Package; Teacher Education
Campus Roskilde Spring 2017

Introduction to the Danish teacher education
Knowledge of Denmark and Danish teacher education. **Weeks 7 and 8**

Basis, formulated nationally for **4 ECTS credits**. The module language is English.

**MODULE 2: Processes in language acquisition and communicative skills**

*Type, extent and language of module*

Basis, formulated nationally for **10 ECTS credits**. The module language is primarily English.

*Brief description of the module*

This module works with the following questions: How do you learn a language? How does language development take place? What are communicative skills? What is the connection between communication and language acquisition? How do you describe language acquisition and communicative skills? How and why does the teacher work as a language advisor? How does the teacher plan teaching that makes language acquisition possible? What is the connection between language view, learning view, professional view and specific teaching?

The starting point is language skill areas, discourse and strategic competence as well as learning. Focus is on ‘processes’ as dynamic elements in language and language development, for example hypothesis construction, language learning strategies and communication strategies.

The students will work on

- the skill areas listening, reading, writing, speaking and conversation in a communicative competence perspective
- interlanguage development in relation to qualifications for learning and potentials
- goal establishment, practical planning in varied working methods, IT, teaching aids, evaluation and feedback on interlanguage in a differentiation and inclusion perspective
- paradigmatic changes in language teaching and the connection between language view, learning view and didactic planning based on current national and international regulations

There will be continuous work on the students’ own linguistic development in light of the content areas of the module.

*The module's knowledge basis*

National and international research and development work on language acquisition and communication, the language skills reading, listening, speaking, conversation and writing, language teaching and the subject
English in municipal school, including national and international regulations and guidelines regarding the subject

**Competence areas included in the module**

Competence area 2: Language acquisition and foreign language communication with inclusion of parts of competence area 4: Foreign language didactics

**Competence goals included in the module**

From competence area 2: The student can, in a substantiated way, plan, complete, evaluate and develop differentiated lessons based on pupils' learning qualifications and potentials, including pupils' use of communicative and learning-related strategies and processes.

From competence area 4: The student can, in a substantiated way, plan, carry out, evaluate and develop teaching in English based on own practice and current research-based knowledge about foreign language didactics.

### Skill goals: The student can

| Skill and knowledge goals from competence area 3: English for 1st to 6th form and English from 4th to 10th form |
|-------------------------------------------------|-------------------------------------------------|
| plan and complete lessons with focus on communication processes and strategies, | communication processes, including receptive and productive processes and strategies, discourse and communication strategies, |
| assign differentiated learning strategies for pupils with different qualifications for learning, | learning strategies, |
| evaluate language acquisition in different types of pupil data as a basis for working as a language advisor, | interlanguage development, |
| include pupil-related internal and external factors of significance to the language acquisition process and | factors associated with language acquisition, such as motivation, the relationship between native language, second language and foreign language acquisition, objective and evaluation, the teacher’s role and |
| use digital technologies and interactive media for support of pupils’ and own receptive and productive learning processes. | IT and learning processes. |
Skill and knowledge goals from competence area 4: English for 1st to 6th form and English for 4th to 10th form

<table>
<thead>
<tr>
<th>Substantiate principles in own and others' lessons in relation to pupils, parents and colleagues, including in an inclusion perspective,</th>
<th>Professional views, curriculum and practical organisation of English lessons, including the historical development of subject and learning views,</th>
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</thead>
<tbody>
<tr>
<td>substantiate the individual elements of the lessons for the purpose of optimising the learning processes for groups of pupils as well as the individual pupil,</td>
<td>Legal basis, current regulations and guidelines nationally and internationally, including teaching aids, digital resources, goal and evaluation forms,</td>
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<tr>
<td>Plan and carry out teaching and projects that strengthen the pupils' mastering expectations, drive and initiative,</td>
<td>Creativity, innovation and entrepreneurship in teaching,</td>
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<tr>
<td>Plan and carry out single-subject as well as cross-disciplinary teaching with focus on pupils' general education,</td>
<td>The subject's contribution to general education and connection to other subjects,</td>
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<tr>
<td>In a substantiated way carry out and develop learning goal-oriented English teaching and theory and analysis methods with relevance for description of learning and teaching of English as a foreign language and</td>
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<tr>
<td>Keep informed in the professional debate nationally as well as internationally</td>
<td>National and international research within foreign language pedagogy and didactics.</td>
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The module’s relation to practice

The student's experiences from practice will be included in the module. There will be teaching experience mediation at the educational institution or at a school.

Compliance with duty to participate in the module

Based on practice and primarily in cooperation with fellow students, the student will prepare and present teaching processes aimed towards the age specialisation regarding processes in language acquisition and communicative skills, which must include the following areas:

- A lesson plan that, among other things, includes work with one or more of the 4-5 skills with focus on language acquisition and communicative skills - such as teaching related to genre pedagogy, receptive and productive skills, pre-understanding, risk taking etc.
one or more activities/tasks for support of interlanguage development, learning strategies and language learning - such as inclusion of IT

reflections on and perspectives regarding development of learning goal-oriented teaching

**Furthermore, the students must prepare**

- a written product - such as an article with theory-based reflections on the connection between language view, learning view and didactic - such as considerations regarding evaluation, differentiation and inclusion with perspective for a concrete practice

**Module exam**

Module exam with focus on the student's written competence in English.

The exam is based on the national module 2 "Processes in language acquisition and communicative skills".

The exam is carried out as a 5-hour individual written exam with duty to attend. All aids are permitted. However, it is not permitted to communicate with others during the exam. The exam takes place at the educational institution under supervision.

The written module exam tests:

- The student's linguistic competencies in interaction with the profession-oriented didactic and language pedagogical considerations and reflections.

The exam is with internal censorship and is evaluated with the assessment »Passed/Not passed«.

**Entrepreneurship education in primary school**

**Type, extent and language of module**

Specialization module, formulated nationally for **10 ECTS credits**. The module language is primarily English.

**Brief description of the module**

According the EU project; 'Young Entrepreneurship Developing in Action' (YEDAC) the reason for implementing thoughts about entrepreneurship is as such;

"Europe is facing many global challenges (economically and environmentally) as well as a general change in work culture. The society has moved from an industrial society based on employment to a global knowledge society based on innovation and project-based work. This requires a new entrepreneurial mindset and culture. Schools in Europe have a special and important task in supporting and developing this entrepreneurial mindset. A focus on entrepreneurship during schooling and education prepares students for a future demand for innovation, initiative and entrepreneurial spirit."

In connection to these beliefs, entrepreneurship is to play an important role in a learning environment and the definition of entrepreneurship is seen as a key component in a real world-learning environment;
“Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created may be financial, cultural, or social.”

In the report ‘Entrepreneurship in Education in the Baltic Sea Region’, 2006; “The sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.”

Competence areas and subjects included in the module

All subjects can be implemented in the module. Subject areas covered in the module will be English, pedagogical subjects (LG).

Entrepreneurial skills involves four different areas of competencies; creativity, action-making, environmental awareness and personal/ethical attitudes.

1. Creativity skills - finding ideas and opportunities, use of knowledge, experiment and improvise, problem solving methods
2. Environmental awareness - global and local cultural awareness, context awareness, sustainability
3. Personal/ethic attitudes - risk-taking, awareness of ethical issues, self-efficacy, accept unsteadiness
4. Action-making - to plan and manage projects, value creation, language for discussion, democratic skills, collaboration

In entrepreneurship education and during this module the learning outcome would be;

<table>
<thead>
<tr>
<th>Skill goals: The student can</th>
<th>Knowledge goals: The student is to have knowledge of</th>
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<tbody>
<tr>
<td>communicate in different contexts</td>
<td>communicative and educational theories</td>
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<tr>
<td>Take initiatives, risks and responsibility</td>
<td>Theories about innovation, creativity and entrepreneurial competences</td>
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<td>Search and take opportunities</td>
<td>Data collection methods</td>
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<td>Collaborate</td>
<td>Co-creativity in varied ways and during different processes</td>
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<tr>
<td>Turn ideas into action</td>
<td>Project and process management in the classroom</td>
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<tr>
<td>Transforms ideas into value added products taking environmental issues into consideration</td>
<td>Environmental theory and entrepreneurship education</td>
</tr>
<tr>
<td>Evaluate the credibility and value of entrepreneurial ideas and products</td>
<td>Theories about evaluation in different ways</td>
</tr>
<tr>
<td>Teach entrepreneurial skills and act in a creative classroom setting by focusing on the teaching methods rather than the content.</td>
<td>Didactical processes in connection to innovation, creativity and entrepreneurship</td>
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</tbody>
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The module takes point in departure in entrepreneurial theories and the student's experiences from practice will be included in the module. The student’s will be able to develop entrepreneurial skills as an exemplary means of entrepreneurial skills taking into consideration the student’s future teacher profession. The entrepreneurial skills will in addition to this, be developed during practical sequences.

**Internship in a Danish Folkeskole**

4 weeks of internship in primary and lower secondary schools.

Internship, formulated nationally for **6 ECTS credits**

**Competence areas and included in the module**

- **Competence area 1: Didactics; The objective of the Folkeskole, Teaching sequences**
- **Competence area 2: Class management; The social relations within the class**
- **Competence area 3: Relation work; Pupils’ well-being**

Practice comprises (1) the practical/pedagogical dimension, targeted towards the teacher’s work with pupils and (2) the analytical dimension, targeted towards the competence and ability to assess own and others’ practices. Practice creates a link between the teacher training’s theoretical competence areas and the student’s work performed at the practice school.

**Competence area 1: Didactics**

Didactics is about the specification, planning, completion, evaluation and development of teaching.
**Competence goal:**
In cooperation with colleagues, the student is to be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.

<table>
<thead>
<tr>
<th>Knowledge goal</th>
<th>Skill goal</th>
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<tbody>
<tr>
<td>The student is to have knowledge of teaching methods, principles of teaching differentiation, teaching aids and IT, formative and summative evaluation methods as well as testing, observation, data collection and documentation methods,</td>
<td>The student can plan, complete and evaluate a lesson plan using varied methods, teaching differentiation as well as teaching aids and IT in cooperation with fellow students, evaluate lesson plans and students' learning outcome, observe own practice and the learning of the individual student for the purpose of developing teaching,</td>
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</tbody>
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**Competence area 2: Class management**
Class management is about the organisation and development of students' academic and social learning environment.

**Competence goal:**
The student is to be able to manage teaching and establish and develop a clear and positive framework for the students' learning and the social community in the class.

<table>
<thead>
<tr>
<th>Knowledge goal</th>
<th>Skill goal</th>
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</thead>
<tbody>
<tr>
<td>The student is to have knowledge of class management, learning environment and the class' social relations,</td>
<td>The student can develop a clear framework for learning and for the class' social life in cooperation with the students,</td>
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</table>

**Competence area 3: Relation work**
Relation work is about contact and relations to students, colleagues, parents and the school's resource persons.

**Competence goal:**
In cooperation with colleagues, resource persons and parents, the student is to be able to carry out substantiated specification, planning, completion, evaluation and development of teaching.

<table>
<thead>
<tr>
<th>Knowledge goal</th>
<th>Skill goal</th>
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</thead>
<tbody>
<tr>
<td>The student is to have knowledge of communication, involving learning environments, motivation and welfare,</td>
<td>The student can work in dialogue with students and colleagues about adjustment of teaching and the students' active participation,</td>
</tr>
<tr>
<td>Communication.</td>
<td>communicate in writing and orally with parents about the purpose and content of planned lesson plans.</td>
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