

The background of the page features a close-up, slightly angled view of a drum set. The drums have light-colored, possibly animal skin, heads. In the upper right corner, a portion of a white Roland keyboard is visible, with the brand name 'Roland' clearly legible. The overall lighting is warm and focused on the instruments.

SemesterNews Teacher Education Vordingborg Spring 2026

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Welcome from head of studies

The semester is now well underway, and the campus is buzzing with spring energy. We have welcomed 14 new teacher education students in Vordingborg and 40 in Roskilde. At the same time, it is a pleasure to open the doors once again to all of you returning from internships or simply after a well-deserved break between semesters.



How wonderful to have you back! We hope you return with positive experiences from your internships that you can bring into your coursework. We look forward to meeting you around campus – in class, over a cup of coffee, or simply in passing – and to continuing the good conversations about both the big and small aspects of student and academic life. Just like we always do.

Meanwhile, during this spring semester, we are well underway with planning the implementation of the quality framework. This means that in the autumn we will introduce new initiatives and adjustments aimed at strengthening both the teaching and your overall study experience. You will therefore notice various changes – large and small – focusing on presence, coherence, and even better learning processes to benefit everyone.

We wish you all an inspiring and rewarding spring semester – full of learning, curiosity, and strong communities!

Spring greetings from the programme leaders
Nicolai and Peter

Important info

Attendance Requirements and Registration

Attendance and attendanceregistration apply to all students enrolled in the Bachelor of Education programme for teaching in public schools – regardless of the format you are studying in (LU 23). You can read more about the applicable attendance requirements on [Studynet](#).

As something new, you can now also find on [Studynet](#) the dates for required remedial work for **semesters with exams**:

- Attendance registration in Its-Learning and distribution of any required remedial work: May 13th
- Submission and approval of attendance and any remedial work: May 22nd

Remember that you can track your own attendance for each subject in Its-Learning, and both students and lecturers can adjust the time interval to view attendance for a specific period. This allows you to view your attendance for a specific semester.

But also remember:)

Reflection is not merely an academic exercise; it is a core competence within the teaching profession. The ability to analyse one’s own practice, understand pupils’ perspectives, and adjust one’s pedagogical approach is cultivated through dialogue and collaborative inquiry. It is a compelling idea that professional identity is not simply ‘learned’ but **formed through encounters with others**.

Exams in Spring 2026

The exam period is approaching, and all exam dates are available on StudyNet.

ACADEMIC SCHEDULE:

- S25: First year test (oral) – Week 25/26
- S24: PGD exam (oral) – Week 26
- S23: Second teaching subject exam (art / PE) (oral) – Week 24
- S22: Third teaching subject exam (maths / special needs) (oral) – Weeks 24 & 25
+ Bachelor — Written product – June 3rd / Oral examination – Week 25

See the full test plan on [studynet](#).

Need help with wiseflow? You can read more in this [FAQ](#) or contact the Education Service at laerer@pha.dk or **72483423**.

Graduation Ceremony

On Friday, 26 June 2026, the Teacher Education programme in Vordingborg will host the graduation ceremony for this year’s graduates. Here we celebrate both our Danish and international students who complete their studies and take the next step into the teaching profession. The graduation ceremony marks the conclusion of several years of studies, dedication, and academic development. We look forward to gathering graduates, lecturers, family, and friends for a festive day.

Week 13 – Special Needs for 24s and 23s

This year some of you have a week course in Special Needs. This week we will explore different ways of understanding and working with special educational needs. The aim is not to arrive at one “correct” answer, but to gain tools and understanding, learn from different perspectives, and try out practical approaches that can support diverse needs.

Throughout the course of this week, we will move from reflection → exploration → application.

Monday – Setting the scene

Please note exceptionally we start at 10:00

Location: Festsalen

On the first day we will take some time to step back and look at the bigger picture. In the morning, we will reflect together on different ways of understanding “special needs.”

The aim is to become aware that how we define a problem often determines how we respond to it.

In the afternoon, two teachers with different experiences, from two international schools, will visit us and share insights from their work.

Tuesday & Wednesday – Workshops

On Tuesday and Wednesday you will get the opportunity to attempt in groups for workshops. Each workshop focuses on a different approach to supporting students with diverse needs.

Thursday – Case analysis

On Thursday, the fourth-year students from the in Special Needs class will lead a case workshop focused on specific learning problematics. In groups, you will analyse the cases and discuss possible ways of understanding and supporting the students described.

Friday – Designing support

On the final day we will continue working with the cases from Thursday and develop strategies to address the dilemmas explored during the Thursday.

You will find all relevant material on Its-Learning during the course of next week and more detailed information will be shared there.

We are all looking forward to spending this week with you!

Susanne & Alice

Development of Your Programme and New Initiatives

As you know, the ITE programme is undergoing continuous development. Below, you can find an overview of the key elements of this process

Year '22, '23, and '24 – No changes to your programme

If you are part of one of these year groups, your programme will continue exactly as it is today. Your course structure and study progression remain unchanged.

New elements for year '25

For students beginning in 2025, the programme will introduce two new features:

A new programme title

Year group 2025 will be the first to carry the updated programme title Professional Bachelor's Degree in Education.

An optional Honours Programme (30 ECTS)

Students starting in 2025 will have the opportunity to apply for a 30 ECTS Honours Programme. This is a voluntary, academically challenging track focusing on advanced study and reflection.

Admission will take place through a selection process in 2027 for those who wish to apply. Read more [here](#).

Strengthened support for learning Danish

We know that learning Danish can be challenging — and we want to make sure you feel supported. Therefore, we have introduced several initiatives:

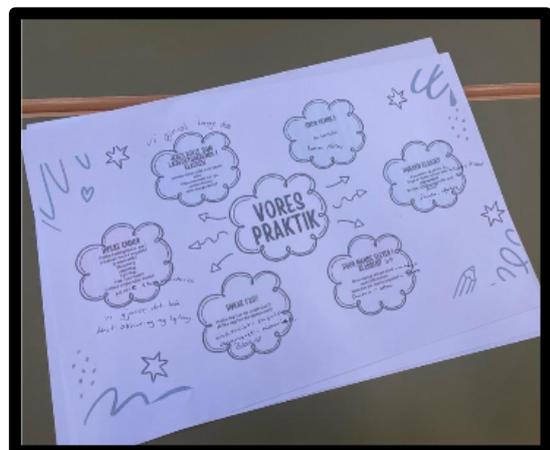
- **Two weekly Danish lessons**, providing continuity and steady language progression
- **Language scaffolding in your regular classes**, helping you use Danish naturally in academic contexts – read more below
- **Danish-related social and extracurricular activities**, giving you more opportunities to practise in everyday settings – read more below.

These measures are designed to help you feel more confident in Danish, both academically and socially.

More support with Danish at ITE – ja, tak! 🇩🇰

As of cohort 2025, all ITE students will be required to pass the Danish language test after the second year in order to continue their studies. We know — it can feel a little daunting. But rules are rules (especially in Denmark 😊), and this is the policy we must follow.

Øv, øv! (That's Danish for “ouch!” — and yes, you may be using it a bit more often soon.) The good news? Help is on the way, so don't be discouraged!



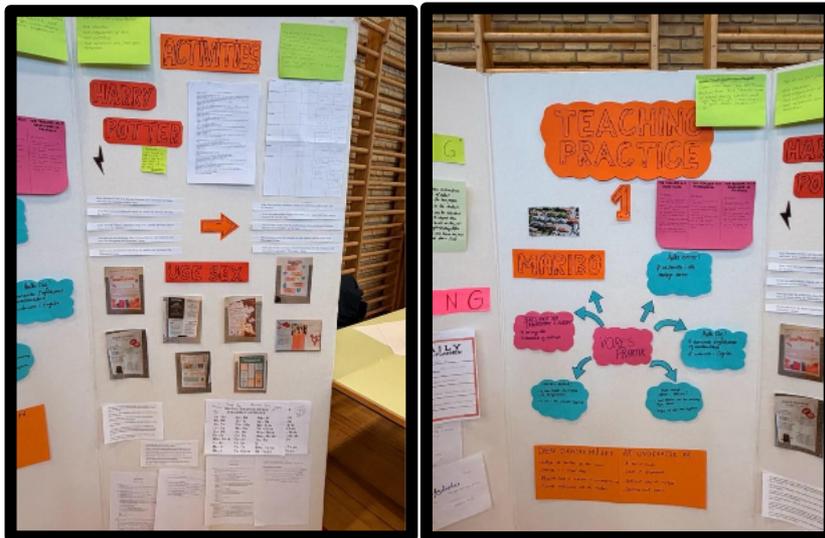
Absalon has decided to provide additional Danish language support for our Year 1 students alongside the regular classes at Sprogskole in Næstved. Teacher Education at Campus Vordingborg will be launching a range of initiatives focusing on the gradual integration of Danish with opportunities to practise both during regular classes and through extracurricular activities inspired by Danish language and (school)culture.

All lecturers — as well as the university management — are fully committed to supporting students in their Danish language development. We hope students will embrace these initiatives with curiosity, courage, and a willingness to experiment. Remember: no one has ever mastered Danish pronunciation on the first try (we're still practising too!).

In fact, some of these initiatives have already begun during Teaching Practice 1 and the TP presentation week in February 2026.

Below are photos from the fantastic TP presentations in Week 6, where our Year 1 students bravely included a bit of Danish in sharing their practice experiences.

Thousand tak for the effort — we're impressed!



Attention – extra help with danish

Do you feel stressed about your upcoming Danish exams?

Now, you can practice your Danish online together with 2nd year student Rosa.

Every Wednesday, we meet on Teams at from 18:00-20:00 to talk, discuss questions, practice and prepare you for this important exam.



Events in the ITE calendar this spring

Social Events:

- SMU - Friday's Cafe (Every Friday after class)

Weekly club Schedule:

- Monday: Sports Club - 16:00 in the GYM
- Monday: Theatre - 16:00 in the Conference Hall / Theatre
- Wednesday: Book Club - 16:00 in SMU
- Thursday - Every other (uneven weeks / starting week 41): Yearbook Club – 16:00 in C square
- Thursday – Every other (uneven weeks): Sports club - 16:00 in the GYM
- Thursday - Every other (even weeks): Food club - 16:00 in the school kitchen in A square
- Friday – Every other (even weeks): Sports club - 16:00 in the GYM
- Friday: SMU - from 12:30



Campus clubs:

Sports club – Get together with others to play different sports and active activities at the schools GYM! Join one day and get added to the messenger chat to keep updated with what's going on in the club each week.

Theatre – Meets every Monday! You can join as actors, decoration production, lights helpers, band members, etc. You're all welcome!

Book club – We read a book each month! We split the book in parts and when we meet, we talk about what we've read and do some activities related to the book. It's always a cosy time! ☺ When you join you can be added to a messenger group chat to keep updated.

Yearbook club – If you're into photography, writing, editing or all the above, yearbook club has a spot for you! We work together to create the academic school years yearbook that encases the full year's events, classes and memories!



Food club – We come together to make food and then have a nice time eating and chatting afterwards, sometimes we also play some board games. To join, you just need to sign yourself up on the "sign up" sheet in front of the library!

Hygge club – We have an open space in the basement near the library that is free to use. You can always come and play some board games or watch a movie! We also host events from time to

time so keep updated on our [Facebook group](#).

Morning singing

At the Vordingborg campus, we have a special tradition of morning singing every Wednesday at 8:45 AM – usually in the assembly hall.

Come and sing with us!



Ski Trip to Idre Fjäll

In week 10, the teacher education programme went on a ski trip to Idre Fjäll in Sweden. Sixty students from Vordingborg and Roskilde – enrolled in the international profile, the school-based programme, and the regular programme – boarded the bus for the 14-hour journey to Idre. The mood was already high, and excitement was building along the way.

After stretching their legs and backs upon arrival, the group had breakfast and then headed straight out onto the slopes.

Each morning, students are taught in groups. Fellow students plan and lead the exercises on the slopes, creating learning opportunities at all levels along with plenty of fun experiences. After lunch in the apartments, the afternoon is spent skiing on the pistes, with the option of cross-country skiing as well. Here, students mix across programmes and year groups.

On Monday evening, everyone gathered in the fire hut for a cozy hour of community singing and games.

Mikkel Rygaard, Susanne Esmer, and Dorte Palm kept everything running smoothly.



News from your student helpers

The dedicated team of student helpers is here to support and guide both new and current students as they settle into and or thrive at Absalon :)

The team is here to support you as the link between students, school staff, and administration. Whatever you might need, they can guide you—whether it's practical questions about life on campus, navigating the university's digital platforms, applying for youth travel cards, or simply making sure your concerns reach the right people and are addressed properly. Beyond personal guidance, they also collaborate with staff to organize events and help create a vibrant social life on campus. You can find them in SMU every Friday after class. ;)

If you're looking for academic support, the academic team is ready to assist with your courses, exams, and any other study-related challenges. They arrange academic workshops, host consultations, and provide individual or group guidance to ensure you have the skills and resources you need to succeed in your studies.

Altogether, the team is dedicated to making your university experience - both academically and in everyday student life - as smooth, supportive, and enriching as possible.



Follow Life in the Teacher Education Programme on Instagram

On the teacher education programme's Instagram profile [@Absalon_laerer](#), three engaged student teachers share glimpses of student life – from the inside – with both current and future students.

On the profile, you can follow everything from creative teaching exercises, internships, and exam prep to study group work, daily student life, and those small (but important!) coffee breaks in the cafeteria.

All of it is shared from the students' own perspective – authentic and relatable.



Got something on your mind?

If you've had a special class session, an inspiring teaching placement, or just a good idea for something that should be shared on the profile – feel free to reach out to one of our content creators:

- **Kirstine Engsager** (2nd year, Roskilde)
- **Noah Da Cunha** (2nd year, Roskilde)
- **Judit Galosi** (3rd year, ITE Vordingborg)
- **Amina Khalfa** (2nd year, ITE, Vordingborg)

You're also welcome to contact Administrative Management Consultant **Maria Pagh** at mapa@pha.dk.

Follow @Absalon_laerer

Jump in and take a look – maybe you'll see yourself reflected in what they share!

Teaching Experience

News from TE team

This is the first time we have completed internships on LU23 for all year groups. All internships have now been concluded — except for first-year summer intake, who still have five extended days and a first-year exam in week 25.

We have had approximately 400 students in internship placements, 49 of whom have completed their internship abroad.

We are already looking ahead to the next internship. First-year students will continue with Internship 2 at the same school. For the upcoming third year, there is an opportunity to try different types of educational settings. These may include continuation schools, special schools, museums, prisons, special classes, etc. Now is the time to make agreements. Revisit the PowerPoint with Dorte's information on Its-Learning. The coming fourth-year students will soon receive information on how to apply through the internship portal. In the fourth year, the internship forms part of the upcoming professional exam.



Regarding internships and studies abroad:
contact Dorte Palm, dpr@pha.dk

While Everyone Else Was doing TE...

Campus has felt quite empty in January. This is because almost all students have been out on internship. But there are some who still receive teaching. That includes those of us enrolled in the school-based teacher education programme, who have had pedagogy classes.

When you are school-based, you spend two days a week at your school, two days at the university, and one day on independent study.

This means that we work at our school and gain extensive practical experience, which we can use directly in our courses at the teacher education programme.

We receive a salary for two days as well as student grants, so it all adds up.

We find this a wonderful way to study; we can go directly into the classroom and apply what we learn — and then return to the programme and discuss what works and what challenges we meet.



Reflections on the First Teaching Experience in Denmark

By Ava Singh-Hobbs (ITE 25s)

This past January, my classmates and I participated in our first block TE in Danish schools. It was intended to familiarize us with Danish schooling and to develop us in the realms of professionalism, didacticism, and relationship-building. While it was an absolutely enlightening time, it was not exactly what I had anticipated.



Previously, I was only in children's classrooms as a child myself and as a nanny doing preschool pick-up. In our university classrooms, our professors attempted to prepare us for lesson planning, learning, and students' potential behavior (with a touch of classroom management). Although a few autumn Tuesdays introduced us to this new world, I arrived that first Monday feeling underprepared. While I was excited about the opportunity, grateful to our mentor teachers' proactivity about our main class's marked challenges, supported by my loved ones' faith from afar, and reassured that we were neither the school's first interns nor alone in the experience, I was still a complete amateur. Would I know the right questions to ask? Would I be able to keep up with every expectation? Would my group and I successfully manage our challenging main class? Truly, I felt like a baby bird attempting to flap my wings mere minutes after pipping my shell. Upon leaving that day, I understood that I was more underprepared than I initially thought, and I was going to do my best to fly anyway.

Throughout the month, I threw myself into detailed planning; rereading theories to conceptualize reality and make informed & actionable decisions; talking with any teacher possible to understand their motivations and strategies; researching Danish cultural norms; and remembering my experiences as both a child and a nanny. By the third week, I finally began to grasp accomplishment and belonging. However, this feeling only took root after heeding older Absalon students and our seasoned mentor teachers: “Make the mistakes! That is how you learn. You WILL be incorrect at times which WILL push you to do better next year, and that is the real reason why you are here now.” We were in the classroom to try unfamiliar strategies, test our knowledge, and presently learn about what worked with our particular students. Of course we would not be perfect on our first attempt! It is worth noting that total failure was simply not an option—spring tuition was due in January, and commuting daily without an Ungdomskort was no small expense either. I had come too far and invested too much to not succeed by some definition.

By the time week 6 rolled around, I felt prepared to share what we learned and justify its reality alongside my groupmates. Because we wrote extensive field notes, snapped a plethora of GDPR-approved photos, collected piles of student-produced samples, planned & executed numerous lessons, and detailed it all in our shared portfolio, we had a lot to work with for our presentation. Although clearer communication from the



university on exact assessment expectations prior to TE and during the block would have been nice, we managed well in our 3-day window with clear support from our UC mentor. Following the conclusion of our presentation, relief washed over me. While my initial anticipation did not prepare me for the reality of TE’s challenges, my lived experience granted greater confidence in myself and my trajectory than I could have hoped for. Like my classmates, I am exactly where I am meant to be.

Teaching Experience abroad 3rd year

By Martina Gjomemo (ITE 23s)

My Teaching Practice in South Korea has been an incredible journey. From the vibrant and fun culture, as well as the deep and emotional history that still affects the country, to the dedication and strong work ethic of the students at Chadwick International school, the experience has been particularly rewarding and unforgettable.



Although the school is similar to other IB schools around the world, it has been interesting to see how Korean culture and values affect and shape the classroom environment in a unique way. It is an experience that absolutely requires openness towards different perspectives and ways of learning, and that has inspired me for my future as a teacher.



Teaching experience Year 4

By Jessica Olsen (ITE 22s)

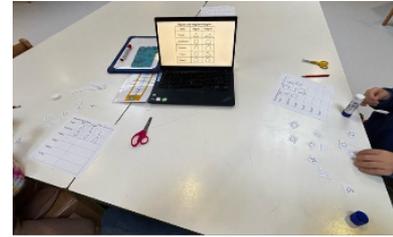
The fourth teaching experience was all about independent and professional growth. The expectations at this level are higher, and I was responsible for planning, teaching, and evaluating my own lessons and longer teaching sequences. I also participated in teacher meetings, worked with small groups of students who needed extra support, assessed student works, and acted as a support / assistant teacher in the moments I was not lead teaching. In addition, I helped with field trips and communicated with parents alongside the teachers. Students during into their fourth teaching practice should expect more individual responsibility and to take a clearer leadership role in the classroom, as well as to make professional decisions about their teaching.

In your fourth teaching practice, you get the opportunity to step into the role of the “expert”. Mentor teachers often expect more from you at this stage, which gives you the chance to further explore and develop your own teaching style and professional identity. Challenge yourself by stepping into situations that may feel uncomfortable and try new approaches.



The school where I completed my practice had many different sectors, including learning support, an extended support programme (learning difficulties, developmental needs, etc), occupational therapy, additional language support, and extracurricular activities. I made the most of my time there by inquiring about the sectors related to my interests and future career, which allowed me to gain insight into various aspects of the school environment.

I encourage you to take advantage of every opportunity and focus on the teacher you want to become, as every step in your development helps shape your teacher identity.



Wishing you the best in your teaching journey, Jessica Olsen

News from the international office



Figure 1: Tokai universitet i Japan - udsigt fra Mount Fuji

Want to go to Japan?

This autumn, the teacher education programme is organizing a study trip to Japan for all interested students – whether you are studying full-time on campus, enrolled in e-learning, a merit student, and/or part of the open education programme.

We will travel to Japan in Week 43, where we will visit the teacher education programme at Tokai University, located in Kanagawa – about an hour by train west of Tokyo. We will also visit various Japanese schools and experience a typical Japanese school day. In addition, there will be time for sightseeing around Tokyo.

You may choose to travel during the autumn break in Week 42 and then meet up with the rest of the group in Week 43. Accommodation in Tokyo starts at around 250 DKK per night at a hostel, and a return flight typically costs around 6,000 DKK.

We will have an online information meeting about the study trip to Japan on **Thursday, 19 March, from 17:00–18:00**. You can find [the meeting link here](#)



Figure 1 Japanese pupils. Figure 2 Sensō-ji templet i Tokyo. Figure 3 Bydelen Akihabara i Tokyo – et paradis for manga-fans og tekniknørder!

If you want to know more write to: Dorte Læssøe
lvarsen.doli@pha.dk or Merete Hull Havgaard
mha@pha.dk



New test in your fourth year – the profession test

In LU23, a new initiative has been introduced: a practice-oriented professional exam in the fourth year that links together experiences from all four internships. Among other things, students must document their teacher-professional development over all four years. During the five-week internship in the fourth year, a lecturer from the teacher education programme must observe a lesson at the school that the student teacher has planned. This is a part of the overall assessment, together with material from all four years of study, a reflection paper, and an oral component. Initial experiences have been positive, and we welcome this practice-based exam.

Reflections on the profession test

By Iurii Rulnov (ITE 22s)

The Profession test (*Professionsprøve*) is something you are going to experience in Year 4, during and right after your last Teaching Experience period. It might sound like a lot, but in reality, and if approached with structural preparation and rational mind it can be a smooth and even quite an interesting experience. After all, you have come as far as your 4th year, and I am sure you have obtained a quite rich and diverse portfolio of experience and expertise. In the essence of things, this test is about your professional development, reflection, and competencies throughout the years.

It all starts with you going to your last teaching experience school and conducting a teaching sequence that is going to be observed which is something that perhaps you all have experienced in earlier internships at some point, so it's "old news". In my experience, one potential strategy is to focus on the areas that were the most challenging for you through your years of teaching. For instance, for me, these were giving clear instructions (and the techniques that come with it) while simultaneously managing the class.

When it came to the observed teaching, I pre-planned to incorporate these into the sequence, testing them out, so to speak, with my current level of expertise and knowledge. Remember to make notes or record this, as you will need it for your test! My other advice for all of you is to go through your TE portfolios. Get familiar with all the things you documented over the years and find elements that could form a "**threading theme**" (like, in my case, elements that indicate my progression associated with dialogue, instruction giving, and teacher talk). Sounds manageable, right? And it is!

When it comes to the Oral part, one way to see it, as in my experience when I had three selected themes identified as the most challenging for me. The oral exam is a time when you can discuss and extrapolate on your progression through the years where you faced challenges within these areas and had to solve those issues: What was driving your decisions back then? What theories might you have used, and what was the outcome? How did you reflect to improve the things further? What about the forthcoming years as you got to be more experience between year 2 and year 3 TE? Think in retrospect.

One can imagine this as a "road" that goes through your Teaching Experiences, with different "beacons" being your situations, the theories you applied, and the outcomes... and so forth, until the most recent TE as the end point of this road.

Listen to your expertise, to your mentors, as my last advice to you all. Professionalism developed with the team.

Brev fra virkeligheden

Af Cecilia Ølting

The best part for me has been getting out into the classroom and taking responsibility for the teaching myself, being able to decide entirely on my own what and how I want to teach. During my internships and my work as a substitute teacher, I have been able to try out different approaches, and I have now found what works for me. One thing I have become particularly passionate about is station-based teaching, where I have worked creatively and with differentiation to create the best learning opportunities for my pupils. In my class, we use station-based teaching twice a week, and both the pupils and I really enjoy this method.

The most difficult part has probably been navigating everything new and trying to establish a routine in my new everyday life. It gets better week by week, but there are still many things to remember and to stay ahead of. It's also important to remember that not everything will be perfect from the start — it's all a process where you are constantly learning. One tip: accept all the help you can get from more experienced colleagues.

I am a class teacher for a first-grade class, where I teach Danish, physical education, visual arts, Christianity, and science/technology.



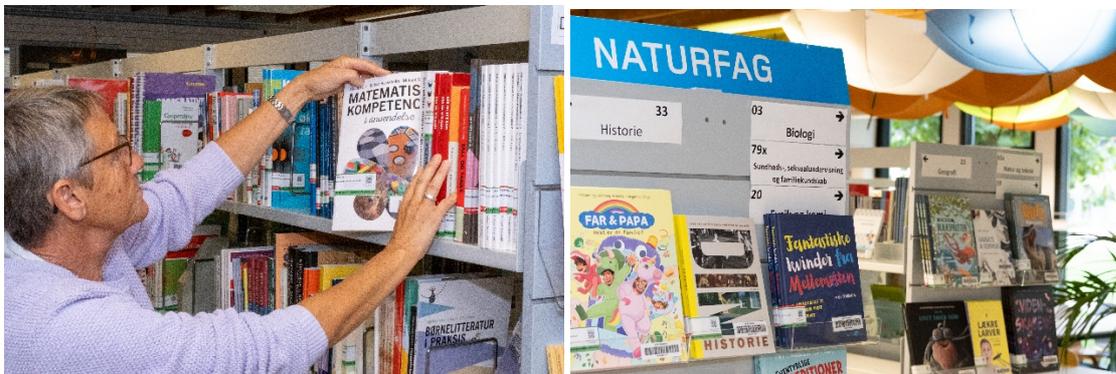
Use CFU in Your Studies and Teaching Experience

CFU (Centre for Teaching Resources) offers teachers, educators, and students access to a wide range of free teaching materials, courses, and guidance – all designed to support high-quality teaching in schools. CFU Absalon is your local CFU in the Zealand Region.

How can CFU support you?

As a student at Absalon, you can borrow free teaching resources from CFU to support both your studies and your teaching placement.

You can also receive practical, hands-on guidance and support from experienced CFU consultants, many of whom have backgrounds as teachers. They can, for example, provide feedback on choosing materials and help you plan teaching sequences that create engaging and meaningful learning experiences for your pupils.



MitCFU.dk – Your Gateway to Teaching Resources

Easily find the right materials for your studies.

Whether you're looking for physical teaching materials or digital resources, **mitCFU.dk** can support you throughout your studies:

Digital resources: Borrow e-books, audiobooks, podcasts, and TV programmes.

Physical materials: Borrow teaching resources for inspiration and subject-related insights.

Borrow Materials for Your Teaching Placement

During your placement periods, you can ask your mentor teacher to borrow materials for teaching – including **class sets of books, robots, games**, and other hands-on resources from **CFU's Lending Collection**.

Your mentor teacher can place the order – or you can link your **Unilogin** to the school and borrow the materials yourself at **mitCFU.dk**.

Find help and guidance on how to use mitCFU at **wiki.mitcfu.dk**.

Academic Inspiration for Your Studies

On CFU's website **cfu.phabsalon.dk**, you'll find inspiration for teaching across all subjects.

Whether you're teaching Danish, mathematics, or technology comprehension, we've gathered **resources and ideas** to help you create **engaging and effective lessons**.

Follow @cfuabsalon on Social Media

Stay updated with tips, ideas, and news about new teaching materials and courses:

- Facebook
- Instagram
- LinkedIn

The Podcast: Praksis

Listen to our podcast *Praksis* via your podcast app or on our website. OBS the podcast is in Danish.

We present teaching resources, practice-oriented themes, and offers related to teaching and school development.

New episodes are released **once a month**.

Get Feedback from CFU's Consultants

Together with your fellow students, you can get feedback and support from our educational consultants on selecting teaching resources for your placement.

Call or email us to book a session – preferably in advance, so we can give you the best possible guidance for your teaching.

Find contact details on our [website](#).

Get a Discount on CFU Courses

CFU Absalon regularly offers professional development courses with hands-on inspiration for primary and lower secondary school teachers.

As a student at Absalon, you can participate for **25% of the course fee** if there are **available spots** after the registration deadline — for courses held on one of Absalon's campuses.

[See all CFU's courses.](#)

News from the library

The Library – Online and On Campus

Need a refresher on search techniques, the Research Portal, or APA referencing?

The library offers a range of **online courses** where you can improve your skills in literature searching, citation, and databases – **at your own pace**.

👉 **Check out the [courses here](#)**

You're also very welcome to visit the **campus library**. You'll find great study spaces – both for group work and quiet focus.

Need a break? Come help us complete a puzzle and take a well-deserved break from the screen.

We look forward to seeing you at the library – there's always a fresh book waiting for you!

– **Annemette**

New APA Guide

The Absalon Library has uploaded a **newly revised quick guide** to the 7th edition of the **APA standard** on the library's website.

Compared to the previous version, the new guide includes **clearer instructions** and **more examples** of different types of sources.

Please note that the **formatting guidelines for the reference list** have changed.

The guide was written entirely using **biological intelligence** – so if you have any comments, we'd love to hear them!

[Find the tutorials here.](#)

Write to Vibeke (vml@pha.dk), Lisbeth (liel@pha.dk) eller Palle (pvn@pha.dk)

Study Administration

In the Study Administration team, you'll meet **Stella, Kirsten, Christina, Jeanette, Jette, Nicoline, Susanne, and Rosemarie.**

They help ensure that you:

- Are registered for exams
 - Choose your teaching subjects
 - Receive a new study plan if your studies are interrupted by parental leave or illness
 - Are signed up for teaching placements
 - Receive your diploma when you graduate
- and much more.

If you have any questions, feel free to contact them at **laerer@pha.dk** or call **+45 7248 3420**.

SU Guidance (Student Grants)

The SU team can answer **any questions you have about SU (the Danish student grant)**.

They will also contact you if there are any issues with your grant.

If you have questions, you can reach them via **email or phone**. See [contact informations here](#)

Welcome to Student Counseling – Campus Vordingborg!

Our student counselors, **Emin Toy** and **Mikkel Dresen**, are ready to support you with anything related to your studies. All of our student counselors offer guidance across all campuses – both by phone and email. Emin and Mikkel are based physically at Campus Vordingborg.



How Can We Help You?

We offer support and guidance in many areas:

- ✓ Good study habits – structure, study techniques, and effective learning methods
- ✓ Study/life balance – managing studies alongside work and family
- ✓ Reading strategies – techniques for better comprehension and learning
- ✓ Planning – help with structuring and gaining an overview of your study path
- ✓ Leave, illness, and parental leave – guidance on rules and available options
- ✓ Applications for exemptions & exam regulations – support with understanding and applying
- ✓ Exam anxiety & special exam conditions – overview of your support options
- ✓ Study doubts – advice if you're considering switching programmes or feeling uncertain
- ✓ Well-being and motivation – conversations about student life, well-being, and drive
- ✓ Credit transfer – guidance on applications for credit

Do You Need SPS (Special Educational Support)?

Are you dyslexic or do you have a documented physical or psychological disability? We can help you apply for **Special Educational Support (SPS)**.

How to Contact Us

-  **Book an individual session** via Studienet
-  **Drop-in hours:** Monday, Tuesday, Thursday & Friday, 10:00–11:00
-  **Email:** studievejleder@pha.dk
-  **Phone:** +45 7248 1010
 -  Monday & Tuesday: 9:00–11:30
 -  Thursday: 9:30–11:30 & 13:00–15:00



We look forward to helping you have a positive and successful study experience!

A Bit About the Canteen

In the canteen, we strive to maintain a **minimum of 75 % organic food**, which qualifies us for the **Danish Silver Organic Label (Silvermark)**.

Our buffet follows this concept:

- **2 daily dishes** (fish, meat, vegetarian, or soup)
- If one of the dishes includes a side like potatoes, legumes, rice, or pasta, it must be integrated into the dish
- **Vegetarians** should always be able to request a meal option upon asking
- Always three salads:
 - Two of the salads are **predefined and described** (“keep it simple” / more honest food)
 - The third salad is self-composed, with choices such as crispy, sweet, salty, spicy, umami, protein, starch, etc.
- Two types of dressings, plus a selection of vinegars and oils

Please don't hesitate to ask if you have any requests or questions



The Student Organization

The National Union of Teacher Students (Lærerstuderendes Landskreds) is YOUR student union while you're studying to become a teacher. As a member, you become part of a community of around 5,000 teacher students. Together, we fight to create the best teacher education – with more teaching hours and more practical experience in the real world.



We are teacher students ourselves, striving to create the best possible teacher education. The National Union of Teacher Students advocates for a program with a sufficient number of teaching hours and a strong connection between subject-specific courses, pedagogical subjects, and practical training. We work to create the best possible conditions for you to succeed during your studies and in your future career.

At the National Union of Teacher Students, you are always guaranteed support and guidance if you encounter problems during your studies. We also offer a wide range of member benefits that can strengthen your professional skills and provide financial security while you study.

As a member of the National Union of Teacher Students, you are guaranteed financial and legal assistance in case of conflict. You are insured during your practical training. And you gain access to courses and many valuable member benefits. Membership costs only 55 DKK per month – and the amount is, of course, tax-deductible.

Follow us on facebook [Lærerstuderendes Landskreds Vordingborg | Vordingborg | Facebook](#) and contact us on LL-vordingborg@dlf.org

Kontakt Administrativ
ledelseskonsulent

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Professionshøjskolen Absalon



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