere korrekt og hensigtsmæssigt i mundtlige og skriftlige fagprofessionelle sammenhænge,
- Analysere, vurdere, anvende og udvikle analoge og digitale læremidler tilpasset undervisningssituationen, og
- Begrundet planlægge, gennemføre og evaluere varieret og differentieret danskundervisning i alle fagets indholdsområder i henhold til gældende læreplan i skolen.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Faglige og fagdidaktiske teorier og metoder, herunder bl.a. æstetiske og kropslige undervisningsformer.
- Forskning i, udvikling og undersøgelser af danskundervisning i praksis.
- Sprog og teksters indhold, form, struktur og funktion.
- Læsning, skrivning og skriftsprogsvanskeligheder, herunder dysleksi og sprogsvanskeligheder.
- Sproglig vejledning samt vurdering af elevers sprog og tekster.
- Børnelitteratur og andre æstetiske tekster, herunder nyere og ældre tekster.
- Retorik, kommunikation og mundtlighed.
- Multimodalitet, medier og digitale teknologier.
- Norsk og svensk sprog, litteratur og kultur.

## 90.1 Lokal fagbeskrivelse for Dansk 1. – 6. klassetrin

*Beskrivelse af fagets hovedelementer* Der arbejdes med danskfagets didaktik rettet mod udvikling af den studerendes kompetencer inden for undervisning i læsning, fremstilling, fortolkning og kommunikation på 1.-6. klassetrin. Samtidig udvikles den studerendes egen danskfaglighed. Progressionen fremgår af modulplanen og eksamensredegørelsen.

Undervisningsfaget dansk 1.-6. kl. består af en række studieområder, målrettet indskoling og mellemtrin. I hvert studieområde arbejdes der fagligt og fagdidaktisk med fagets tekster, ressourcer, teorier, læremidler og undervisningsformer.

Studieområdernes indhold beskrives i semesterplanerne for faget.

*Integreret praktik:* De studerendes praktik integreres løbende i faget. Der arbejdes med forberedelse, gennemførelse og evaluering af danskundervisning, og der arbejdes med forskellige dimensioner af lærerrollen. Den enkelte studerendes konkrete erfaringer fra praktikken inddrages i undervisningen. I faget vil den studerende opleve en progression fra enkle til komplekse undervisningssituationer i dansk.

*Praksissamarbejde i faget* Som en del af undervisningen samarbejdes med skoler og dansklærere om at styrke de studerendes danskfaglige kompetencer, fx i form af besøg af klasser, besøg på skoler, besøg af gæsteundervisere og arbejde med elevprodukter.

*Fagets arbejdsformer* Den studerende arbejder med varierede arbejdsformer alt efter tema og mål for undervisningen. I faget lægges vægt på variation i arbejdsformer, høj deltageraktivitet, en dialogisk tilgang samt løbende medbestemmelse og progression.

*Feedback og feedforward* De studerende får løbende feedback og feedforward på studieprodukter og øvrige studiedeltagelse. Det sker fx mundtligt, skriftligt og som peer feedback.

*Professionsrettet simulation i faget* Der arbejdes med professionsrettet simulation i dansk gennem træning af enkeltstående, velafgrænsede færdigheder og sammensatte, sammenhængende kompetencer i relevante scenarier. Der arbejdes med semantiske, didaktiske og funktionelle læremidler til undervisning i dansk 1.-6. klasse. I samarbejde med dansk konsulenter fra CFU undersøges eksempler på analoge og digitale læremidler, fx Den første læsning.

*Brug af eksterne læringsrum* Danskundervisningen tilrettelægges med inddragelse af relevante interne og eksterne læringsrum, bl.a. udearealer, lokale kulturinstitutioner, virksomheder, offentlige rum.

*Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen* Fremgår af semesterplanen.

## 91. Dansk 4.-10. klassetrin

ECTS 50

*Formål for faget* Formålet med undervisningsfaget dansk 4.-10. klassetrin er, at den studerende tilegner sig viden og kundskaber om sprog, tekster og kommunikation som grundlag for fagdidaktisk indsigt, refleksion og handling i et dannelses- og uddannelsesperspektiv. I faget udvikler den studerende selvstændigt og i samarbejde med andre receptive og produktive sprog- og tekstkompetencer. Faget bidrager til, at den studerede bliver i stand til at støtte og motivere elever til at anvende dansk sprog og andre udtryksformer med henblik på oplevelse, fordybelse og deltagelse i samfund og kultur. Faget forbereder den studerende på fortsat at kunne udvikle danskundervisning i fagprofessionelle sammenhænge.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Analysere og vurdere mundtligt og skriftligt sprog i kommunikative sammenhænge med henblik på udvikling af elevers sprog- og tekstkompetencer,
- Analysere, vurdere og understøtte elevers fortsatte sprog-, læse- og skriveudvikling,
- Analysere, fortolke, perspektivere og vurdere ældre og nyere litteratur og andre æstetiske tekster i et lærerfagligt perspektiv,
- Analysere og vurdere tekster med henblik på faglig læsning og skrivning,
- Kommunikere korrekt og hensigtsmæssigt i mundtlige og skriftlige fagprofessionelle sammenhænge,
- Analysere, vurdere, anvende og udvikle analoge og digitale læremidler tilpasset undervisningssituationen, og
- Begrundet planlægge, gennemføre og evaluere varieret og differentieret danskundervisning i alle fagets indholdsområder i henhold til gældende læreplan i skolen.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Faglige og fagdidaktiske teorier og metoder, herunder bl.a. æstetiske og kropslige undervisningsformer.
- Forskning i, udvikling og undersøgelser af danskundervisning i praksis.
- Sprog og teksters indhold, form, struktur og funktion.
- Læsning, skrivning og skriftsprogvanskeligheder, herunder dysleksi og sprogvanskeligheder.
- Sproglig vejledning samt vurdering af elevers sprog og tekster.
- Ældre og nyere litteratur og andre æstetiske tekster, litteraturhistorie og dansk litteraturs kanon.
- Retorik, kommunikation og mundtlighed.
- Multimodalitet, medier og digitale teknologier.
- Norsk og svensk sprog, litteratur og kultur.

## 91.1 Lokal fagbeskrivelse for Dansk 4. – 10. klassetrin

<i>Beskrivelse af fagets hovedelementer</i>	Der arbejdes med danskfagets didaktik rettet mod udvikling af den studerendes kompetencer inden for undervisning i læsning, fremstilling, fortolkning og kommunikation på 4.-10. klassetrin. Samtidig udvikles den studerendes egen danskfaglighed. Progressionen fremgår af semesterplanen og eksamensredegørelsen, der dækker fagets indholdsområder. Tekster, ressourcer og læremidler er målrettet 4.-10. klasse.
<i>Integreret praktik</i>	De studerendes praktik integreres løbende i faget. Der arbejdes med forberedelse, gennemførelse og evaluering af undervisningen, og der arbejdes med forskellige dimensioner af lærerrollen. Den enkelte studerendes konkrete erfaringer fra praktikken inddrages i undervisningen. I faget vil den studerende opleve en progression fra enkle til komplekse undervisningssituationer i dansk.
<i>Praksissamarbejde i faget</i>	Som en del af undervisningen samarbejdes med lokale skoler og lærere om at styrke de studerendes lærerfaglige kompetencer, fx i form af besøg af klasser, besøg på skoler, besøg af gæsteundervisere og analyse af elevprodukter.
<i>Fagets arbejdsformer</i>	Den studerende arbejder med varierede arbejdsformer alt efter tema og mål for undervisningen. I faget lægges vægt på variation i arbejdsformer, høj deltageraktivitet, en dialogisk tilgang samt løbende medbestemmelse og progression.
<i>Feedback og feedforward</i>	De studerende får løbende feedback og feedforward på studieprodukter og øvrige studiedeltagelse. Det sker fx mundtligt, skriftligt og som peer feedback.
<i>Professionsrettet simulation i faget</i>	Der arbejdes med professionsrettet simulation i dansk. Der sker progression fra enkeltstående, velafgrænsede færdigheder til sammensatte og sammenhængende kompetencer i relevante scenarier.
<i>Læremidler og involvering af CFU</i>	Der arbejdes med semantiske, didaktiske og funktionelle læremidler til undervisning i dansk i 4.-10. klasse, analoge og digitale. I samarbejde med dansk konsulenter fra CFU undersøges eksempler på de nyeste læremidler og ressourcer.
<i>Brug af eksterne læringsrum</i>	I undervisningen inddrages fx lokale kulturinstitutioner, virksomheder og offentlige rum.
<i>Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen</i>	Fremgår af semesterplanen.

## 92. Dansk som andetsprog

ECTS 35

*Formål for faget* Formålet med undervisningsfaget dansk som andetsprog er at kvalificere den studerende til begrundet at planlægge, gennemføre og evaluere dansk som andetsprogsundervisning med udgangspunkt i elevens samlede sproglige forudsætninger. Faget kvalificerer den studerende til at varetage funktionen som ressourceperson i dansk som andetsprog i skolen og at samarbejde med andre faglærere med henblik på at inddrage et andetsprogsperspektiv i fagene.

*Mål* Ved fagets afslutning skal den studerende:

- Kunne afdække, vurdere og karakterisere flersprogede elevers udvikling i dansk som andetsprog, herunder sproglige ressourcer,
- Begrundet kunne tilrettelægge og evaluere læringsforløb i dansk som andetsprog, herunder inddrage kreativitet og bevægelse,
- Kunne medvirke til fagets udvikling i skolen med inddragelse af forskning,
- Have kendskab til og kunne forholde sig kritisk-analytisk til fagets institutionelle praksis og organisering, og
- Kunne samarbejde med kollegaer, forældre og andre om undervisning af flersprogede elever på baggrund af en helhedsorienteret forståelse for elevernes skolegang, baggrund og ressourcer.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Dansk som andetsprog i skolen, herunder organisering, regelgrundlag og historisk udvikling.
- Sproglig diversitet og forholdet mellem sprog, kultur og identitet.
- Andetsprogstilegnelse, herunder intersprog og sproglig evaluering.
- Andetsprogspædagogik og andetsprogsdidaktik.
- Faglig literacy og sproglige registre i et andetsprogsperspektiv, herunder læremiddelanalyse.
- Undervisning af nyankomne, herunder deres overgang til almenundervisning og analyse af evalueringsmaterialer.
- Samarbejde og vejledning, herunder andetsproglærerens roller og funktioner.



## 92.1 Lokal fagbeskrivelse for Dansk som andetsprog

### *Beskrivelse af fagets hovedelementer*

Faget tager sit afsæt i, at den studerende kvalificeret kan begrunde planlægning, gennemførelse og evaluering af dansk som andetsprogsundervisning fx i forhold til:

- At kunne tilrettelægge, gennemføre og evaluere læringsforløb i dansk som andetsprog, herunder inddrage kreativitet og bevægelse,
- At kunne samarbejde med kollegaer, forældre og andre om undervisning af flersprogede elever på baggrund af en helhedsorienteret forståelse for elevernes skolegang, baggrund og ressourcer,
- At kunne afdække, vurdere og karakterisere flersprogede elevers udvikling i dansk som andetsprog, herunder sproglige ressourcer,
- At kunne medvirke til fagets udvikling i skolen med inddragelse af forskning,
- At have kendskab til og kunne forholde sig kritisk-analytisk til fagets institutionelle praksis og organisering.

### *Integreret praktik*

Faget bidrager i samarbejde med praktikken til at sætte den studerende i stand til at undersøge og arbejde med den integrerede praktik i undervisningsfaget ud fra følgende faglige områder:

- Dansk som andetsprog i skolen, herunder organisering, regelgrundlag og historisk udvikling.
- Sproglig diversitet og forholdet mellem sprog, kultur og identitet.
- Andetsprogstilegnelse, herunder intersprog og sproglig evaluering.
- Andetsprogspædagogik og andetsprogsdidaktik.
- Faglig literacy og sproglige registre i et andetsprogsperspektiv, herunder læremiddelanalyse.
- Undervisning af nyankomne, herunder deres overgang til almenundervisning og analyse af evalueringsmaterialer.
- Samarbejde og vejledning, herunder andetsproglærerens roller og funktioner.

### *Praksissamarbejde i faget*

Faget samarbejder med praksis som en integreret del af faget og som en del af undervisningen samarbejdes med skoler om at styrke de studerendes faglige kompetencer i dansk som andetsprog, fx i form af:

- Basisundervisning i modtagelsesklasser.
- Supplerende dansk som andetsprog i almenundervisningen.
- Indblik i funktionen som resursepersion i dansk som andetsprog.
- Inddragelse af medundervisere i dansk som andetsprog.

### *Fagets arbejdsformer*

Den studerende arbejder med varierede arbejdsformer alt efter tema og mål for undervisningen. I faget lægges vægt på variation i arbejdsformer, høj deltageraktivitet, en dialogisk tilgang samt løbende medbestemmelse og progression.

### *Feedback og feedforward*

Vejledning og feedback ydes uformelt i den daglige undervisning og mere formelt i forbindelse med fremlæggelser, skriftlige arbejder, studieprodukter samt ved eksamen. Der gives desuden forskellige former for peerfeedback, hvor de studerende giver hinanden feedback og træner dialogisk læring enten en til en eller gruppe til gruppe. Feedback og feedforward kan gives på både færdige produkter og på arbejder af mere procesorienteret karakter.

## 92.1 Lokal fagbeskrivelse for Dansk som andetsprog

### *Professionsrettet simulation i faget*

Den professionsrettede simulation integreres undervejs i undervisningen, idet de studerende øver de indholdsområder og problemstillinger, der lader sig praktisere, fx ved:

- Undersøgelse af skolens organisering af faget, herunder rammer for nyankomne elever og skolens andetsprogpædagogiske værdigrundlag og diskurser.
- Analyse af sprogbrugssituationer og sproglig progression i forløb eller sekvens i eget undervisningsfag.
- Udvikling af et sprogbaseret forløb i dansk som andetsprogsundervisning på baggrund af en problemstilling fra skolen.
- Afdækning og evaluering af elevsprog og feedback på baggrund af indsamlet empiri fra afprøvning på skole. Den studerende afprøver 2-3 forskellige afdækningsværktøjer/evalueringsmaterialer, hvoraf det ene skal være intersprogsanalyse.

### *Læremidler og involvering af CFU*

Der arbejdes med inddragelse af læremidler til skolens fag med henblik på analyse og redaktisering af læremidler i et andetsprogsperspektiv samt med inddragelse af forskellige artefakter og ressourcer fra CFU.

### *Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen*

Den studerende indsamler minimum to typer empirisk materiale, som er koblet til fagets mål, indholdsområder og folkeskolens praksis.

Det empiriske materiale skal indeholde:

- Et praksiselement (undervisningsforløb, undervisningsaktiviteter og/eller et læremiddel/undervisningsmateriale),
- Eksempler på elevsprog i tilknytning til praksiselementet (mundtligt, skriftligt, multimodalt).

## 93. Engelsk (35 ECTS)

ECTS 35

*Formål for faget* Formålet med undervisningsfaget engelsk (35 ECTS-point) er at udvikle den studerendes kommunikative, interkulturelle og fagdidaktiske kompetencer. På baggrund af teori, praksis og forskning om sprog, sprogtilegnelse, kultur og samfund skal den studerende udvikle sig til en reflekterende sproglærer, der kan forberede eleverne til et liv i et globalt samfund, hvor engelsk har en særlig rolle som lingua franca. Den studerende skal integrere sproglig og interkulturel læring i arbejdet med en kompetencegivende og dannende engelskundervisning i et trygt og motiverende læringsmiljø i skolen.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Planlægge, gennemføre, evaluere og videreudvikle en varieret og differentieret kommunikativ undervisning på basis af viden om det engelske sprog, sprogbrug, sprogtilegnelse, kultur og samfund,
- Integrere sproglig og interkulturel læring,
- Beherske engelsk mundtligt og skriftligt tilpasset forskellige kommunikative situationer, herunder engelsk som primært klasserumssprog,
- Analysere, vurdere og begrundet udvælge tekster, analoge og digitale læremidler, æstetiske og kropslige undervisningsformer og artefakter,
- Skabe et trygt og motiverende læringsmiljø, der understøtter elevernes deltagelsesmuligheder,
- Fungere som sproglig vejleder på basis af sproglig og fagdidaktisk viden, og
- Undersøge, analysere, reflektere over og udvikle praksis i forhold til praktik, teori og forskning.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Sprogets opbygning, sprogbrug og sproglige varianter.
- Sprogsyn og sprogtilegnelsesdidaktik, herunder et kommunikativt og funktionelt sprogsyn samt legende læring.
- Kultursyn og kulturdidaktik, herunder et dynamisk kultursyn og kulturel mangfoldighed i engelsksprogede samfund og i verden.
- Receptive og produktive færdigheder, processer og strategier.
- Analyse og udvikling af elevsprog.
- Viden om, analyse af og produktion af tekster.
- Undersøgelse, interaktion og handling som verdensborger.
- Fagets læreplaner og afsluttende prøver.
- Grundlæggende principper og former for evaluering og feedback i forhold til sprog og kultur.
- Undersøgelse, analyse og vurdering af undervisning.

### 93.1 Lokal fagbeskrivelse for Engelsk (35 ECTS)

- Beskrivelse af fagets hovedelementer* Omdrejningspunktet for engelskfaget er fagets didaktik - herunder følgende:
- Sprogdidaktik
  - Sprogtilegnelsesdidaktik
  - Kulturdidaktik
- Engelskfaget dækker følgende 3 hovedområder, som vægtes ligeværdigt henover semestrene:
- Sprog og sprogbrug
  - Sprogtilegnelse og kommunikative færdigheder
  - Kultur og samfund.
- Integreret praktik* Der arbejdes i faget konsekvent med fagrelevante praksiselementer, som kan indgå i de studerendes portfolio, og som kan afprøves og redidaktiseres i forbindelse med praktik og praksistilknytning. Studerende arbejder med udvikling af praksiselementer fx læringsaktiviteter, undervisningsplaner, feedbackrammer, stilladseringselementer mv. Derudover arbejder de studerende med at omdanne sprogteoretisk viden til handleperspektiver i klasserummet. De studerendes praksishandlinger, erfaringer, observationer og praksiselementer indgår i deres portfolio, som danner grundlag for kompetencemålsprøven i engelsk og de studerendes videre praksis.
- Praksissamarbejde i faget* Der arbejdes løbende i faget med praksissamarbejde i forskellige formater fx i form af:
- Input fra gæsteunderviser eller meduddanner fra skolen som videndeling eller som udgangspunkt for udarbejdelse af praksiselementer fx læringsaktivitet, undervisningsplan, feedback, stilladsering etc.
  - Afprøvning af praksiselementer på hele skoleklasser eller elevgrupper.
  - Feedback og refleksion over observationer fra afprøvnings med henblik på videreudvikling af de studerendes fagprofessionelle kompetencer.
- Fagets arbejdsformer* I undervisningen indgår forskellige arbejdsformer, herunder:
- Plenumdiskussioner
  - Gruppearbejde
  - Individuelt arbejde
  - Foredrag/webinarer
  - Gruppevis og individuelt i virtuelle læringsrum eller som selvstudie mv.
- Feedback og feedforward* Feedback og feedforward gives i følgende modaliteter:
- Skriftlig feedback og feedforward fra UC-underviser, medstuderende, meduddannere eller elever
  - Mundtlig feedback og feedforward fra UC-underviser, medstuderende, meduddannere eller elever
  - Mundtlig og skriftlig feedback og feedforward fra UC-underviser, medstuderende, meduddannere eller elever.

### 93.1 Lokal fagbeskrivelse for Engelsk (35 ECTS)

<i>Professionsrettet simulation i faget</i>	I undervisningen såvel som de studerendes praktik arbejdes med professionsrettet simulation i form af fx: <ul style="list-style-type: none"><li>• Udarbejdelse af skabeloner og rammer for fx stilladsering, funktionel grammatik, lektionsplaner, kommunikative øvelser mv.</li><li>• Redidaktisering af læremidler og andres undervisningsplaner</li><li>• Udarbejdelse af elevfeedback, instruktioner, læreroplæg mv.</li><li>• Udvikling af didaktiske refleksioner enten skriftligt eller mundtligt</li><li>• Omsætning af teoretisk viden til handlemuligheder i et klasserum</li><li>• Afprøvning af legende elementer, som er designet af underviseren eller studerende</li><li>• Stilladsering af lærersprog</li><li>• Træning/afprøvning af interaktionsteknikker.</li></ul>
<i>Læremidler og involvering af CFU</i>	Funktionelle, semantiske og didaktiske læremidler indgår løbende i forbindelse med udarbejdelse af praksiselementer herunder fx analyse, didaktisering og redidaktisering. Læremidler analyseres med forskellige fagdidaktiske vinkler som fx interkulturel kompetence, kommunikativ kompetence, funktionel sprogforståelse mv. Inddragelse af CFU som fx oplægsholder er også mulig og fremgår af semesterplaner. CFU og UC-undervisere kan samarbejde om fx udvikling af undervisning, anskaffelse af læremidler med udgangspunkt i forskellige fagdidaktiske behov, afprøvning af materialer og projekter osv.
<i>Brug af eksterne læringsrum</i>	Eksempler på brug af eksterne læringsrum kunne være: <ul style="list-style-type: none"><li>• Skolebesøg i forbindelse med prøvehandling, sprog dage mv.</li><li>• Kulturinstitutioner fx. museer, biblioteker mv.</li><li>• Udeundervisning i forbindelse med fx mundtlighed, bevægelse i engelskundervisning mv.</li><li>• Inddragelse af andre lokaliteter på campus.</li></ul>
<i>Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen</i>	<ol style="list-style-type: none"><li>1. Undervisningsplan</li><li>2. Skriftligt produkt fx. outline til prøveoplæg</li><li>3. Mundtligt produkt</li><li>4. Intersprogsanalyse</li></ol> Andre studieprodukter kan indgå og vil fremgå af semesterplaner. Ovenstående studieelementer uddybes i semesterplanerne. Der henvises desuden til forudsætningskrav for deltagelse i eksamen ved eksamen for engelsk 35 ECTS eller engelsk 50 ECTS.

## 94. English (50 ECTS)

ECTS

50

### *Purpose of the subject*

The purpose of the teaching subject English (50 ECTS-point) is to develop the communicative, intercultural and didactical competences of the student. Based on theory, practice and research about language, language acquisition, culture and society, the student becomes a reflective language teacher able to prepare pupils for a life in a global community with English playing an essential role like lingua franca. The student must integrate linguistic and intercultural learning in the work as qualifying and educative English teaching in a safe and motivating learning environment in school.

### *Objectives*

Upon completion of studies, the student must be able to:

- plan, implement, evaluate and develop varied and differentiated communicative teaching, based on knowledge about the English language, language use, language acquisition, culture and society;
- integrate linguistic and intercultural learning;
- master English orally and in writing, matching different communicative situations including English as primary classroom language;
- analyse, evaluate and with reason select texts, analogue and digital teaching materials/technologies, aesthetic and physical teaching forms and artefacts;
- create a safe and motivating learning environment that supports the participation possibilities of pupils;
- act as linguistic counsellor on the basis of linguistic and didactical knowledge;
- examine, analyse, reflect on and develop practice in terms of practical training, theory and research.

### *Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Structure, use and variants of the language.
- Language perspectives and language acquisition didactics including a communicative and functional language perspective as well as playful learning.
- Cultural perspectives and cultural didactics including a dynamic cultural perspective and diversity in English-speaking communities and the world.
- Receptive and productive skills, processes and strategies.
- Analysis and development of pupil language.
- Knowledge about, analysis of and production of texts.
- Examination, interaction and action as a global citizen including interdisciplinary and international cooperation.
- Teaching plans and final exams.
- Basic principles and forms of evaluation and feedback related to language and culture.
- Teaching examination, analysis and evaluation.

## 94.1 Local academic description of English (50 ECTS)

### *Description of the subject's main elements*

The teaching subject English focuses on didactics including:

- Language didactics.
- Language acquisition didactics.
- Cultural didactics.

The teaching subject English covers the following three main areas, which are equally important throughout the semesters:

- Language and language use.
- Language acquisition and communicative skills.
- Culture and society.

### *Integrated practical training*

The subject consistently utilises professionally relevant practice elements, which may be included in student portfolios and can be practiced and adjusted in practical training. The student works with developing practice elements such as learning activities, teaching plans, feedback frameworks, scaffolding elements etc. The student further works with converting theoretical linguistic knowledge to action perspectives in the classroom. The practice actions, experiences, observations and practice elements of the student are included in the portfolio as the basis for the competence test in English and the continued practice of the student.

### *Practice cooperation*

Ongoing practice cooperation in different formats such as:

- Input from guest teachers or fellow teachers from the school as knowledge-sharing or as the basis for preparing practice elements such as learning activities, teaching plans, feedback or scaffolding etc.
- Testing practice elements on whole classes or groups of pupils.
- Feedback and reflections on observations from practice in order to further develop the professional competences of the student.

### *Work forms*

Teaching includes different work forms including:

- Plenum discussions.
- Group work.
- Individual work.
- Lectures/webinars.
- Virtual learning in groups or individual, or as self-study etc.

### *Feedback and feedforward*

Feedback and feedforward is provided in the following modalities:

- Written feedback and feedforward from UC teacher, fellow students, fellow teacher or pupils.
- Oral feedback and feedforward from UC teacher, fellow students, fellow teacher or pupils.
- Oral and written feedback and feedforward from UC teacher, fellow students, fellow teacher or pupils.

## 94.1 Local academic description of English (50 ECTS)

*Professional simulation* Professional simulation is used during lessons and also during practical training and includes:

- Preparation of templates and framework for scaffolding, functional grammar, lesson plans, communicative exercises etc.
- Didactical adjustment of teaching materials and teaching plans of others.
- Preparation of pupil feedback, instructions, teacher briefs etc.
- Development of didactical reflections, oral or written.
- Conversion of theoretical knowledge to action possibilities in a classroom.
- Testing playful elements designed by the teacher or student.
- Teacher language scaffolding.
- Training/testing interaction techniques.

*Teaching materials and CFU involvement* Functional, semantical and didactical teaching materials are incorporated continuously in connection with the preparation of practice elements including analyses, didacticization and didactical adjustment. Teaching materials are analysed from different didactical perspectives such as intercultural competence, communicative competence, functional language comprehension etc. Incorporation of CFU as for instance lecturer is also possible and is defined in the semester plan. CFU and UC teachers can cooperate on for instance the development of teaching, acquisition of teaching materials based on different didactical needs, testing of materials and projects etc.

*Use of external learning spaces* Examples of use of external learning spaces:

- School visits related to exams, language days etc.
- Cultural institutions such as museums, libraries etc.
- Outdoor teaching related to orality, exercise in English lessons etc.
- Incorporation of other campus locations.

*Study elements/study activities* The subject includes the following study elements:

1. Teaching plan
2. Written product, for instance outline for test brief
3. Oral product
4. Interlanguage analysis

Other study projects may be included and are defined in the semester plans. Further, please refer to the mandatory study elements as examination requirements for English 50 ECTS.



## 95. French

ECTS 35

*Purpose of the subject* The purpose of the teaching subject French is to develop the communicative, intercultural and didactical competences of the student. Based on both theory and practice, the student acquires professional and didactical knowledge and skills required for handling the task as French teacher in primary school. The student must be able to, independently and in cooperation with others, develop French teaching in school in accordance with the mission statement of primary and lower secondary school, objectives and teaching plans including focus on the role of French language in a global perspective.

*Objectives* Upon completion of studies, the student must be able to:

- present written and oral language skills in order to conduct French teaching in school;
- present research-based and practical knowledge about theory, practice and methods related to language, cultural and learning theories based on a communicative functional language perspective and a dynamic cultural perspective;
- assess and use theoretical and practical issues and select relevant didactical methods and tools for planning inclusive and motivated teaching for all pupils;
- independently plan teaching in language, culture, society and identity in relation to the French language;
- plan, implement, evaluate and develop interdisciplinary teaching with colleagues and other resource persons for pupils on different levels and with varying qualifications.

*Content areas* The teaching and integrated practical training of the subject deals with the following content areas:

- Didactics with focus on teaching differentiation, motivation and pupil autonomy as well as choice of method including reasoned use of digital tools and analogue and digital teaching materials.
- Multilingualism and multicultural approaches to planning and content of teaching with focus on the different pupil qualifications.
- Text, culture, intercultural communication and society in the French-speaking part of the world.
- Reading, reflection on texts and theories about language, language teaching and linguistic didactics.
- Language-acquisition processes, language comprehension, oral and written communication, analyses of pupil language.
- Practical, musical, creative, playful and application-oriented aspects of teaching as well as exercise as an integrated element in French teaching.

## 95.1 Local academic description of French

<i>Description of the subject's main elements</i>	<p>The main elements of the subject French:</p> <ul style="list-style-type: none"><li>• Cultural and intercultural competence, culture didactics.</li><li>• Professional, every day and classroom language.</li><li>• Language acquisition and processes incl. strategies.</li><li>• Varying teaching methods and forms as well as foreign language didactics.</li></ul> <p>All the main elements are conveyed on the basis of both theory and practice, and are part of the competence test in French based on student portfolios.</p>
<i>Integrated practical training</i>	<p>The subject French consistently integrates different practice elements within the framework of the University College. These elements prepare the student for future practice, serve as inspiration and can be adjusted and tested during practical training.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Planning of teaching in the form of activities, lessons and courses.</li><li>• Implementation of playful activities planned by the teacher or student.</li><li>• Micro-teaching for fellow students.</li><li>• Feedback methods.</li><li>• Interlanguage analysis.</li></ul> <p>The student further works with converting theoretical language knowledge to action perspectives in the classroom and vice versa. The used teaching plans, experiences, observations and practical elements form the basis for assessment of objectives for the French competences as well as future practice.</p>
<i>Practice cooperation</i>	<p>The course includes practice cooperation in different forms and formats as defined in the semester plan.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Participation by guest professors/fellow students in the form of lectures, workshops, sparing and counselling etc.</li><li>• Visits, observations and teaching in schools by students.</li><li>• Feedback and reflections based on practice cooperation.</li><li>• Participation in practice-related development projects etc.</li></ul>
<i>Work forms</i>	<p>Teaching can be conducted in various ways, for instance physical synchronous, virtual synchronous and asynchronous. Different work forms can be used during teaching including: plenum discussions, group work, individual work, lectures/webinars, work in virtual learning spaces, virtual learning in groups or individual, or as self-study etc.</p>
<i>Feedback and feedforward</i>	<p>Feedback and feedforward can be provided both in writing and orally from UC teachers, fellow students, fellow teachers and pupils, depending on the individual assignment.</p>

## 95.1 Local academic description of French

<i>Professional simulation</i>	<p>The following professional simulations are applied in the classroom and during practical training:</p> <ul style="list-style-type: none"><li>• Preparation of templates and framework for scaffolding, functional grammar, lesson plans, communicative exercises etc.</li><li>• Didactical adjustment of teaching materials and teaching plans of others as well as didactical adjustment of authentic materials (semantic teaching materials).</li><li>• Preparation of pupil feedback, instructions, teacher briefs etc.</li><li>• Development of didactical reflections, oral or written.</li><li>• Conversion of theoretical knowledge to action possibilities in a classroom.</li><li>• Testing playful elements designed by the teacher or student.</li></ul>
<i>Teaching materials and CFU involvement</i>	<p>Functional, semantical and didactical teaching materials are incorporated continuously during preparation of practice elements including analyses, didacticization and didactical adjustment. Teaching materials are analysed from different didactical perspectives such as intercultural competence, communicative competence, functional language comprehension etc. Incorporation of CFU as for instance lecturer is also possible and is defined in the semester plan.</p>
<i>Use of external learning spaces</i>	<p>Please refer to the semester plans for use of external learning spaces.</p> <p>Examples of use of external learning spaces:</p> <ul style="list-style-type: none"><li>• School visits related to exams, language days etc.</li><li>• Cultural institutions such as museums, libraries etc.</li><li>• Outdoor teaching related to orality, exercise during lessons etc.</li><li>• Participation in conferences and study trips.</li><li>• Incorporation of other campus locations.</li></ul>
<i>Study elements/study activities</i>	<p>The subject includes study elements, which are described in detail in the semester plans.</p> <p>Study elements may include:</p> <ul style="list-style-type: none"><li>• Teaching plan.</li><li>• Written and oral product.</li><li>• Interlanguage analysis.</li><li>• Other study products.</li></ul>

## 96. Fysik/kemi

ECTS 35 ECTS

*Formål for faget* Formålet med undervisningsfaget fysik/kemi er at udvikle den studerendes faglige og fagdidaktiske grundlag for og evne til at undervise med fokus på elevernes naturfaglige dannelse og kompetence. Formålet er tillige, at den studerende udvikler en fagprofessionel identitet, som gør det muligt at forbinde fagdidaktisk teori med praksis og reflektere over udviklingsbehov og muligheder i et fremadrettet professionelt perspektiv. Eksemplariske metodevalg i undervisningen styrker den studerendes eget reflekterede metodevalg og opmærksomhed på deltagelsesmuligheder for alle elever.

*Mål* Ved fagets afslutning kan den studerede:

- Planlægge, gennemføre og evaluere varieret og differentieret fysik/kemiundervisning med udgangspunkt i fagdidaktisk teori og forskning,
- Udvikle undervisning med udgangspunkt i faglig og fagdidaktisk teori og empiriske undersøgelser af egen og andres praksis,
- Begrunde og diskutere skolefagets rolle i et historisk, kulturelt, dannende og uddannende perspektiv,
- Designe, udføre og vejlede i naturfaglige undersøgelser og innovativ problemløsning, herunder kunne vurdere og handle på risikoforhold,
- Anvende, forklare, udvikle og vurdere naturfaglige modeller og omsætte dette til undervisning i faget,
- Perspektivere fagets indhold, arbejdsmåder og anvendelser i hverdag og samfund med henblik på, at eleverne kan tage stilling og handle på et naturfagligt informeret grundlag,
- Undervise med fokus på elevernes naturfaglige sprog, argumentation og faglige læsning,
- Indgå i samarbejde med skolens øvrige fag på langs og på tværs, særligt med de øvrige naturfag, og
- Anvende og vurdere undervisningsressourcer, herunder eksterne læringsmiljøer og eksempler på nyere naturvidenskabelig forskningsformidling.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Mål, begrundelser og læreplan for faget i folkeskolen.
- Læringsteorier og undervisningsstrategier med henblik på naturfaglig dannelse og kompetence, samt undersøgende, problemløsende, varieret og differentieret undervisning, som også omfatter faglige samspil og bevægelse i faget.
- Formativ og summativ evaluering af elevers faglige forståelse og anvendelse af naturfaglige processer og metoder.
- Forklaringsmodeller i relation til grundskolefagets indholdsområder og udvalgte tværfaglige problemstillinger.
- Naturfaglige processer og metoder.
- Naturvidenskabens natur og samspil med samfundet.

## 96.1 Lokal fagbeskrivelse for Fysik/kemi

*Beskrivelse af fagets hovedelementer* I undervisningsfaget fysik/kemi arbejdes der med tilegnelse af et fagligt og fagdidaktisk grundlag for at undervise i folkeskolens fysik/kemi fag med fokus på elevers naturfaglige dannelse, kompetence og deltagelsesmuligheder. Fysik/kemi undervisningsfagets undervisning, praktik og den integrerede praktik beskæftiger sig med hovedelementerne:

- Elevernes naturfaglig dannelse og kompetence
- Læringsteorier og undervisningsstrategier i fysik/kemi undervisningen herunder faglig læsning i fysik/kemi
- Grundskolefagets indholdsområder.

Fysikkens hovedelementer: Astronomi, atomer og partikler, bølger herunder lys og lyd, elektricitet og magnetisme, kraft, energi og bevægelse, stof og materiale, termodynamik. Kemiens hovedelementer: Stoffers opbygning, kemiske reaktioner, stofkendskab. Fælles hovedelementer: Praktisk eksperimenterende arbejde, analog og digital dataopsamling og bearbejdning, teknologiforståelse, bæredygtighed og demokratisk dannelse.

- Tværfaglige problemstillinger
- Naturfaglige processer og metoder
- Evaluering af elevers læringsudbytte
- Laboratorie- og sikkerhedskursus.

Den studerendes opbygger i løbet af fysik/kemi undervisningsfaget en præsentationsportfolio, der indeholder praksisrettede produkter med forskellige fagdidaktiske fokuser. De praksisrettede produkter indsamles i undervisningen, under periodepraktikken, i praksissamarbejde i faget, ved analyse af forskningsrapporter etc. Se endvidere semesterplan(er) og eksamensreddegørelse for undervisningsfaget fysik/kemi.

*Integreret praktik* Den integrerede praktik tager udgangspunkt i grundskolefaget fysik/kemis indholdsområder, herunder fagets arbejdsmåder og tankegange. Praktikken forberedes i undervisningen, hvor der arbejdes med udvikling af undervisningsforløb/sekvenser og afprøvning af praktisk eksperimenterende arbejde. Den studerende/gruppen har undervejs i den integrerede praktik efter behov mulighed for at få vejledning med underviser. I efterbehandling af den integrerede praktik fremstiller den studerende/gruppen cases med afsæt i oplevelser fra den integrerede praktik. Igennem arbejdet med fremstillingen af cases øver den/de studerende kompetence til at identificere, beskrive, analysere og vurdere lærerfaglige problemstillinger og begrunde handlemuligheder. Casene tager udgangspunkt i én eller flere af lærerrollens 9 dimensioner: Læreren som didaktiker, fagperson, leder, samtalepartner, relationsudvikler, kulturskaber, undersøger, udvikler af praksis samt myndighedsperson.

*Praksissamarbejde i faget* Gennem praksissamarbejde med skoler i nærområdet, får den studerende almindeligvis mulighed for at øve fysik/kemi undervisning med udvalgte klasser ved at afprøve de undervisningsforløb/sekvenser, der er udviklet i undervisningen. Praksissamarbejdet efterbehandles gennem den studerende/gruppen egne cases med afsæt i oplevelser under praksissamarbejdet. Casene tager udgangspunkt i én eller flere af lærerrollens 9 dimensioner: Læreren som didaktiker, fagperson, leder, samtalepartner, relationsudvikler, kulturskaber, undersøger, udvikler af praksis samt myndighedsperson.

*Fagets arbejdsformer* Den studerende arbejder i grupper med varierede arbejdsformer alt efter tema og mål for undervisningen. Der er i fysik/kemi undervisningsfag et fokus på proces frem for produkt. Bevægelse integreres i faget bl.a. gennem arbejde med kropsliggørelse af det faglige indhold fra fysikken og kemiens kerneområder fx af processer. Eksterne læringsmiljøer og eksperter inddrages med oplæg, forelæsninger, workshops etc., når det er relevant.

## 96.1 Lokal fagbeskrivelse for Fysik/kemi

- Feedback og feedforward* De formative evalueringsprocesser er i fokus gennem undervisers feedback med afsæt i den studerendes/gruppens egne læringsmål, peerfeedback med afsæt i den studerendes/gruppens kommunikation om eget arbejde og feedforward med afsæt i det videre arbejde frem mod den/de studerendes mål.
- Professionsrettet simulation i faget* Den studerende øver sig i anvendelse af det laboratorieudstyr, der indgår i det praktisk eksperimenterende arbejde i skolefaget fysik/kemi, herunder også brug af datalogger.
- Den studerende øver færdigheder og kompetence gennem laboratoriearbejde med fokus på at udvikle kompetence i både selv at kunne gennemføre naturfaglige undersøgelser og for at kunne facilitere elevernes egne undersøgelser.
  - Den studerende øver færdigheder i udvikling af fysik/kemi undervisning gennem gruppens afprøvning af delelementer af de udviklende forløb. Delelementer af undervisningsforløbene kan være Flipped learning videoer målrettet elever fx introduktion til anvendelse af et apparat, gennemgang af en metode til analyse ex. pH, påvisning af næringsstoffer, delelementerne i modelleringskompetence etc. Den udviklede undervisning afprøves evt. i praksistilknytning/udvidede praktik og efterbehandles på studiet gennem formulering og analyse af cases både på gruppeniveau og på holdniveau.
  - Den studerende øver færdigheder og kompetence gennem fokus på opmærksomhed, nærvær, forståelse og orienteringsevne for at kunne identificere og håndtere problematiske situationer i forbindelse med fx elevernes arbejde med egne undersøgelser i laboratoriet, på ekskursioner og ved besøg til eksterne læringsmiljøer.
- Læremidler og involvering af CFU* Den studerende udvikler redskaber til kritisk at kunne vurdere læremidler udviklet til undervisning i fysik/kemi i grundskolen. Med afsæt i vurderingen kan den studerende udvælge og redigere læremidler som fx fysik/kemi bogsystemer, onlineportaler, materialer fra interesseorganisationer og interaktive simuleringer. Når det er relevant, involveres CFU i arbejdet med at vurdere læremidler.
- Brug af eksterne læringsrum* Eksterne læringsrum inddrages, når det er relevant i forhold til undervisningens tema.
- Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen* På hvert semester afleverer/deltager den studerende i et antal obligatoriske studieelementer. De obligatoriske studieelementer udarbejdes med afsæt i at demonstrere forståelse af didaktisk teori, naturfagets indholdsområder, naturvidenskabelig forståelse samt færdigheder i at tilrettelægge og gennemføre undervisning i praksis. De obligatoriske studieelementerne udmeldes ved semester start på alle tre moduler.

## 97. Geografi

ECTS 35

*Formål for faget* Formålet med undervisningsfaget geografi er at udvikle de studerendes omverdensforståelse og fagdidaktiske kompetencer som grundlag for deres virke som geografilærere i grundskolen. De studerende skal, gennem et dobbelt-didaktisk perspektiv, opnå et solidt geografifagligt og fagdidaktisk grundlag til at gennemføre en undervisning, der styrker elevernes nysgerrighed, engagement og indsigt i faget. Desuden er fagets formål at udbygge de studerendes undervisningskompetencer til at arbejde med bæredygtighedsproblematikker i et tidsmæssigt og rumligt perspektiv med fokus på at udvikle elevernes kritiske stillingtagen og dannelse.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Planlægge, gennemføre og evaluere varieret og engagerende geografiundervisning for elever med forskellige forudsætninger,
- Inddrage praktisk arbejde, bevægelse og eksterne læringsmiljøer,
- Forberede eleverne på deltagelse i et demokratisk samfund, der udvikler elevernes handlekompetence og stillingtagen i relation til menneskets samspil med naturen,
- Indgå i tværfagligt samarbejde, herunder med de øvrige naturfag,
- Udvælge, undersøge og kritisk vurdere autentiske og eksemplariske geografiske problemstillinger i en lokal, regional og global kontekst, og
- Demonstrere viden om videnskabsfaget geografis centrale indholdsområder og gældende læreplaner for faget i folkeskolen.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Undersøgelse og modellering med brug af digitale og analoge hjælpemidler med relevans for geografifaget.
- Fagsprog og faglig læsning i relation til geografifaget.
- Geografiundervisning i geografilokalet, laboratoriet og eksterne læringsmiljøer ud fra faglig og fagdidaktisk teori.
- Geografiske processer, mønstre og sammenhænge i humane systemer og naturlige kredsløb samt deres indbyrdes påvirkning, herunder arealers betydning for ressourceudnyttelse, handel og geopolitik.
- Interkulturel kompetence som forudsætning for forståelse og handling ift. menneskers forskellige levevilkår og indbyrdes afhængighed.

## 97.1 Lokal fagbeskrivelse for Geografi

### *Beskrivelse af fagets hovedelementer*

I undervisningsfaget geografi beskæftiger vi os med at forstå menneskenes levevilkår i Jordens forskellige egne, samt de faktorer som påvirker dem. Grundlaget for dette skabes gennem arbejdet med lokalisering og forståelse af natur-, samfunds- og kulturgeografiske fænomener, processer og mønstre samt deres rumlige udbredelse. Dette leder frem til at forstå og forklare samspillet mellem humane systemer og naturlige systemer i et bæredygtighedsperspektiv. På denne baggrund har du som geografistuderende mulighed for at kvalificere dig til at kunne begrunde, tilrettelægge, gennemføre, evaluere og udvikle varieret og engagerende undervisning i geografi i den danske grundskole. Geografifaget er obligatorisk i 7. - 9. klasse og er forankret i naturfagsgruppen. Som studerende i undervisningsfaget geografi kommer du således til at beskæftige dig med fagligt indhold af stor spændvidde, hovedsagligt:

Bygeografi, bæredygtighed, danske landskaber, demografi og levevilkår, erhvervsgeografi, geologi (f.eks. bjergarter), globalisering, havstrømme, interesse modsætninger og interesseorganisationer, jordbundsgeografi, kartografi, klimazoner og plantebælter, klimaændringer og global opvarmning, kredsløb – geologisk, vandets og kulstofs, pladetektonik og vulkanisme, rige og fattige lande, råstoffer og ressourcer, vejr og vejr fænomener.

I arbejdet med dette indhold lærer du arbejdsmåder og tankegange, der trækker på forskellig natur-, samfunds- og kulturgeografisk teori.

I geografi anvendes metoder til; stedbestemmelse, kortlæsning, indsamling af empiriske data i felten og i laboratoriet samt databehandling. I geografi gennemføres forskellige former for geografiske undersøgelser og analyser, herunder feltarbejde, rumlig analyse med kort, geografisk modellering og ræsonnement. Du lærer endvidere om den særlige geografiske formidling af geo-information via kort.

### *Integreret praktik*

Den integrerede praktik skal tage udgangspunkt i undervisning tilrettelagt ud fra geografifagets kultur herunder fagets arbejdsmåder og tankegange.

Et eksempel kan være at den studerende undersøger og reflekterer over lærerens rolle som facilitator af elevernes faglige udvikling i forbindelse med fx praktisk/undersøgende arbejde, modellering eller faglig læsning og/eller skrivning.

Almindeligvis vil de studerende have udstrakte praktikdage, hvor de arbejder med afprøvninger i skolen, som de i fællesskab evaluerer, reflekterer over og kvalificerer i den sideløbende geografiundervisning på campus.

Almindeligvis vil de studerende være i blokpraktik, og forud for dem inddrages de studerendes erfaringer fra tidligere praktikker i arbejdet med tematikker, som gruppevis omsættes til en fagdidaktisk problemstilling. I blokpraktikken arbejder de studerende videre med deres fundne problemstilling.

På campusdagen under praktikken arbejder de studerende med praktikkens tematikker og gennemfører på baggrund af gruppevis refleksioner og peerevaluering en kvalificering af det videre arbejde i den resterende praktikperiode.

### *Praksissamarbejde i faget*

Læreruddannelsen samarbejder med skoler, så de studerende kan afprøve undervisning og få feedback. Feedback kan fx modtages fra medstuderende, læreruddannere, elever, naturfagslærere og naturfagsvejledere. Lærere og naturfagsvejledere fra skolen kan deltage med oplæg og undervisning på læreruddannelsen.



<i>Beskrivelse af fagets hovedelementer</i>	<p>I undervisningsfaget geografi beskæftiger vi os med at forstå menneskenes levevilkår i Jordens forskellige egne, samt de faktorer som påvirker dem. Grundlaget for dette skabes gennem arbejdet med lokalisering og forståelse af natur-, samfunds- og kulturgeografiske fænomener, processer og mønstre samt deres rumlige udbredelse. Dette leder frem til at forstå og forklare samspillet mellem humane systemer og naturlige systemer i et bæredygtighedsperspektiv. På denne baggrund har du som geografistuderende mulighed for at kvalificere dig til at kunne begrunde, tilrettelægge, gennemføre, evaluere og udvikle varieret og engagerende undervisning i geografi i den danske grundskole. Geografifaget er obligatorisk i 7. - 9. klasse og er forankret i naturfagsgruppen. Som studerende i undervisningsfaget geografi kommer du således til at beskæftige dig med fagligt indhold af stor spændvidde, hovedsagligt:</p> <p>Bygeografi, bæredygtighed, danske landskaber, demografi og levevilkår, erhvervsgeografi, geologi (f.eks. bjergarter), globalisering, havstrømme, interessemodsætninger og interesseorganisationer, jordbundsgeografi, kartografi, klimazoner og plantebælter, klimaændringer og global opvarmning, kredsløb – geologisk, vandets og kulstof, plade-tektonik og vulkanisme, rige og fattige lande, råstoffer og ressourcer, vejr og vejrfænomener.</p> <p>I arbejdet med dette indhold lærer du arbejdsmåder og tankegange, der trækker på forskellig natur-, samfunds- og kulturgeografisk teori. I geografi anvendes metoder til; stedbestemmelse, kortlæsning, indsamling af empiriske data i felten og i laboratoriet samt databehandling. I geografi gennemføres forskellige former for geografiske undersøgelser og analyser, herunder feltarbejde, rumlig analyse med kort, geografisk modellering og ræsonnement. Du lærer endvidere om den særlige geografiske formidling af geo-information via kort.</p>
<i>Fagets arbejdsformer</i>	<p>Undervisningen i geografi tager udgangspunkt i undersøgelsesbaseret didaktik og forpligtende læringsfællesskaber. Der anvendes varierede undervisningsformer, hvor du som studerende kan relatere dig til fagets indhold, arbejdsmåder og tankegange med henblik på udvikling af bevidsthed om handlemuligheder for bæredygtig udvikling. Undervisningen foregår i klasserummet, laboratoriet, eksterne læringsmiljøer samt i andre læringsarenaer.</p>
<i>Feedback og feedforward</i>	<p>I faget arbejdes der med varierede feedbackformer, fx feedback ud fra den studerendes egne kriterier/læringsmål, peerfeedback og feedforward i forbindelse med arbejdet i faget, fx fagets studieprodukter.</p>
<i>Professionsrettet simulation i faget</i>	<p>Professionsrettet simulation øves i undervisningsfaget på campus og skaber sammenhæng mellem det den studerende kommer til at arbejde med på uddannelsen og i skolen. Professionsrettet simulation øves gennem aktiviteter som lægger op til:</p> <ul style="list-style-type: none"> <li>• Anvendelse af kort, måle- og undersøgelsesudstyr, fx digitale- og analoge kort, feltudstyr og mikroskop</li> <li>• Arbejde med egen undervisningsfaglighed</li> <li>• Facilitering af læringsaktivitet for andre studerende</li> <li>• At tilrettelægge, gennemføre og evaluere geografiundervisning og simulering af dele af den tilrettelagte undervisning for hinanden på holdet.</li> </ul>
<i>Læremidler og involvering af CFU</i>	<p>Den studerende udvikler kundskaber til begrundet udvælgelse, analyse, inddragelse og redidaktisering af læremidler. CFU inddrages relevant i arbejdet i undervisningen.</p>

### *Beskrivelse af fagets hovedelementer*

I undervisningsfaget geografi beskæftiger vi os med at forstå menneskenes levevilkår i Jordens forskellige egne, samt de faktorer som påvirker dem. Grundlaget for dette skabes gennem arbejdet med lokalisering og forståelse af natur-, samfunds- og kulturgeografiske fænomener, processer og mønstre samt deres rumlige udbredelse. Dette leder frem til at forstå og forklare samspillet mellem humane systemer og naturlige systemer i et bæredygtighedsperspektiv. På denne baggrund har du som geografistuderende mulighed for at kvalificere dig til at kunne begrunde, tilrettelægge, gennemføre, evaluere og udvikle varieret og engagerende undervisning i geografi i den danske grundskole. Geografifaget er obligatorisk i 7. - 9. klasse og er forankret i naturfagsgruppen. Som studerende i undervisningsfaget geografi kommer du således til at beskæftige dig med fagligt indhold af stor spændvidde, hovedsagligt:

Bygeografi, bæredygtighed, danske landskaber, demografi og levevilkår, erhvervsgeografi, geologi (f.eks. bjergarter), globalisering, havstrømme, interessemodsætninger og interesseorganisationer, jordbundsgeografi, kartografi, klimazoner og plantebælter, klimaændringer og global opvarmning, kredsløb – geologisk, vandets og kulstofs, plade-tektonik og vulkanisme, rige og fattige lande, råstoffer og ressourcer, vejr og vejrfænomener.

I arbejdet med dette indhold lærer du arbejdsmåder og tankegange, der trækker på forskellig natur-, samfunds- og kulturgeografisk teori.

I geografi anvendes metoder til; stedbestemmelse, kortlæsning, indsamling af empiriske data i felten og i laboratoriet samt databehandling. I geografi gennemføres forskellige former for geografiske undersøgelser og analyser, herunder feltarbejde, rumlig analyse med kort, geografisk modellering og ræsonnement. Du lærer endvidere om den særlige geografiske formidling af geo-information via kort.

### *Brug af eksterne læringsrum*

Den studerende arbejder både i og uden for selve undervisningen i faget med forskellige geotoper, eksterne læringsmiljøer og virksomheder. Den studerende gør sig derigennem erfaringer med at inddrage den omgivende natur og det omgivende samfund i geografiundervisning i skolen.

*Beskrivelse af fagets hovedelementer*

I undervisningsfaget geografi beskæftiger vi os med at forstå menneskenes levevilkår i Jordens forskellige egne, samt de faktorer som påvirker dem. Grundlaget for dette skabes gennem arbejdet med lokalisering og forståelse af natur-, samfunds- og kulturgeografiske fænomener, processer og mønstre samt deres rumlige udbredelse. Dette leder frem til at forstå og forklare samspillet mellem humane systemer og naturlige systemer i et bæredygtighedsperspektiv. På denne baggrund har du som geografistuderende mulighed for at kvalificere dig til at kunne begrunde, tilrettelægge, gennemføre, evaluere og udvikle varieret og engagerende undervisning i geografi i den danske grundskole. Geografifaget er obligatorisk i 7. - 9. klasse og er forankret i naturfagsgruppen. Som studerende i undervisningsfaget geografi kommer du således til at beskæftige dig med fagligt indhold af stor spændvidde, hovedsagligt:

Bygeografi, bæredygtighed, danske landskaber, demografi og levevilkår, erhvervsgeografi, geologi (f.eks. bjergarter), globalisering, havstrømme, interessemodsætninger og interesseorganisationer, jordbundsgeografi, kartografi, klimazoner og plantebælter, klimaændringer og global opvarmning, kredsløb – geologisk, vandets og kulstof, plade-tektonik og vulkanisme, rige og fattige lande, råstoffer og ressourcer, vejr og vejrfænomener.

I arbejdet med dette indhold lærer du arbejdsmåder og tankegange, der trækker på forskellig natur-, samfunds- og kulturgeografisk teori. I geografi anvendes metoder til; stedbestemmelse, kortlæsning, indsamling af empiriske data i felten og i laboratoriet samt databehandling. I geografi gennemføres forskellige former for geografiske undersøgelser og analyser, herunder feltarbejde, rumlig analyse med kort, geografisk modellering og ræsonnement. Du lærer endvidere om den særlige geografiske formidling af geo-information via kort.

*Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen*

I løbet af de tre semestre skal den studerende aflevere tre obligatoriske geografifordybelsesopgaver svarende til minimum 30.000 anslag (en opgave pr. semester), som progressivt forbereder den studerende på eksamen, både ift. at demonstrere forståelse for geografididaktisk teori, bred forståelse af fagets indholdsområder, arbejdsmåder og tankegange samt færdigheder til at tilrettelægge og gennemføre undervisning i praksis. Elementernes indhold bestemmes i samarbejde mellem studerende og underviser og problemformulering skal godkendes af underviser. Omdrejningspunkter kan blandt andet være:

- Formidling af en geografisk model eller undersøgelse i elevperspektiv
- Præsentation af egen udviklet model på lærerfagligt niveau
- Afrapportering af egen gennemført undersøgelse af didaktisk eller geografisk problemstilling
- Præsentation, analyse og redigering af udvalgte læremidler evt. udviklet af den studerende selv
- Præsentation af og begrundelse for inddragelse af ekskursion i et undervisningsforløb
- Præsentation og analyse af et tilrettelagt undervisningsforløb samt eksemplificering af udvalgte læringsaktiviteter.

Endvidere producerer den studerende ni undervisningsprodukter i løbet af studiet (3 pr. semester). Undervisningsprodukter kan være undervisningsartefakter, så som redskaber, modeller (inkl. kort), opgavebeskrivelser, geografiaktiviteter mv. I geografi får du mulighed for at gennemføre et laboratorie- og sikkerhedskursus, og du skal deltage i mindst én ekskursion af flere dages varighed.



## 98. History

ECTS 35

*Purpose of the subject* The purpose of the teaching subject history is for the student to grow through historical and didactical knowledge and skills converted and developed during school practice, in accordance with the objectives of the school. History includes interpretation of human life in time and space, as individuals and community, in culture and nature. The student works both critically and constructively with historical interpretations, with theory and with method from scientific subjects and didactics in order to develop historical perspectives, gain insight into life and worlds, and qualify the historical conscience and contemplation on the use of history for comprehension on how the teaching subject can strengthen the democratic, critical and constructive position of pupils and their comprehension of the meaning of sustainable social change.

*Objectives* Upon completion of studies, the student must be able to:

- plan, implement, evaluate and develop varied and differentiated teaching that qualifies the perception of pupils in terms of the past, historical thinking and historical consciousness;
- formulate and examine historical issues relevant to the teaching subject and establish qualified interpretations, overview and coherences;
- analyse and assess historical documents and ideas by means of methods and theory;
- use historical empathy to identify with historical conditions and relations between culture/nature and player/structure respectively;
- analyse use of history in different times and coherences;
- describe the reasons for selected approaches, materials and teaching materials in personal teaching and for different pupil groups based on teaching plans, theory and practical encounters.

*Content areas* The teaching and integrated practical training of the subject deals with the following content areas:

- Historical consciousness and use of history; the ethical dimension of the subject.
- Subject and teacher role historically, contemporarily and in practice.
- Different historical interpretations of the past.
- Historical theory about awareness, specialty fields and historical perspective as well as historical method.
- Overview, chronology and periodisation as well as contemplation and insights into different subject approaches.
- Cause/effect, change/continuity and historical empathy.
- Working with documentary material, controversial themes and establishment of knowledge.
- Subject choice criteria and teaching materials.
- The life worlds and educational qualifications of pupils.
- Varying, physical and ascetical work forms.
- Orality and reading.
- Evaluation and assessment criteria.

## 98.1 Local academic description of History

*Description of the subject's main elements* History is a classical, hermeneutic subject that describes how humans orient themselves in time and space in a perspective characterised by change. The objective of the subject is:

- to strengthen and qualify the historical conscience of the student through examining and problem-oriented, systematic work with historical knowledge, historical competences and historic thinking as well as democratic and sustainable education.
- to plan, implement and evaluate as well as develop history teaching in and for school practice (double didactics) based on the applicable governing documents.
- to address the different traditions, positions and perspectives of history in terms of the science subject and school subject including the historical and applicable governing documents of the subject.

The teaching is organised in exemplary educational and didactical courses in the form of themes and/or topics with associated issues, where the student will encounter and work with:

- content, which includes studying the local, regional, national, international and global relationship through time and space in a perspective characterised by change;
- varying knowledge, awareness and mediation forms;
- the ethical and value-related dimensions of the subject;
- research-based literature covering history as a scientific subject, didactics and empirical examinations of subject learning of children.

A study visit as well as several trips and excursions are conducted throughout the course of the subject.

### *Progression*

The subject normally includes three parts with integrated practical training. During all three semesters, work is conducted exemplary with specialist topics/issues related to time and space in combination with didactics. Throughout all three semesters, the precision in terms of content, terms and reflections becomes more advanced and the complexity of the professional, methodical and didactical level increases.

- The first part introduces history as a scientific and school subject including the knowledge basis, methods, traditions and perspectives of the subject based on exemplary professional and didactical courses. As a school subject, work includes traditions, practice, development and governing documents.
- The second part introduces the student to the scientific and didactical approaches used for establishing historical overview and comprehension of coherences based on exemplary professional and didactical courses. The student continuously works on developing personal competences for analysis and creation of historical knowledge. Teaching qualifies and develops student competences in terms of working multi-perspectival.
- The third part develops and qualifies student competences in terms of analysis for analysis and creation of historical knowledge relevant to school practice. The student works with different awareness and medication forms as well as teaching materials based on the knowledge basis of the subject and exemplary courses.

The teaching further qualifies and nuances student competences for formulation, examination and explains scientific historical and didactical issues relevant to the school subject, and their ability to establish qualified interpretations, overview and coherences. The course includes integrated practical training. Please refer to the semester plan and examination description for information about progression and coherence.

## 98.1 Local academic description of History

<i>Integrated practical training</i>	Practical training is included throughout the semesters of the subject as theoretical and practical issues related to preparation, implementation, evaluation and development of cases, sequences and courses from practice in teaching relating to the content areas. The work includes selected exemplary teaching materials, which are essential and relevant to the pupils and enable perspectivation(s). The work further includes a wide range of teaching materials, meaning that the student works with written, visual and other forms of teaching material. The student gains increasing theoretical and practical knowledge throughout the courses in terms of being able to analyse and develop different types of teaching material and resulting in increased independence and mastering the encounter with and development of practical skills.
<i>Practice cooperation</i>	As an integrated part of the subject and as a supplement to practical training, external partners contribute to the development of the subject in the education and in the school. These partnerships include the knowledge centre HistorieLab, guest teachers, various practical tests, formal and informal cooperation with individuals, schools, cultural institutions, experience centres and museums etc. The practice cooperation is normally anchored in local history in order to strengthen student identity and local affiliation.
<i>Work forms</i>	The teaching and work forms of the subject include presentations, instructions, study groups, flipped classroom, lectures, excursions, aesthetic learning processes and embodied learning, different presentations, cases and exercises, analyses of various mediation forms, teaching material analyses, work with documentary material, examination of how history is established and used (use of history), interpretations and construction of historical narratives and explanations, mediation through objects and places etc. The varying work forms of the subject will normally be connected to didactical meta-conversations (double didactics), in order for the student to increasingly contribute with different substantiated learning activities in class.
<i>Feedback and feedforward</i>	Guidance and feedback is provided informally during daily studies and formally in connection with presentations, written products, study products and at the final exam. Further different kinds of peer feedback, where students give each other feedback and practice learning one on one or in groups.
<i>Professional simulation</i>	The subject includes professional simulation on two levels: <ul style="list-style-type: none"><li>• Strengthening the professional, methodical and didactical competences of the individual student.</li><li>• Strengthening the professional, methodical and didactical competences of the individual student in relations to practice and in practice in school in order to qualify these, so the student over time masters the competences along with a professional language for substantiating actions and behaviour in/from practice.</li></ul>
<i>Teaching materials and CFU involvement</i>	Functional cooperation with CFU throughout all semesters in relation to the knowledge of and systematic analysis of selected teaching materials and mediation forms related to the exemplary teaching course and other courses. Teaching continuously includes CFU and their services.
<i>Use of external learning spaces</i>	The educational and didactical potentials are processed by inclusion of external learning spaces, for instance outdoor school and open school, and in the form of diverse field work, excursions, guest teachers, study trips, visits to museums, experience centres etc.

## 98.1 Local academic description of History

*Study elements/study activities* Please refer to the semester plan for information about the individual study elements of the subject, normally 2 - 3 in each semester, which are introduced to the students at the beginning of each semester. Study elements may include active participation in relation to didactical use of external learning spaces, preparation of didactically prepared museum visits, meeting with professional staff and experts, preparation of professional and didactical articles, work with documentary material, testing of and peer feedback on teaching activities, simulations and role playing, preparation of well-founded teaching and annual plans etc.

## 99. Håndværk og design

*ECTS* 35

*Formål for faget* Formålet med undervisningsfaget håndværk og design er at skabe og undersøge materielle produkter i praksisfællesskaber. Gennem vekselvirkning mellem håndværks- og designprocesser, tilegner den studerende sig håndlag med udvalgte materialer, teknikker og teknologier med henblik på at bearbejde produkter på en sikker, bæredygtig og etisk måde. Gennem fordybelse i problemorienterede og eksperimenterende arbejdsprocesser inddrager og perspektiverer den studerende viden og erfaringer om materiel kultur og bæredygtighed. Den studerende gør sig erfaringer med og refleksioner over rammesætning, organisering og dokumentation af egne og elevers praktiske, kropslige og æstetiske læreprocesser. På baggrund af dette udvikler den studerende en varieret og differentieret undervisning, der fremmer kreativitet, glæde og virkelyst i håndværk og designværkstedet.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Demonstrere materialebevidsthed og håndværksmæssige færdigheder,
- Forestå skærpet tilsyn og sikkerhed med teknologier i værkstedet ud fra anbefalingerne i den gældende branchevejledning,
- Dokumentere arbejdsprocesser med materialer, teknikker og teknologier fra ide til færdigt produkt,
- Arbejde kreativt og eksperimenterende med problemløsning og redidaktisere egne erfaringer til didaktiske forløb i skolen,
- Tilrettelægge og udvikle differentierede og varierede undervisningsforløb og læremidler, der giver mulighed for bevægelse og fordrer progression,
- Anvende teoretisk og empirisk viden om faglig læsning, faget og dets historie, kultur og fagbegreber, og
- Redegøre for eget fagsyn og fagidentitet og deltage aktivt i udvikling af faget.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Håndværk- og designprocesser med materialerne tekstil, træ og metal, samt et begrundet udvalg af andre materialer, teknikker og teknologier som maskiner og håndværktøj.
- Undersøgende, eksperimenterende og skabende arbejdsprocesser og analyse af produkter med inddragelse af teorier om materiel kultur og bæredygtighed.
- Dokumentation og evaluering af processer og produkter, herunder formidling, præsentation og iscenesættelse.
- Teorier om praktiske, kropslige og æstetiske læreprocesser i relation til håndværk og designfaget.
- Fagets formål, læreplan, historie og betydning for skolen og den studerendes og elevernes alsidige dannelse.
- Værkstedundervisning, samarbejde og udvikling af fagdidaktik i praksisfællesskaber.
- Sikkerhed og skærpet tilsyn ved anvendelse af maskiner.



## 99.1 Lokal fagbeskrivelse for Håndværk og design

<i>Beskrivelse af fagets hovedelementer</i>	<p>Den studerende i håndværk og design kommer til at arbejde med håndværksmæssige færdigheder, materialekendskab, forskellige teknologier, design- og kreativitetsteorier, bæredygtighed og innovation, samt kendskab til den materielle kultur. De primære materialer, der er fokus på, er træ, metal og tekstil.</p> <p>Sammenhæng mellem teori og praksis, faglig læsning, fagets historie, kultur og fagbegreber er en integreret del af faget.</p>
<i>Integreret praktik</i>	<p>I undervisningen arbejdes der med at udvikle undervisningsforløb, træning af og visning af teknikker samt refleksioner om klasseledelse og relationsudvikling i forhold til undervisning i skolen. I fælles refleksionsrum efterbehandles de studerendes erfaringer efter endt praktikperiode. I den integrerede praktik i undervisningsfaget håndværk og design er den studerendes erfaringer og erkendelser omdrejningspunktet.</p>
<i>Praksissamarbejde i faget</i>	<p>I begyndelsen af fagets forløb trænes enkeltstående og afgrænsede færdigheder for at den studerende opnår fortrolighed med faget. Færdighederne trænes samtidigt med at det diskuteres hvilken didaktisk kontekst de kan indgå i, så opgaverne tilpasses klassetrin og færdigheder, og på hvilken måde der kan differentieres i opgaverne.</p>
<i>Fagets arbejdsformer</i>	<p>Der trænes håndværksmæssige teknikker hvor arbejdsprocesser med materialer, teknikker og teknologier dokumenteres, fra ide til færdigt produkt.</p> <p>I håndværk og design forventes det, at de studerende deltager aktivt i udvikling af faget samt øver og træner håndværksmæssige færdigheder alene og i studiegrupper udover den planlagte undervisningstid.</p> <p>Den studerende trænes i værkstedets didaktik for at kunne forestå skærpet tilsyn og sikkerhed med teknologier i værkstedet ud fra gældende regler og anbefalinger.</p> <p>Der arbejdes med forskellige former for designprocesser individuelt og i grupper.</p> <p>Undervisningen indeholder kreative og eksperimenterende arbejdsformer, hvor der arbejdes med æstetiske læreprocesser samt problemløsning og innovative arbejdsformer.</p>
<i>Feedback og feedforward</i>	<p>Der arbejdes med gensidige evalueringsformer, som f.eks. feedback og feedforward på studieprodukter i løbende dialog og refleksion i arbejdet med den deltagelsespligtige arbejdsportfolio.</p>
<i>Professionsrettet simulation i faget</i>	<p>Der arbejdes med virkelighedsnære scenarier hvor de studerende i samskabelse træner og øver deres kompetencer i forhold til hinanden for senere at afprøve deres kompetencer og dømmekraft i skolen. Der lægges op til et gensidigt samarbejde, hvor der er sammenhæng mellem praktikken og det som undervises i på uddannelsen. Der trænes og reflekteres over den studerendes evne til at kunne handle i de uforudsigelige situationer som der opstår i skolen, og som fagets kompleksitet lægger op til.</p>
<i>Læremidler og involvering af CFU</i>	<p>Der arbejdes løbende med udvikling af læremidler til faget, og kritisk refleksion af fagets eksisterende læremidler og videreudvikling af disse. Nyere teknologier inddrages så vidt det er muligt i faget og det diskuteres hvordan disse teknologier kan anvendes i skolens håndværk og design undervisning, som lægger op til muligt arbejde med Center for undervisningsmidler.</p>

## 99.1 Lokal fagbeskrivelse for Håndværk og design

*Brug af eksterne læringsrum*

Nærområdet udnyttes i det omfang det er muligt. Det kan være at bruge uderummet som læringsrum, eller besøg på museer eller oplevelsescentre, der giver forståelse for den omliggende materielle kultur. Der inddrages relevante åben skole tilbud og der diskuteres hvordan disse kan inddrages i faget.

Der vil i undervisningen så vidt muligt indgå en deltagelsespligtig studietur samt yderligere 30 timers maskinsikkerhedskursus som evt. placeres efter første undervisningsperiode.

*Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen*

Fremgår af semesterplanen

## 100. Physical education

ECTS 35

### *Purpose of the subject*

The purpose of the teaching subject physical education is for the student to acquire a solid professional, educational and didactical basis for teaching physical education as well as create and lead inclusive communities that contribute to the education, health and athletic development of all pupils. The education must develop the versatile physical and athletic skills of the student as well as the theoretical insight and professional language as the basis of planning, implementation, evaluation and development of qualified physical education teaching. The subject physical education must strengthen the athletic and professional development of the student in order for the student to teach physical education, where all pupils experience the joy of exercise, meaning and mastering.

### *Objectives*

Upon completion of studies, the student must be able to:

- plan, implement and evaluate versatile, differentiated and well-founded physical education teaching in primary and lower secondary school;
- present versatile physical education skills with quality within a wide range of the content areas of the subject;
- substantiate, analyse and develop physical education teaching based on selected relevant humanistic, social and scientific theory and research;
- act critically reflective to challenges in the subject;
- use, select and substantiate action forms, methods and teaching materials that match the specific situation and target group;
- act as a professional and personal authority, who is able to lead and create inclusive and motivating physical education teaching.

### *Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Versatile physical and athletic skills within a wide range of the content areas of the subject.
- Relevant humanistic, social and scientific theory and research within a professional and didactical context.
- The culture, history, values, diversity and teaching plan of physical education.
- Health and physical training.
- Motoric learning and development.
- Safety and stricter supervisory duties during physical education teaching.
- Versatile, varied and differentiated teaching.
- Different types of teaching materials as well as varied methods and action forms including reading texts related to physical education.
- Classroom leadership and organisation of the physical education space.
- Topical and general challenges in physical education such as inclusion, welfare, participation and the interaction between theory and practice.

## 100.1 Local academic description of Physical education

*Description of the subject's main elements* The teaching subject physical education includes three parts (1,2 and 3) studied in this order of progression. The teaching must develop the versatile, physical and athletic skills of the student along with the theoretical insight and professional language as the basis for planning, implementation, evaluation and development of qualified physical education teaching. The student acquires competences in, about and through physical education in order to develop professional physical education teaching in primary and lower secondary school.

Part 1: The student works with the basic areas of the subject and with physical education as a culturally creative factor. The student acquires basic knowledge and comprehension of physical education and develops athletic skills and physical competences.

Part 2: The student works on developing versatile physical and athletic competences in a didactical perspective, including on themes within body, training and well-being. Focus on age-appropriate progression as well as acting critically reflective and analysing to the specific theory.

Part 3: The student works with the content areas and work forms of the subject with special focus on physical education and exercise for pupils of different ages. Work with for instance versatile practical education practice including topical teaching, inclusive practice communities and the final exam in physical education in primary and lower secondary school. Focus on comprehension of the relationship between the body, identity and society in a didactical perspective and the ability to create syntheses and assessments of the specific theories.

*Integrated practical training* The student attends integrated practical training (spread out and block training) in the teaching subject physical education. The student works with a portfolio, which contains first impressions, considerations, objectives and reflections and material related to the encounter with practice. The practical training is prepared, implemented and followed up by means of presentations, didactical discussions and practical tests. Ongoing guidance and adjustment of student proposals for teaching plans. The UC teacher normally takes part in a tripartite meeting in school. The practical training is followed up in a special reflection space with presentation of the portfolio. The subject works with the nine dimensions of the teacher role in relation to the integrated practical training.

*Practice cooperation* Cooperation with regional schools in the form of visits by classes and/or student groups visiting schools. The cooperation may include single visits or recurrent visits throughout the education programme. Focus on supporting practical learning in practice as well as mutual dialogue with pupils on developing the subject of physical education in school.

*Work forms* The student works with varying work forms, depending on the content area and objective. Essential for the subject physical education are varying work forms, a high level of participation activity, the dialogical approach as well as ongoing participation and progression.

- The student works with developing personal versatile athletic skills in class as well as independently outside class.
- The student works with acquiring physical educational knowledge by reading literature, presentations, written assignments and reflections on practice.
- The student works with acquiring didactical competences through reflections on and analyses of teaching activities including by means of professional simulation.

*Feedback and feedforward* The student will during the education programme physical education receive formative and summative feedback within the essential content areas of the subject. Feedback can be provided orally or in writing by the teacher as well as by fellow students.

## 100.1 Local academic description of Physical education

*Professional simulation* In developing all practice elements for teaching physical education, Absalon's model for professional simulation includes four dimensions based on prototypes:

- Technical/instrumental skills. Skills are practiced with focus on achieving accurate and precise conduction of actions.
- Practice/train personal versatile athletic skills from beginner to expert.
- Practice/train analysing physiology/training theory and anatomy/exercise theory.
- Focus and safety and stricter supervisory duties during physical education teaching.

Combined skills and competences with predictable course of action.

Skills and competences are practiced through actions with focus on the ability to adhere to regulations, standards and procedures.

- Preparation of teaching design and teaching courses in a didactical context from athlete to teacher of physical education.
- Relational and communicative skills. Skills are practiced focussing on becoming familiar and safe in the use of method.
- Practice/train the use of professional terms, orally and in writing, for instance exercise analyses.
- Practice/train the establishment of a good and safe learning environment for pupils in school.

Combined skills and competences in scenarios with unpredictable course of action.

Skills and competences are practiced through actions with focus on orientation, reflection and sensitivity in the situation as well as judgement and decision-making.

- Planning, implementation, evaluation and development of for instance practice courses in physical education in school.

*Teaching materials and CFU involvement* The student is introduced to the application of CFU for use in physical education in school including the website for CFU physical education and booking of teaching materials in the subject.

*Use of external learning spaces* External learning spaces are used by introducing the students to how relevant outdoor areas of the school can be used for physical education and how partnerships with associations and unions are established as open school.

*Study elements/study activities* Based on the objectives and content areas of the academic description, the student prepares 3-4 mandatory study elements per semester in cooperation with fellow students. This may include written products, practice products or a combination. Form and content of the individual study element are defined at the beginning of the semester before implementing the study element. The student will normally further document active participation in the subject, for instance by means of an eportfolio, blog or the like.

*Mandatory study elements* Mandatory study elements of the subject as examination requirement:

- Outdoor activity, normally with overnight stays in nature.
- Orienteering.
- Athletics.

The remedial option will in all three mandatory study elements include practice.

## 101. Kristendomskundskab/religion

ECTS

35

### *Formål for faget*

Formålet med undervisningsfaget kristendomskundskab/religion er at give de studerende viden om religioners og livsanskuelsers betydning for individ, gruppe og samfund, historisk og nutidigt, lokalt og globalt. Faget kvalificerer den studerende til at fortolke og samtale om religiøse traditioner, religiøs praksis, eksistentielle og etiske spørgsmål. Centralt i faget står studier i religion, filosofi, etik og fagdidaktik. Faget sætter den videnskabsbaserede tilgang i dialog med praksisnær erfaringsviden fra faget i skolen. Desuden er det formålet at forberede den studerende til at tage ansvar for undervisning præget af åndsfrihed, ligeværd og demokrati i en skole med forskellige religioner og livsanskuelser.

### *Mål*

Ved fagets afslutning skal den studerende kunne:

- Planlægge, gennemføre, evaluere og udvikle varieret undervisning med udgangspunkt i fagdidaktisk refleksion,
- Analysere, vurdere og diskutere religioner i perspektiverne fortid/nutid, indefra/udefra og individ, gruppe, tradition,
- Formulere og undersøge religiøse, filosofiske og etiske emner af betydning for skolens elever,
- Analysere kilder metodisk og kritisk,
- Differentiere undervisning efter elevers forskellige forudsætninger med hensyn til religion og livsanskuelse,
- Analysere og vurdere undervisning med udgangspunkt i skolefagets læreplaner og fagets historie,
- Inddrage praktiske, kreative og musiske elementer og bevægelse, f.eks. billede, fortælling og sang, og
- Udvikle elevers fagsprog, læsning af faglige tekster i kristendomskundskab og evne til at indgå i samtale.

### *Indholdsområder*

Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Religionsdidaktik, herunder tilrettelæggelse og undersøgelse af undervisning i kristendomskundskab med udgangspunkt i skolens praksis.
- Grundpositioner og metoder inden for religionsvidenskab, teologi og filosofi.
- Kristendom, islam og andre religioner historisk og nutidigt med fokus på grundbegreber, kulturel betydning samt mangfoldighed i trosforestillinger og praksis, herunder levet religion, myter, ritualer, symboler, kunst og materialitet.
- Kristendommens historie med vægt på danske forhold.
- Bibelske fortællinger og andre religioners fortællinger.
- Filosofi med børn.
- Livsfilosofiske, etiske og religionskritiske positioner.

## 101.1 Lokal fagbeskrivelse for Kristendomskundskab/religion

*Beskrivelse af fagets hovedelementer* Arbejdet med fagets religions- og filosofifaglige indholdsområder integreres løbende med fagets fagdidaktiske indholdsområder i forskellige kombinationer, således at fagdidaktiske spørgsmål og problemstillinger bringes i spil ad flere omgange med et stigende kompleksitetsniveau.

Der kan både arbejdes med kronologiske forløb inden for enkelte religioner, komparative forløb på tværs af religioner samt tematiske forløb, således at fagets faglige indholdsområder bearbejdes med variation jævnfør krav til undervisningen i skolefaget.

Den konkrete progression og sammenhæng vil fremgå af semesterplanen og eksamensregørelsen.

*Integreret praktik* Forud for praktikperioder arbejdes der på de enkelte hold med tilrettelæggelse af undervisning og udarbejdelse af undervisningsplaner. Der arbejdes herudover med fagdidaktiske problemstillinger og dilemmaer, som studerende kan møde i praksis.

Undervejs i blokpraktik mødes underviser og studerende til en indkaldsdag på campus, hvor der arbejdes med fagdidaktiske spørgsmål og udfordringer med udgangspunkt i de studerendes indsamlede erfaringer.

Efter praktikforløbet indsamles de studerendes praktikerfaringer med henblik på efterbehandling og de studerendes fælles erfaringsudveksling. Konkrete oplevelser kan gøres til genstand for holdets mere generelle undersøgelser af fagdidaktiske problemstillinger/dilemmaer.

*Praksissamarbejde i faget* Tilknytning til praksis vil ske i samarbejde med aftagerfeltet f.eks. i form af brug af folkeskolelærere som gæstelærere og skolebesøg med fagdidaktiske afprøvninger.

Undervisningens faglige og didaktiske indhold vil rette sig mod lærerens kompetence til at tilrettelægge og gennemføre undervisning samt facilitere elevers forskellige læringsmåder.

*Feedback og feedforward* Vejledning og feedback ydes løbende i undervisningen mellem underviser og studerende. Herudover evalueres afsluttende i forbindelse med fremlæggelser, skriftlige arbejder og lignende samt ved eksamen.

*Professionsrettet simulation i faget* Den professionsrettede simulation integreres i undervisningen idet de studerende øver for eksempel planlægning, formidling, igangsættelse af gruppearbejder, feedback (på elevers mundtlige og skriftlige arbejder) analyse i relation til faglige og fagdidaktiske indholdsområder og fagfagdidaktiske dilemmaer.

*Læremidler og involvering af CFU* Analoge og digitale læremidler inddrages løbende gennem undervisningen, hvor de relateres til fagets faglige og fagdidaktiske områder. Videre introduceres der til og arbejdes med hvordan studerende kan gøre brug af ressourcer fra Center for Undervisningsmidler.

*Brug af eksterne læringsrum* I faget indgår for eksempel ekskursioner til religiøse institutioner og museer, samt feltarbejde, mindre samarbejder med praksis, undervisning ved andre institutioner og lignende.

## **101.1 Lokal fagbeskrivelse for Kristendomskundskab/religion**

*Obligatoriske studie-  
elementer  
i faget som  
forudsætning for at  
kunne indstille sig til  
eksamen* Fremgår af semesterplanen.



## 102. Madkundskab

ECTS

35

### *Formål for faget*

Formålet med undervisningsfaget madkundskab er, at den studerende gennem praktisk og teoretisk fordybelse opnår forudsætninger for at kunne varetage en varieret og inkluderende undervisning i faget i skolen, der sigter mod elevernes dannelse til at kunne foretage kritiske, reflekterede og begrundede valg og handlinger i relation til mad og måltider. Undervisningen skal afspejle fagets vidensgrundlag, der hentes fra det natur- og samfundsvidenskabelige samt det humanistiske område i tæt tilknytning til det håndværksmæssige. Faget kvalificerer den studerende til at udvikle sig til professionel madkundskabslærer med forståelse for sammenhænge mellem fagets indholdsområder – koblet til tids- og samfundsrelevante forhold og problemstillinger og formålet for faget i skolen.

### *Mål*

Ved fagets afslutning skal den studerende:

- Have tilegnet sig kundskaber og færdigheder nødvendige for at kunne begrunde, planlægge, gennemføre, udvikle og evaluere madkundskabsundervisning i en materielt tilknyttet praksis i folkeskolen,
- Kunne analysere og kritisk reflektere over faglige problemstillinger inden for madlavning, sundhed, fødevarerbevidsthed og madkultur samt fagdidaktik i relation til fagets formål og mål i skolen,
- Kunne undervise i og formidle fagets indhold gennem varierede arbejdsformer, et bredt udvalg af læremidler samt anvendelse af fagsprog,
- Kunne varetage en undervisning, som bidrager til at udvikle elevernes erkendelse, livsduelighed, ansvarlighed, identitet og lyst i relation til mad og måltider, og
- Med afsæt i fagets vidensgrundlag og fagdidaktik kunne indgå i tværfagligt samarbejde.

### *Indholds- områder*

Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Håndværk og madlavning, herunder grundmetoder og teknikker, madens og madlavningens fysik og kemi, fokus på smag og smagsperspektiver og madens æstetik.
- Sundhed, herunder sundhedsbegreber, kost- og ernæringslære samt hygiejne og mikroorganismer.
- Fødevarerbevidsthed, herunder fødevarerproduktion, forbrug, bæredygtighed og fødevareretik.
- Madkultur, herunder måltider i tid, sted og anledning.
- Fagdidaktik og metodik, herunder madkundskabs betydning i skolen og samfundet samt bidrag til elevernes dannelse, undervisningstilrettelæggelse og klasseledelse i faglokalet, eksperimenterende og alsidige undervisningsformer, fagsprog og faglig læsning, læremidler samt lærings- og fagsyn.

## 102.1 Lokal fagbeskrivelse for Madkundskab

### Beskrivelse af fagets hovedelementer

Faget består af tre hovedelementer:

- Madhåndværk, smag og madens og madlavningens fysik og kemi  
Formål: At den studerende får erfaringer med at lave mad og tilrettelægge øvelser i køkkenet. Gennem smag og madens og madlavningens fysik og kemi skal den studerende begrunde valg af råvarer og tilberedningsmetoder.
- Madkultur, sundhed og bæredygtighed  
Formål: At den studerende kan se eleven og sig selv som skabt af en madkultur og som madkulturskaber. Den studerende kan med lyst være medskaber i en sundere og mere bæredygtig madkultur gennem etisk forsvarligt forpligtende og kvalificerede madvalg.
- Maddannelse, måltider og madkundskabsdidaktik  
Formål: At den studerende undersøger madkundskabsfagets dannelsespotentiale gennem sin egen og elevernes maddannelsesrejse og madvalg. Den studerende planlægger, gennemfører og evaluerer kvalificeret undervisning i madkundskab.

### Integreret praktik

Erfaringer fra tidligere praktikker inddrages løbende i undervisningen, fx erfaringer med klasseledelse i forskellige klasser og typer af undervisning, fx praktiske øvelser, udemiljøer mv.

Ideer til kommende praktik i madkundskab inddrages i undervisningen, fx studerendes refleksioner om lærerprofessionelle handlinger de gerne vil træne i deres kommende praktik, så som forskellige undervisningsformer og organisationsformer.

### Praksissamarbejde i faget

- Besøg af klasse på campus eller fælles ekskursion hvor de studerende varetager undervisning af eleverne.
- Besøg i skole, hvor de studerende observerer eller underviser eleverne.
- Gæstelærer fra skolen.
- Besøg eller samarbejde med erhvervsskoler.
- Virksomhedssamarbejder eller –besøg.
- Besøg på museer.

### Fagets arbejdsformer

Arbejdsformerne i madkundskab vil bl.a. være individuelt, i par, og i større grupper både i og udenfor køkkenet. Der vil være opgaver hvor den studerende skal lave mad, skrive, læse, lytte, se og skabe. Produkter og processer fra køkkenet præsenteres i udgangspunktet for resten af holdet.

### Feedback og feedforward

I starten af faget afholdes obligatoriske individuelle motivationssamtaler, hvor både underviser og den studerende får mulighed for at få et indblik i, hvordan det går.

Der gives skriftlig feedback og feedforward på obligatoriske skriftlige opgaver, og mundtlig feedback og feedforward på køkkenets produkter og processer.

## 102.1 Lokal fagbeskrivelse for Madkundskab

*Professionsrettet simulation i faget* Jf. Absalons model for professionsrettet simulation, er her eksempler på modellens fire kategorier:

- Tekniske/instrumentelle færdigheder trænes gennem forsøg og øvelser i køkkenet med fokus på madlavningsteknikker og grundmetoder eller det kan være træning i forståelse af teoretiske begreber.
- Relationelle og kommunikative færdigheder trænes gennem udarbejdelse af og afprøvning af undervisningsøvelser med fokus på samarbejde.
- Sammensatte færdigheder og kompetencer med forudsigeligt handlingsforløb trænes ved fx at afprøve læremidler eller prøve i skolens fag.
- Sammensatte færdigheder og kompetencer i scenarier med uforudsigeligt handlingsforløb trænes gennem projektarbejde, hvor de studerende fx arbejder med at udvikle og afprøve produkter eller undervisningsforløb.

*Læremidler og involvering af CFU* Fagets materialiteter såsom råvarer og køkkenredskaber er faget vigtigste læremidler. Derudover arbejder vi med didaktiske læremidler og får ideer til undervisningsforløb fra læremiddelportaler og andre madkundskabslæremiddelressourcer som eksempelvis Smagforlivet, Smagens Dag og Madkamp.

*Brug af eksterne læringsrum* Vi bruger det lokale madlandskab og benytter de lokale supermarkeder i undervisningen og naturen omkring os, fx undervisning i det fri ved strand eller i skov. Derudover tager vi på ekskursioner til fx specialfødevarerforretninger og benytter os af åben skole tilbud på landbrug og museer.

*Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen* I madkundskab benytter vi os af oplevelsesbaserede, skriftlige, mundtlige eller digitale obligatoriske studieelementer. Du vil møde et obligatorisk studieelement indenfor hvert af emnerne: bæredygtighed, madlavning, råvarekendskab, sundhed, mikroorganismer og madhistorie.

## 103. Matematik 1.-6. klassetrin (udbydes ikke af Absalon)

ECTS

35

*Formål for faget* Formålet med undervisningsfaget matematik 1.-6. klassetrin er, at den studerende bliver i stand til at varetage matematikundervisning i overensstemmelse med de formelle bestemmelser for faget og folkeskolens formål. Varetagelsen er baseret på et samspil mellem den studerendes dybe indsigt i den matematikfaglighed, der ligger bag matematikfaget i folkeskolen og viden om matematikkens didaktik og matematiklærerens praksis i skolen.

*Mål* Ved fagets afslutning skal den studerende:

- Have en dyb indsigt i de matematiske fagområder og de matematikfaglige ideer, der indgår i folkeskolens matematikundervisning på 1.-6. klassetrin,
- Kunne planlægge og tilrettelægge en varieret matematikundervisning baseret på fagdidaktisk viden, i overensstemmelse med gældende læreplan og med rum for bl.a. kropslige og æstetiske oplevelser,
- Kunne gennemføre differentieret matematikundervisning, der bygger på elevernes aktive deltagelse i og bidrag til klassens faglige fællesskab,
- Kunne opbygge en klassekultur, hvor elever deler deres faglige forståelse og tænkning, argumenterer og diskuterer,
- Kunne gennemføre alsidige evalueringer af elevers matematikfaglighed og egen matematikundervisning med henblik på faglig trivsel og udvikling, og
- Kunne udvikle egen matematikundervisning og bidrage til udvikling af skolens matematikundervisning på baggrund af refleksioner over praksis og inddragelse af matematikdidaktisk forskning.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- De matematiske fagområder som indgår i folkeskolens matematikundervisning. Væsentlige elementer er fagområdernes historiske udvikling, og hvordan de faglige ideer senere udvides og anvendes i uddannelses-, samfunds- og arbejdsliv.
- Almen matematikdidaktik. Væsentlige elementer er matematiklæring og matematikundervisning, arbejds- og organisationsformer, læremidler, elever i særlige læringsituationer, evalueringsredskaber samt læsning og fremstilling af matematikholdige tekster.
- Stofdidaktik knyttet til de matematiske fagområder, der indgår i skolens matematikundervisning. Væsentlige elementer er progression og almindeligt forekommende misopfattelser.
- Formelle bestemmelser om matematikundervisning i folkeskolen. Væsentlige elementer er den gældende læreplan og centralt stillede test.

### 103.1 Local academic description of Mathematics 1<sup>st</sup> to 6<sup>th</sup> form

*Description of the subject's main elements* The purpose of the subject mathematics 1<sup>st</sup> to 6<sup>th</sup> form at Absalon is for the student to gain knowledge, skills and competences in order to be able to plan, implement and evaluate mathematics teaching in the 1<sup>st</sup> to 6<sup>th</sup> form.

The teaching takes an examining approach that challenges the student's curiosity and acquisition of a deep conceptual understanding of the content of mathematics. The topics, core practices and mathematical competences should be substantiated by relevant and up-to-date theory within mathematic-didactical research. Please refer to the semester plan and exam description for a detailed description of subject progression and coherence.

*Integrated practical training* All semesters include ongoing work with core practices directly related to the work as mathematics teacher in the 1<sup>st</sup> to 6<sup>th</sup> form. Below are examples of core practices, which the students meet during the teaching subject mathematics:

- Preparing presentations for mathematics lessons.
- Initiating activities.
- Supporting and challenge pupils working in an examining manner.
- Promoting the solution of problems of pupils by asking open questions.
- Conducting common class discussions.
- Sharing important mathematical teaching points.

The student should become able to plan, implement and adjust teaching processes on the basis of analysis and reflexion of personal teaching and teaching methods of others.

*Practice cooperation* The teaching subject mathematics includes implementation and evaluation of short teaching sequences planned during the course of study. The target group may be classes, groups or individual pupils, focusing on both specific professional elements within the topics and/or professional didactical core areas.

*Feedback and feedforward* The student will receive both feedback and feedforward related to:

- Teaching plans for practical training.
- Written communication focusing on symbol and problem handling competences.
- Presentations to the team (where fellow students participate actively in the evaluation).

Feedback and feedforward can be initiated by either the teacher or fellow students, and can be provided for final products or process-oriented tasks, written or orally.

*Professional simulation* The teaching subject mathematics includes elements that simulate individual, well-defined skills as well as more complex simulations. The simulations are part of different types of contexts. The course will therefore include all four forms of simulation cf. Absalon's model of professional simulation.

*Teaching materials and CFU involvement* The student uses, analyses and discusses current teaching materials related to mathematics, for instance specific tools, IT tools (CAS tools, spreadsheets and dynamic geometry programmes), authentic texts with mathematic content, mathematical textbooks/book systems, digital portals and training databases.

### 103.1 Local academic description of Mathematics 1<sup>st</sup> to 6<sup>th</sup> form

*Use of external learning spaces* The student experiences exemplary use of external learning spaces during the work with practical mathematics. The student further uses e. g. geometry and outdoor measuring, and collects authentic data material outside the classroom when appropriate.

## 104. Matematik 1.-10. klassetrin

ECTS 50

*Formål for faget* Formålet med undervisningsfaget matematik 1.-10. klassetrin er, at den studerende bliver i stand til at varetage matematikundervisning i overensstemmelse med de formelle bestemmelser for faget og folkeskolens formål. Varetagelsen er baseret på et samspil mellem den studerendes dybe indsigt i den matematikfaglighed, der ligger bag matematikfaget i folkeskolen og viden om matematikkens didaktik og matematiklærerens praksis i skolen.

*Mål* Ved fagets afslutning skal den studerende:

- Have en dyb indsigt i de matematiske fagområder og de matematikfaglige ideer, der indgår i folkeskolens matematikundervisning på 1.-10. klassetrin,
- Kunne planlægge og tilrettelægge en varieret matematikundervisning baseret på fagdidaktisk viden, i overensstemmelse med gældende læreplan og med rum for bl.a. kropslige og æstetiske oplevelser,
- Kunne gennemføre differentieret matematikundervisning, der bygger på elevernes aktive deltagelse i og bidrag til klassens faglige fællesskab,
- Kunne opbygge en klassekultur, hvor elever deler deres faglige forståelse og tænkning, argumenterer og diskuterer,
- Kunne gennemføre alsidige evalueringer af elevers matematikfaglighed og egen matematikundervisning med henblik på faglig trivsel og udvikling, og
- Kunne udvikle egen matematikundervisning og bidrage til udvikling af skolens matematikundervisning på baggrund af refleksioner over praksis og inddragelse af matematikdidaktisk forskning.

*Indholds- områder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- De matematiske fagområder som indgår i folkeskolens matematikundervisning. Væsentlige elementer er fagområdernes historiske udvikling, og hvordan de faglige ideer senere udvides og anvendes i uddannelses-, samfunds- og arbejdsliv.
- Almen matematikdidaktik. Væsentlige elementer er matematiklæring og matematikundervisning, arbejds- og organisationsformer, læremidler, elever i særlige læringsituationer, evalueringsredskaber samt læsning og fremstilling af matematikholdige tekster.
- Stofdidaktik knyttet til de matematiske fagområder, der indgår i skolens matematikundervisning. Væsentlige elementer er progression og almindeligt forekommende misopfattelser.
- Formelle bestemmelser om matematikundervisning i folkeskolen. Væsentlige elementer er den gældende læreplan og centralt stillede test og prøver.

## 104.1 Lokal fagbeskrivelse for Matematik 1.-10.klasse

*Beskrivelse af fagets hovedelementer* Hensigten med undervisningsfaget matematik for 1.-10. klasse på Absalon er, at de studerende opnår viden, færdigheder og kompetencer til at planlægge, gennemføre og evaluere matematikundervisning på grundskoleniveau. I undervisningen lægges der vægt på en undersøgende tilgang, der udfordrer de studerendes nysgerrighed og deres tilegnelse af en dyb begrebslig forståelse af det matematikfaglige indhold. Fagets stofområder, kernepraksisser og de matematiske kompetencer begrundes så vidt muligt med relevant og aktuel teori inden for matematikdidaktisk forskning. For en mere detaljeret beskrivelse af progression og sammenhæng i faget henvises der til semesterplaner og redegørelser for eksamensgrundlag.

*Integreret praktik* Der arbejdes løbende gennem alle semestre med kernepraksisser, som direkte knytter an til arbejdet som matematiklærer i 1.-10. klasse. Her følger eksempler på kernepraksisser, som de studerende møder i undervisningsfaget matematik:

- At udarbejde oplæg til matematikundervisning
- At iscenesætte aktiviteter
- At støtte og udfordre elever, der arbejder undersøgende
- At fremme elevens problemløsning gennem at stille åbne spørgsmål
- At lede en fælles klassesamtale
- At fællesgøre vigtige matematiske pointer fra undervisningen.

Målet er, at de studerende bliver i stand til at planlægge, gennemføre og justere undervisningsforløb på baggrund af analyse og refleksion over egen og andres undervisning.

Undervisningsfaget matematik indgår både i den udstrakte praktik på 1. og 2. årgang og er en del af blokpraktikken på minimum 1 og 3. årgang.

*Praksissamarbejde i faget* I undervisningsfaget matematik samarbejdes der med praksis om gennemførelse og evaluering af kortere undervisningssekvenser, der er planlagt på studiet. Målgruppen kan være klasser, grupper eller enkelte elever. Fokus for samarbejdet kan rettes mod både specifikke faglige elementer inden for stofområderne og/eller mod fagdidaktiske kerneområder.

*Feedback og feedforward* De studerende oplever eksempler på både feedback og feedforward ift. fx:

- Undervisningsplaner til praktik
- Akriftlig kommunikation med fokus på symbol- og problembehandlingskompetence
- Fremlæggelser for holdet (hvor de medstudierende deltager aktivt i evalueringen).

Feedback og feedforward kan være initieret af enten underviser eller medstuderende og kan gives på både færdige produkter og på arbejder af mere procesorienteret karakter. Dette kan ske i skriftlig eller mundtlig form.

*Professionsrettet simulation i faget* Der vil i løbet af undervisningsfaget matematik indgå elementer i undervisningen, som vil simulere enkeltstående velafgrænsede færdigheder, ligesom der vil være simuleringer, som vil være af mere sammensat karakter. Simuleringerne vil forgå i forskellige typer af kontekster. Det vil således være muligt i forløbet at arbejde med alle fire former for simulering, jf. Absalons model om professionsrettet simulering.

## 104.1 Lokal fagbeskrivelse for Matematik 1.-10.klasse

*Læremidler og involvering af CFU* De studerende benytter, analyserer og diskuterer aktuelle læremidler knyttet til matematik. Det drejer sig fx om konkrete hjælpemidler, IT-værktøjer (CAS-værktøjer, regneark og dynamiske geometriprogrammer), autentiske tekster med matematisk indhold, matematiske grundbøger/bogsystemer, digitale portaler og træningsdatabaser.

*Brug af eksterne læringsrum* De studerende oplever eksemplarisk brug af eksterne læringsrum i arbejdet med matematik i anvendelse. Derudover benytter de studerende bl.a. geometri og måling i uderummet og indsamler autentisk datamateriale uden for klasselokalet, når det er hensigtsmæssigt.

*Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen* Fremgår af semesterplanen.



## 105. Musik

ECTS 35

*Formål for faget* Formålet med undervisningsfaget musik er at udvikle den studerendes handlekompetence, indsigt og dømmekraft som underviser i musik i grundskolen inden for områderne musikalsk skaben, musikudøvelse og musikforståelse. Faget sætter den studerende i stand til at anvende musikfagets særlige oplevelses-, erkendelses- og udtryksmuligheder som led i elevernes sansemæssige, motoriske, følelsesmæssige, æstetiske, intellektuelle og sociale udvikling og dannelse.

*Mål* Ved fagets afslutning skal den studerende kunne:

- Planlægge, gennemføre, evaluere og udvikle inkluderende og inspirerende musikundervisning i skolen,
- Tilegne sig, vurdere, omsætte og udvikle fagdidaktisk og musikpædagogisk viden i spændet fra praksis til forskning med blik for politisk bestemte rammer,
- vejlede og lede musikaktiviteter inden for sang, spil og bevægelse i klassefællesskabet såvel som for mindre grupper differentieret på baggrund af egne sanglige og instrumentale færdigheder og i forskellige musiklærerrøller,
- Anvende egne færdigheder i sang og akkompagnement nuanceret og udtryksfuldt som arbejdsredskab i undervisning,
- Forestå og indgå i kreative musikalske processer i skolen med fokus på elevernes leg, selvstændighed, virkelyst, lydhørhed og nysgerrighed blandt andet med brug af varieret musikteknologi,
- Udøve, fortolke og formidle samt understøtte elevers læsning af musiktekster og selvstændige arbejde med musik som strukturelt, æstetisk, kulturelt og historisk fænomen fra samtidige og historiske musiktraditioner med varierede metodiske indfaldsvinkler,
- Bidrage til skolens kulturelle fællesskaber og almene dannelsessigte, herunder i samspil med andre fag, professioner og kulturinstitutioner, og
- Forholde sig til egen musiklærerpraksis med henblik på et bæredygtigt musiklærerliv personligt og i samarbejde med andre.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Musikalsk skaben, herunder improvisation, komposition og arrangement.
- Musikudøvelse, herunder sammenspil, sang, kor, bevægelse og musiklege.
- Musikforståelse, herunder musikoplevelse, musikliv, musikhistorie, musik i medier, musikanalyse og formidling.
- Egne musiklærerfærdigheder i sang og akkompagnement.
- Musikdidaktik/musikpædagogik, herunder indholdsvalg, klasseledelse, metodik, progression, evaluering, undervisningsdifferentiering og læremiddelanalyse.

## 105.1 Lokal fagbeskrivelse for Musik

<i>Beskrivelse af fagets hovedelementer</i>	Hensigten med undervisningsfaget musik på Absalon er, at de studerende opnår viden, færdigheder og kompetencer til at planlægge, gennemføre og evaluere musikundervisningen på grundskoleniveau. I undervisningen lægges der vægt på kompetenceområderne: musikforståelse, musikudøvelse, musikalsk skaben og grundlæggende musikalske færdigheder.
<i>Integreret praktik</i>	De studerende har en enkel praktikportfolio, hvor forberedelse, gennemførelse og evaluering af integreret praktik fastholdes, og indeholder også beskrivelse af skolen, elever, og de fysiske rammer. Almindeligvis vil vi 3-4 gange i løbet af hvert semester samle op på processen.  Projekt opgaven tager udgangspunkt i den integrerede praktik.
<i>Praksissamarbejde i faget</i>	Som en del af undervisningen samarbejdes med skoler om at styrke de studerendes musikfaglige kompetencer, fx i form af besøg i klasser, besøg på skoler, besøg af gæsteundervisere.
<i>Feedback og feedforward</i>	De studerende arbejder løbende med portfolioopgaver, hvor de får mundtlig feedback enten på lydfiler eller i undervisningen på forskellige opgaver afhængig af opgavetyperne.
<i>Professionsrettet simulation i faget</i>	De studerende er meget aktive i undervisningen, hvor de underviser, leder, igangsætter m.m. de andre studerende i praksisnære situationer.
<i>Brug af eksterne læringsrum</i>	Der vil blive gjort brug af eksterne læringsrum. Det kan være tale om ekskursioner, besøg på museer og undervisning ved andre institutioner og museer.
<i>Obligatoriske studieelementer i faget som forudsætning for at kunne indstille sig til eksamen</i>	Fremgår af semesterplanen.

## 106. Natural science/technology

ECTS 35

<i>Purpose of the subject</i>	The purpose of the teaching subject natural science/technology is to teach and educate the student in handling teaching in and development of the subject, independently as well as in professional communities. The work with the subject helps the student develop didactical knowledge and ability to act, professional identity as well as personal scientific competences. The professional and didactical knowledge of the student is developed in terms of the teaching subject natural science/technology as the basis for future handling of the progression of scientific education and competences of pupils.
<i>Objectives</i>	Upon completion of studies, the student must be able to: <ul style="list-style-type: none"><li>- plan, implement and evaluate teaching in natural science/technology based on professional and didactical theory and research in order to provide pupils with scientific competences and general education;</li><li>- use natural science/technology as an integrated, practical and examining scientific subject with focus on the questions, examinations, models and comprehension of the surrounding world of pupils and as preparation for natural science subjects in secondary school;</li><li>- conduct varied and differentiated teaching inside and outside, with focus on scientific and technological practices and cognition forms, the for the pupil near and remote world, body and health as well as human interaction with nature;</li><li>- develop the scientific language, comprehension of terms, curiosity, dedication and competence to act of pupils as the basis for sustainable action, individually and together with others;</li><li>- act reflexive examining to personal teaching and that of others in order to develop the teaching of natural science/technology for and in school practice.</li></ul>
<i>Content areas</i>	The teaching and integrated practical training of the subject deals with the following content areas: <ul style="list-style-type: none"><li>- Pupil perspective including the pupil's personal examinations, everyday comprehension, language and conceptualisation, creativity, motivation as well as physical and sensory education.</li><li>- Teacher perspective including teaching resources, progression and evaluation, professional reading and writing, interdisciplinarity, didactical theory and research as well as strengthening participation of all pupils.</li><li>- Broad and punctual deep scientific content areas, which may form the professional and didactical basis for future handling of teaching plans for the subject natural science/technology in primary school.</li></ul>

## 106.1 Local academic description of Natural science/technology

*Description of the subject's main elements* The subject natural science/technology in primary and lower secondary school is an essential general education subject. The teacher education should help the student develop the required knowledge to teach the subject, both in lower primary and secondary school, from the 1<sup>st</sup> to 6<sup>th</sup> form, and implement teaching in the classroom and professional rooms, but also in nature, during visits to companies etc. The student will through teaching the subject contribute to the basic scientific education of pupils in order for pupils to be able to consider and find solutions to scientific or technological issues, of benefit to pupils and society as a whole. Further support pupils in maintaining and developing a curious approach, practical skills and creativity as well as the joy of examining and life-long learning.

When the development of pupils in natural science/technology requires support, the student as future teacher of natural science/technology is personally required to develop broad scientific comprehension and knowledge as well as strategies for acquiring new knowledge. Teachers have to develop continuously in order to be able to plan motivating teaching for changing classes and levels with new, exciting knowledge within natural science and didactics.

In order to match the specific levels of individual pupils, the student must comprehend how pupils and classes learn best, how to plan teaching based on the acquired knowledge and how to evaluate personal teaching in order to ensure optimal adjustment at all times. For this purpose, the student will for instance work with methods for uncovering the comprehension of pupils and every day scenarios, and how knowledge from this can be used in examining and modelling teaching based on pupil level. The student must, based on pupil level, further develop methods for analysing and adjusting existing teaching materials in order for them to be used in examining natural science/technology in a manner that contributes to the development of conceptualisation, professional language and comprehension of pupils.

The student will during the education programme work with planning teaching with professional progression as well as progression in terms of the pupil's development of scientific competences - examination, modelling, perspectives and communication - during individual courses, but also throughout six years of natural science/technology in school. This progression should contribute to the development of the professional basis of individual pupils based on the specific learning potential, in order to participate in secondary level natural science/technology - biology, geography and physics/chemistry.

Finally, the student will throughout the programme work with substantiating and argumentation in terms of the individual choices during planning of the teaching on the basis of didactical theory and data from personal examinations and those of others.

Attendance of a lab and safety course as well as minimum one excursion of several days is mandatory for the teaching subject.

## 106.1 Local academic description of Natural science/technology

*Integrated practical training* The integrated practical training is based on teaching natural science/technology culture including work forms and ideas, in combination with the basic knowledge subjects. One example may be that students examine and reflect on the teacher being a facilitator of the competence development of pupils in relation to practical training/examining work, modelling or professional reading and/or writing.

In the spread out practical training, the student works on school practice. During concurrent natural science/technology class on campus, students collectively evaluate, reflect on and qualify the practical training efforts in order to mutually contribute to development.

Prior to block training, the student's experiences from previous practical training are incorporated in the work on issues, which students in study groups convert to didactical problem statements used for future block training.

During campus day in practical training periods, students work collectively with issues arising from practical training. Based on the reflections and peer evaluations of the groups, students qualify the remaining work for the remaining practical training.

*Practice cooperation* The teacher education programme cooperates with schools in order for students to practice teaching and receive feedback, for example from fellow students, basic knowledge teachers, pupils, natural science teachers and guidance counsellors. Teachers and natural science guidance counsellors from the school can participate with presentations and teaching.

*Feedback and feedforward* Varied feedback forms are used, for example feedback based on the student's personal criteria/objectives, peer feedback and feedforward related to the work with the subject in the form of study products etc.

*Professional simulation* Professional simulation is practiced in the teaching subject on campus and creates coherence between the student's educational studies and studies in school. Professional simulation is practiced by means of activities resulting in:

- Application of measuring and examination equipment, for instance data logger and microscope.
- Work with personal scientific competences in a pupil perspective.
- Facilitation of learning activity for other students.
- Planning, implementation and evaluation of natural science/technology teaching and simulation of parts of the planned teaching for each other in the group.

*Teaching materials and CFU involvement* The student acquires knowledge about reasoned selection, analyses, incorporation and didactical adjustment of teaching materials. CFU is incorporated when relevant.

*Use of external learning spaces* The student works inside and outside with different biotopes, external teaching environments and companies, in order to gain experiences with inclusion of the surrounding nature and society in natural science/technology teaching in school.

## 106.1 Local academic description of Natural science/technology

*Study elements/study activities* During the three semesters, the student must as a rule prepare four mandatory study elements (study products), which progressively prepare the student for the final exam, both in terms of demonstrating comprehension of didactical theory, a broad comprehension of the content areas of the subject as well as punctual deep scientific knowledge and skills in terms of planning, implementing and evaluating teaching in practice. The content of the elements is defined by the students and teachers and may partly include:

- Mediation of a scientific model or examination in pupil perspective;
- Presentation of personally developed model on professional teacher level;
- Reporting of personally developed examination of a didactical or scientific problem statement;
- Presentation, analysis and didactical adjustment of selected teaching materials, possibly developed by the student;
- Presentation of and reason for incorporating excursion in a teaching course;
- Presentation and analysis of a planned teaching course as well as examples of selected learning activities.

## 107. Samfundsfag

ECTS 35

*Formål for faget* Formålet med undervisningsfaget samfundsfag er at udvikle den studerendes professionelle dømmekraft og samfundsfaglige og fagdidaktiske kompetence, så den studerende på et reflekteret grundlag kan planlægge, gennemføre, evaluere og udvikle undervisning i samfundsfag i folkeskolen, rettet imod elevernes politiske og demokratiske dannelse, i overensstemmelse med skolens formål. Faget kvalificerer den studerende til at forholde sig til faglig og fagdidaktisk forskning og at foretage undersøgelser og bidrage til udvikling af folkeskolens praksis. Samfundsfaget bidrager til udviklingen af den studerendes politiske og samfundsmæssige dannelse, og det kvalificerer til at undervise i samfundsfag i folkeskolen og på tilsvarende uddannelsesniveauer.

*Mål* Ved fagets afslutning kan den studerende:

- Undervise og vejlede elever i alle fagets områder,
- Tilrettelægge og gennemføre en varieret og differentieret undervisning med hensyntagen til elevernes forudsætninger,
- Vurdere og anvende forskellige arbejdsformer i undervisningen,
- Formidle faglig viden i en form, der er tilpasset situation og kontekst,
- Foretage selvstændige analyser af afgrænsede samfundsmæssige forhold og problemstillinger med anvendelse af faglig teori, begreber og empiri, fra politologi, sociologi, og økonomi, og
- Foretage undersøgelser af egen og andres undervisningspraksis med henblik på at udvikle undervisningen.

*Indholdsområder* Fagets undervisning og den integrerede praktik beskæftiger sig med følgende områder:

- Fagdidaktisk teori og empiri, skolefagets formål, mål og udvikling.
- Indhold og arbejdsformer i faget, herunder f.eks. problemorienteret, case baseret, praktisk og anvendelsesorienteret undervisning.
- Lærerrollen i samfundsfag.
- Elevforudsætninger, udvikling af elevers viden, færdigheder og kompetencer i faget, herunder fagsprog og læsning af samfundsfaglige tekster.
- Elevers produktive, kreative og kommunikative arbejde i samfundsfag.
- Politik og demokrati, politisk teori, politiske grundopfattelser og det politiske system. Aktører, konflikter, samarbejde og skillelinjer i Danmark og EU samt globalt.
- Sociologisk teori og empiri, identitet, social differentiering, sociale og kulturelle forhold i Danmark.

- Økonomisk teori, samfundsøkonomi, arbejdsmarked og privatøkonomi. Bæredygtighed og velfærd.
- Samfundsvidenskabelig videnskabsteori og metode.

## 107.1 Lokal fagbeskrivelse for Samfundsfag

*Beskrivelse af fagets hovedelementer* Faget er centreret omkring de samfundsvidenskabelige videnområder: 1) politologi, både nationalt og internationalt, 2) sociologi, 3) økonomi og 4) samfundsfaglige metoder. Indholdet fra de faglige discipliner er rettet imod, at den studerende tilegner sig en faglig forståelse og demokratisk dannelse for at kunne tage stilling til undervisningsindhold i skolen.

Det faglige stof sammenkobles løbende med øvelse i planlægning, udvikling, gennemførelse og evaluering af samfundsfagsundervisning i førnævnte faglige tematikker og tilhørende prøvearbejdsformer.

Dette skal være relevant for folkeskolens udskolingsniveau, fagligt tilpasset efter elevniveau og i overensstemmelse med fagets formål i skolen.

Arbejdet suppleres desuden af refleksion over faglige prioriteringer, inddragelse af almene pædagogiske principper og digitale værktøjer i undervisningen, samt træning af disse færdigheder i praksis, både på campus og på samarbejdsskoler.

*Integreret praktik* De studerende vil løbende skulle udvikle og forberede kortere undervisningssekvenser, længere tematiske undervisningsforløb, samt praktiske øvelser tilpasset hensyn til forskellige elevniveauer og arbejdsformer. Dette arbejde danner grundlaget for, at den studerende har et kvalificeret grundlag til at afprøve egne faglige og didaktisk teoretiske færdigheder i praksis. Forberedelsen til praktik understøttes af vejledning med Absalon-underviseren. Denne skal sikre det faglige niveau i den planlagte undervisning, og at den studerende får reflekteret over egen læring. Efter endt praktik forventes det, at de studerendes praksiserfaringer med forskellige elevniveauer, støttebehov og klassedynamikker deles med medstuderende. Formålet er her at diskutere samfundsfagets muligheder og udfordringer under forskellige og skiftende omstændigheder. Ligeledes forventes det, at den studerende indarbejder sine erfaringer fra praktikken i udarbejdelsen af de fire studieprodukter, som er et forudsætningskrav for at gå til eksamen i samfundsfag.

*Praksissamarbejde i faget* Undervisningens faglige og didaktiske indhold vil rette sig mod lærerens kompetence til at tilrettelægge og gennemføre undervisning samt facilitere elevers forskellige læringsmåder. Praksis vil derudover blive inddraget i form af f.eks. besøg af lærere på campus, besøg hos eksterne institutioner i lokalsamfundet, kulturinstitutioner eller minipraktikker, hvor den studerende får muligheden for direkte at afprøve enkelte materialer eller øvelser, som er udarbejdet i undervisningen.

*Feedback og feedforward* Vejledning og feedback ydes uformelt i den daglige undervisning og mere formelt i forbindelse med fremlæggelser, skriftlige arbejder o. lign. samt ved eksamen.

*Professionsrettet simulation i faget* Den professionsrettede simulation integreres i undervisningen, idet de studerende øver f.eks. planlægningsfasen, formidlingsformer, facilitering af gruppearbejde og feedback.

*Læremidler og involvering af CFU* Analoge og digitale læremidler samt CFU inddrages løbende i forbindelse med fagets faglige og fagdidaktiske arbejde.

*Brug af eksterne læringsrum* Undervisningen efterstræber planlægning, gennemførelse og evaluering af øvelser uden for klasserummet, ekskursioner, praksistilknytning på skoler o.l.



### 107.1 Lokal fagbeskrivelse for Samfundsfag

*Obligatoriske studie-* Aflevering af fire studieprodukter i angivet form og indhold til angivet tid. Studieprodukterne  
*elementer* afspejler fagligt og didaktisk arbejde med hver af fagets hovedområder: National politik, inter-  
*i faget som* national politik, sociologi og økonomi.  
*forudsætning for at* De skal indeholde en relevant samfundsfaglig problemformulering og analyse med afsæt i fag-  
*kunne indstille sig til* hæftet. Desuden skal den også indeholde en fagdidaktisk problemformulering og analyse.  
*eksamen*

Studieprodukterne udarbejdes i forbindelse med undervisningen i faget, men kan bearbejdes og videreudvikles frem til afleveringsdatoen. Studieprodukterne kan udarbejdes individuelt eller i grupper af max 4 studerende.

## 108. Special needs education

ECTS

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### *Purpose of the subject*

The purpose of the teaching subject special needs education is to develop the student's professional qualifications for planning, developing and providing guidance about inclusive special needs education to support the participation and learning of all pupils in school, regardless of learning qualifications, disabilities or vulnerabilities. The subject contributes with knowledge on special participation and learning qualifications as well as contextual terms in order for the student to be able to make well-founded decisions related to teaching and action plans, and thereby ensure that individual pupils to the extent possible can remain part of their existing learning communities. The student works with the acquired insights into special needs education in ways that qualify the student's didactical action competences for planning inclusive professional and social communities.

### *Objectives*

Upon completion of studies, the student must be able to:

- present knowledge about special participation and learning qualifications and be able to analyse and act in terms of inclusion and exclusion processes;
- incorporate diverse didactical approaches in teaching including aesthetic, digital and physical aspects in order to create increased participation opportunities;
- present knowledge about and experience in incorporating pupil perspectives in the planning, implementation and evaluation of teaching and efforts related to special needs education;
- act as a resource person and plan partnerships with relevant players including parents, in order to support inclusive learning communities;
- reflect on issues and act in and between the areas of general and special needs education.

### *Content areas*

The teaching and integrated practical training of the subject deals with the following content areas:

- Disabilities, vulnerabilities, diagnoses and specific learning difficulties including dyslexia and dyscalculia.
- The context of difficulties and pupil perspectives on participation conditions.
- Differential didactical efforts that promote the social and educational participation opportunities of pupils.
- Cooperation as preventive, anticipating and interfering efforts with parents and other partners and on professional guidance matching the target group.
- Legal basis and dilemmas related to special needs education in terms of didactical, organisational and social conditions including normality, deviation and ethical issues in a historical perspective.
- Analyses and development of personal practice related to special needs education and that of others.

## 108.1 Local academic description of Special needs education

*Description of the subject's main elements* The purpose of the subject is to enable the student to plan, develop and provide guidance about inclusive special needs education to support the participation and learning of all pupils in school, regardless of learning qualifications, disabilities or vulnerabilities.

The objectives and content areas base on the applicable subject regulations and adhere to the applicable public order. There is ongoing focus on contextual factors and ethical attention of importance to the differentiated didactical considerations and choices - on various levels. Technological comprehension and sustainability are some of the ongoing themes of the subject.

The subject includes the following overall themes:

- Contextualising introduction, historical in terms of Danish school, educational and political conditions as well as in terms of basic subject knowledge within educational psychology, inclusion and special educational theory.
- Specific learning difficulties and diagnoses.
- Children and participant perspectives.
- Cooperation and guidance.
- Analysis and development of practice related to special needs education.

*Integrated practical training* Practical training related to the subject must normally be conducted in an inclusive, intermediate form or specialised programmes, where the student gets the opportunity to work specifically with the content of the subject. Practical training is prepared and reflected regularly through the work with the respective themes.

*Practice cooperation* Practice cooperation with schools and institutions with inclusive and specialised programmes, for instance school visits, guest teachers with special practical competence as well as pupil products.

Practical training includes an action learning course related to the objectives of the subject and to the context of practical training.

*Work forms* The topical teaching is planned to support the continuous analytical/reflexive dialogue of the student between theory and professional practice (practice experience of the student/temps). Teaching is combined with the problem-based immersion of the student into exemplary practice-relevant issues within the knowledge base of the subject.

*Feedback and feedforward* The problem-based immersion is organised in study groups with the teacher as guidance counsellor and sparring partner, and critical-constructive feed up, feedback and feedforward is provided on objectives of the subject and professional practice.

*Professional simulation* Ongoing work with professional simulation in the different contexts of the subject - teaching and problem-oriented immersion and cooperation with programmes related to special needs education - as well as connected contexts of these related to practice.

*Teaching materials and CFU involvement* A wide variety of teaching materials are used including digital, analogue, practical and aesthetic materials. Teaching materials that enable advanced differentiation possibilities along with already existing teaching materials subject to didactical adjustment. Use of different external learning spaces.

*Use of external learning spaces* The subject works with development and testing of new teaching forms, which create new participation opportunities for pupils, for example the use of advanced learning spaces such as nature, the countryside, urban environments, open school, science centres and museums etc. that support the physical, experimental and playful approach to learning.

## 109. German

ECTS 35

*Purpose of the subject* The purpose of the teaching subject German is to develop the student's intercultural, communicative and didactical competences. The subject contributes to the general education of the student and is based on comprehension of the special status of German language as a neighbouring language in a European context. The subject qualifies the student to plan, implement and evaluate varied German teaching in relation to the applicable teaching plans and based on the linguistic and cultural resources of individual pupils. The student must be able to create motivation for learning German in primary and lower secondary school, make the language accessible to pupils in their current and future life and provide them with an international perspective.

*Objectives* Upon completion of studies, the student must be able to:

- plan, implement and evaluate German teaching based on a dynamic cultural perspective, a functional linguistic perspective and a communicative acquisition perspective;
- develop the intercultural, communicative competences of pupils in a practical, multilingual and interdisciplinary perspective;
- scaffold and provide feedback on the writing, listening, reading and verbal skills of pupils;
- use varied teaching forms and methods, digital media as well as physical and playful learning;
- plan and implement action-oriented and motivating German teaching with relevant and topical content;
- mediate learning and communication strategies in order to motivate active language use;
- communicate in German, both orally and in writing in order to conduct German teaching in primary and lower secondary school, be a linguistic role model for pupils and use German as professional, every day and classroom language.

*Content areas* The teaching and integrated practical training of the subject deals with the following content areas:

- Linguistic perspective and didactics including a communicative, functional approach and multilingualism.
- Oral and written communication including the structure and use of German language in various contexts.
- Methods for evaluation of and feedback on pupil language.
- Cultural perspective and cultural didactics including cultural encounters, diversity and cultural, social and historical conditions in German-speaking countries and regions.
- Teaching material analysis and didactical adjustment of teaching materials in German teaching.
- Varied teaching forms and methods including physical learning, aesthetic learning processes, interdisciplinary teaching and use of technologies.
- Examination and research-informed development of subject practice.

## 109.1 Local academic description of German

### *Description of the subject's main elements*

The work with the teaching subject German includes themes related to:

- cultural and intercultural competences, cultural didactics;
- professional, every day and classroom language;
- language acquisition and language acquisition processes incl. strategies;
- varying teaching forms and methods, and foreign language didactics.

All the main elements of the subject are conveyed as both theory and practice, and are part of the competence test in German based on student portfolios.

### *Integrated practical training*

The subject includes various practice-near elements. These elements prepare the student for practical training, serve as inspiration, can be didactically adjusted and tested during practical training. Examples:

- Teaching plan planning on activity, lesson and course level.
- Practicing playful activities planned by the teacher or student.
- Micro-teaching for fellow students.
- Feedback methods.
- Scaffolding forms.
- Interlanguage analysis etc.

The student further works with converting linguistic theory to action perspectives in the classroom and vice versa. The teaching plans, experiences, observations and practice elements of the student may be incorporated in the teaching and form the basis for the competence test in German and for further practice.

### *Practice cooperation*

Practice cooperation in the subject may have different forms as defined in the semester plan. Examples:

- Participation by guest teachers/co-teachers in the form of presentations/workshops/spar-ring/counselling etc.
- Visits/observations/teaching by students in schools.
- Feedback and reflections made on the basis of practice cooperation.
- Participation in development projects related to practice etc.

### *Work forms*

The subject includes different work forms:

- Plenum discussions, group work, individual work, lectures/webinars
- Physical or virtual learning spaces, as self-study etc., on campus or externally.

### *Feedback and feedforward*

Feedback and feedforward is provided orally and in writing by the UC teacher, fellow students, co-teachers or pupils, depending on the specific assignment.

## 109.1 Local academic description of German

- Professional simulation* Professional simulation is part of both the teaching and practical training of the students, for instance in the form of:
- Preparation of templates and framework for e. g. scaffolding, functional grammar, lesson plans, communicative exercises etc.
  - Didactical adjustment of teaching materials and the teaching plans of others.
  - Practice of pupil feedback, instructions, teacher presentations etc.
  - Practice of didactical reflections, orally or in writing.
  - Converting theoretical knowledge to action possibilities in a classroom.
  - Practicing playful activities planned by the teacher or student.
- Teaching materials and CFU involvement* Functional, semantic and didactical teaching materials are used for preparation of practical elements including for instance analyses, didacticization and didactical adjustment. Teaching materials are analysed using different didactical perspectives such as intercultural competence, communicative competence, functional language comprehension etc. Incorporation of CFU as for instance lecturers is also possible and will be defined in the semester plans.
- Use of external learning spaces* External learning spaces are used in different ways during the semesters. Please refer to the semester plans for detailed information. Examples for external learning spaces:
- Visits to schools in terms of practice and tests, language days etc.
  - Visits to cultural institutions, for instance museums, libraries etc.
  - Outdoor teaching related to e. g. projects, exercise during lessons etc.
  - Use of other professional spaces and (outdoor) areas on campus.
- Study elements/study activities* The subject includes study elements, described in the semester plans, including:
- Teaching plan.
  - Written and oral product.
  - Interlanguage analysis.
  - Other study products.

