

Part 1: Written exam – project assignment

The written exam is a project assignment that examines concrete teacher tasks and is based on empirical materials from the school's practice. The assignment attaches importance to the depth of subject knowledge of the student and aims to document the student's skills at using professional knowledge to investigate and analyse a chosen problem statement within pedagogical psychology/special education. Based on the analysis, the student should establish substantiated possible actions and reflect critically on their own practice and the practice of others.

- The problem statement must be approved by the teacher.
- Extent: max. 10 standard pages. The number of pages is consistent with the group size.

Part 2: Oral exam

The oral exam takes place individually, where the student draws lots between 8-10 known questions that refer to the subject description and cover the extent of content areas of the subject. It applies to all questions that the student must be able to (1) account for the chosen theory, and based on this, (2) analyse and substantiate the possible actions in practice, and (3) put into perspective in relation to the project assignment, such as problem statement, theory, empirical data, method, analysis or action perspectives. The purpose of the exam is to test the student's professional knowledge and skills in a profession-related perspective, and the exam is focused on the student's inclusion and use of the subject's theory regarding being able to understand and handle problems related to pedagogical psychology/special education in the school's practice.

- The drawing of known questions takes place 40 minutes prior to the time of the exam. The questions are presented to the students no later than 6 months prior to the exam.
- Preparation time: 40 minutes before the exam.
- Examination time: 40 minutes.

Content areas of the subject.

- Development and qualifications for learning
- Identity formation
- Social relations and group dynamics
- Bullying
- Conflict management
- Communication and cooperation
- Learning and motivation
- Problem understanding
- Learning challenges and inclusive efforts
- Participation and inclusive communities

Examination questions for pedagogical psychology, inclusion and special education:

Theme: Communication and cooperation

As the contact teacher, you have been contacted by the parents of a pupil in your class who are worried about their child's academic level and development. You call in the parents for a school-home conversation.

- 1: Account for the chosen theory regarding communication and cooperation that can help you facilitate this type of meeting.
- 2: How can this knowledge qualify the teacher's possible actions in practice?
- 3: Possible connections and perspectives related to the written assignment?

Theme: Identity formation

You have observed that a pupil in your class is often self-critical and is unsure of how to fit in. This affects her performance in school and her participation in the community.

1. Account for the chosen theory that can help you apply an understanding of the identity formation of pupils at school.
2. How can this knowledge qualify the teacher's possible actions regarding supporting the identity formation of pupils at school?
3. Possible connections and perspectives related to the written assignment?

Theme: Bullying

You and your colleagues have observed signs of excluding behaviour in your class. For quite a while, a pupil has been bullied, and the pupil has started isolating themselves from the others.

1. Account for chosen key concepts in the theory on bullying that can support the teacher's understanding of pupil in school communities.
2. How can this knowledge qualify the teacher's possible actions in practice?
3. Possible connections and perspectives related to the written assignment?

Theme: Conflict management

A conflict arises between two pupils in your class. The situation escalates, and more pupils start participating. You are frustrated by the situation, and you want to help solve the conflict.

1. Account for chosen key concepts in the theory on conflicts and conflict management that can support the teacher's understanding of pupils in school communities.
2. How can this knowledge qualify the teacher's possible actions in practice?
3. Possible connections and perspectives related to the written assignment?

Theme: Problem understanding

You have a new class, and you have been informed that one of the pupils has a diagnosis. You want to give the pupil a positive experience in class, and therefore, you therefore excuse the pupil from group work. This results in the pupil feeling excluded.

1. Account for the chosen theory on problem understanding that can help you apply a nuanced understanding of inclusion and exclusion in the school's practice.
2. How can this knowledge qualify the teacher's understanding and solution of problems in practice?
3. Possible connections and perspectives related to the written assignment?

Theme: Learning challenges and inclusive efforts

A pupil in your class has trouble organising his assignments, planning his time and regulating emotions. This is affecting his school work and social interactions negatively.

1. Account for the chosen theory that can help you investigate and understand the pupil's learning challenges.
- 2: How can this knowledge qualify your work on inclusive efforts in school, including the cooperation with the school's resource persons?
- 3: Possible connections and perspectives related to the written assignment?

Theme: Participation and inclusive communities

You decide that the pupils in your class can take a recess when they have finished today's assignments. Most of the pupils enjoy their recess together, but the pupils who need more time for doing the assignments feel excluded from the community.

1. Account for the chosen theory that can help you apply different ways of understanding participation and inclusive communities at the school.
2. How can this knowledge qualify the teacher's possible actions regarding working in an inclusive way on the communities of the pupils.
3. Possible connections and perspectives related to the written assignment?

Theme: Motivation

You are teaching your class on Monday morning, and several pupils have not started their assignments and are lying on their tables or chatting to the person next to them. There is significant difference in the academic level of the pupils.

1. Account for chosen key concepts in the theory on motivation that can support the development of motivational learning environments.
2. How can this knowledge qualify the teacher's possible actions in practice?
3. Possible connections and perspectives related to the written assignment?

Theme: Development and qualifications for learning

You are planning an assignment on the environment and sustainability, where your class is to study the subject in relation to the habits of children and young people. You know that

a lot of the pupils will have trouble doing the assignment, and you are considering possibilities for supporting the pupils' learning processes.

1. Account for chosen key concepts in learning and development theory as well as concepts that can help you investigate and understand the qualifications of learning of the pupils.
2. How can this knowledge qualify the teacher's possible actions in practice?
3. Possible connections and perspectives related to the written assignment?

Theme: Social relations and group dynamics

Two classes have been joined, and they have to establish a new class community. You are a new teacher of the class, and you need to get to know the pupils well. You have observed that there are several groups in the class that are reluctant to work together.

1. Account for chosen key concepts on the development and establishment of social relations and group psychology.
2. How can this knowledge qualify the teacher's possible actions in practice?
3. Possible connections and perspectives related to the written assignment?