Curriculum

# Teacher Education Programme

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 back-ground. 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 – during lessons and practical training – 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 credits (acc. to European Credit Transfer System). 60 ECTS credits 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 Bachelor of Education in primary and lower secondary school.

The education programme includes the following:

| | |
|---|---|
| **Basic subject knowledge,**<br>equal to 70 ECTS credits | **Basic subject knowledge is mandatory and includes the following subjects:**<br>1) Pedagogy and general didactics, equal to 20 ECTS credits.<br>2) Educational psychology, inclusion and special educational theory, equal to 20 ECTS credits.<br>3) Life enlightenment: Christian studies, history of ideas, citizenship and authority, equal to 20 ECTS credits.<br>4) Danish as second language, equal to 5 ECTS credits.<br>5) Optional subject, equal to 5 ECTS credits.<br><br>**The student can choose between the following optional subjects:**<br>1) Health and sex education, equal to 2½ ECTS credits.<br>2) Education and job, equal to 2½ ECTS credits.<br>3) Practical-musical subjects, equal to 2½ ECTS credits.<br>4) Swimming, equal to 5 ECTS credits. |

| | |
|---|---|
| **Teaching subject,**<br>equal to 120 ECTS credits. | Danish and mathematics are equal to subjects with 50 ECTS credits.<br>Absalon can only offer English with 50 ECTS credits as day studies programme in Roskilde and Vordingborg.<br>All other teaching subjects are rated for 35 ECTS credits. |

| | |
|---|---|
| **Practical training**,<br>equal to 40 ECTS credits. | All four study years include practical training. |

| | |
|---|---|
| **Bachelor exam**,<br>Equal to 10 ECTS credits. | |

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 courses in professional simulation

Apart from the subjects defined by order, students of the teacher education programme at University College Absalon further have the following four mandatory week courses: rhetoric, practical-musical, parent-teacher cooperation as well as an outro course (transition from being a student to working as a teacher).

The courses do not apply to E-learning students.

# 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 below. If you do not meet the requirements for the subject, Absalon offers basic courses for admission to selected subjects. It is further possible to gain admission via supplementing courses Gymnasiale Suppleringskurser (GSK).

| Teaching subject | Admission requirements cf. the order |
|---|---|
| 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 1st to 6th form – 50 ECTS | Danish A or Danish as second language A. |
| Danish 4th to 10th form - 50 ECTS | Danish A or Danish as second language A. |
| Danish as second language – 35 ECTS | Danish A or Danish as second language 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. |
| Food education - 35 ECTS | Biotechnology A, Technical subject A – process, food and health, Biology C or Chemistry C. |
| Mathematics 1st to 10th form – 50 ECTS | Mathematics B. |
| Mathematics 1st to 6th form - 35 ECTS (only on the Professional scheme) | 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 needs education - 35 ECTS | Danish A. |
| German - 35 ECTS | German beginner or advanced language B. |

## 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.
- Technology education 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 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

Students of the teacher education programme are obliged to attend the education programme as provided for by the programme and as described in the curriculum.

Compulsory attendance means that the student has to meet the attendance requirement during the first year and registered attendance in all other years, and meet all other requirements that apply for the individual subject (for instance creating work portfolios or problems as prerequisites to attend exams, safety courses or the like). Compulsory attendance during the first year and registered attendance in all other years is mandatory to all students along with fulfilment of all other requirements that apply for the individual subject.

Compulsory attendance is required during the first year and registered attendance in all other years. The rule of compulsory attendance and registered attendance applies to all students of the education programme to become 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 year**
Compulsory attendance means that the student has to physically attend class activities. The remedial options in case of failure to comply with compulsory attendance are determined on the basis of an individual and concrete assessment of the student's absence. Meeting the compulsory attendance obligation is a prerequisite for taking part in an examination. If the prerequisites are not fulfilled, one exam attempt is used.

**Attendance registration, other years**
Attendance registration means that the student attends class activities. The remedial options in case of failure to comply with attendance are determined on the basis of an individual and concrete assessment of the student's absence. Meeting the attendance obligation is a prerequisite for taking part in an examination. If the prerequisites are not fulfilled, one exam attempt is used.

**7.1 Compulsory attendance and registration on e-format**
**Compulsory attendance during the first year and attendance registration during the other years**
Students of the e-teacher education programme are obliged to attend the education programme as provided for by the programme and as described in the curriculum.

Compulsory attendance means that the student has to meet the attendance requirement during the first year and registered attendance in all other years, and meet all other requirements that apply for the individual subject (for instance creating work portfolios or problems as prerequisites to attend exams, safety courses or the like).

Teaching in the e-format includes blended learning; so synchronous and asynchronous (virtual) teaching. Synchronous teaching means physical attendance on campus on call. Asynchronous learning refers to virtual activities defined by the subject teacher (e.g. virtual meetings between students and teachers (e.g. guidance), individual tasks, group tasks, activities, etc.). The two teaching formats are interdependent.

**Compulsory attendance during the first year**
Compulsory attendance on the e-learning format requires a combination of participation in the synchronous and asynchronous elements of the programme. At the beginning of the semester, the teacher describes which parts of the synchronous teaching and which parts of the asynchronous teaching are compulsory. The teacher keeps a record of the attendance of the students so that the students can see their attendance status at any time.

The remedial options in case of failure to comply with attendance are determined on the basis of an individual and concrete assessment of the student's absence. Meeting the attendance obligation is a prerequisite for taking part in an examination. If the prerequisites are not fulfilled, one exam attempt is used.

**Attendance registration, other years**
Registered attendance on the e-learning format requires a combination of participation in the synchronous and asynchronous elements of the programme. At the beginning of the semester, the teacher describes which parts of the synchronous teaching and which parts of the asynchronous teaching are compulsory. The teacher keeps a record of the attendance of the students so that the students can see their attendance status at any time.

The remedial options in case of failure to comply with attendance are determined on the basis of an individual and concrete assessment of the student's absence. Meeting the attendance obligation is a prerequisite for taking part in an examination. If the prerequisites are not fulfilled, one exam attempt is used.

## 7.2 Exemption from compulsory attendance and attendance registration
The University College may exempt from the requirements for compulsory attendance and registered attendance in case of extraordinary circumstances. Exemption requests must be sent to the education administration.

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

## 7.3 In case of failure to comply with compulsory attendance - remediation assignment
If the student fails to comply with the compulsory attendance in a subject, the student will be asked to write a remediation assignment.

If the student fails to hand in the remediation assignment or fails to comply with the requirements of the remediation assignment, the student will not gain exam approval. The teacher will then inform the manager responsible for the education.

If the student fails to comply with compulsory attendance and fails to hand in a remediation assignment, which can be approved., will not gain exam approval, but one exam attempt will be registered. The student then has two attempts left to use on later exam participation. The student must prior to participation on another exam hand in a (new) remediation assignment.

**Formal requirements and assessment of the remediation assignment**
The teacher of the subject designs the remediation assignment and sets out the framework for the content of the assignment, the form of submission, the deadline etc. The assignment should reflect the academic content of the semester, focusing on the academic objectives that the student has not fulfilled. The assignment must be submitted to and approved by the teacher. No guidance or feedback on the assignment.

The remediation assignment is normally a written assignment. The written remediation assignment should not exceed 10 normal pages (excluding the front page and the table of contents, including the bibliography). Since the aim of the remediation assignment is to remedy the lack of professional output, the assignment can also be designed as an activity (e.g. practice-related, fieldwork etc.), provided that the assignment can be documented and assessed.

The remediation assignment is qualitatively assessed and considered approved, if the student demonstrates a minimum acceptable level of achievement of the subject's objectives.

If the teacher conducting the examination in the subject assesses that the student cannot be admitted to the examination due to non-compliance with the obligation to attend, the teacher must notify the manager responsible for the education no later than 4 weeks before the end of the subject.

# 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** |
|---|---|---|---|---|
| **Practical training form: The framework plan includes periods** | Spread out and block training | Spread out and block training | Block training | Block training |
| **School form** | 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/boarding 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 |
| **Progression of the student (objectives):** | Participating viewer | Examining participant | Reflecting examiner | Independent and well-founded initiator |
| **Subject and practical training** | Teaching subject[1] as well as pedagogy and general didactics, educational psychology, inclusion and special educational theory | Teaching subject[1] as well as educational psychology, inclusion and special educational theory | Teaching subject[1] as well as pedagogy and general didactics and Danish as second language | Teaching subject[1] as well as Life enlightenment |

[1] 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**

Dimensions in focus in the **fourth year:**
- The teacher as a person of authority

Dimensions in focus in the **third year**:
- The teacher as an examiner and developer of practice
- The teacher as a creator and bearer of culture

Dimensions in focus in the **second year**:
- The teacher as a cooperation partner
- The teacher as a conversation partner and rhetorician
- The teacher as a leader

Dimensions in focus in the **first year**:
- The teacher as a didactician
- The teacher as a professional
- The teacher as a developer of relations

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/Udvikling-af-laerereruddannelsen-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 through-out 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; please refer to the practical training leaflet.

## 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 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 University College appoints the practical training teacher as examiner for the first-year test. The Profession test is assessed by a teacher and a practical training teacher appointed by the University College, along with an external examiner.

## 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 is responsible for providing guidance of the students weekly 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 guidance. Please refer to the practical training leaflet.

# 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 but a proficiency test, which reveals whether the student is in fact enrolled. The test helps the student to acquire the skills to be able to commit to the education.

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-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. Two retests are offered before the end of the student's second 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 less serious cases, a warning is given first.

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 (revaluation) – 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. Revaluation is only offered for written exams with material for evaluation, since new evaluators cannot (re)valuate 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 revaluation in writing with a written statement of grounds. Retest or revaluation 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 (revaluation) – 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.

Revaluation or retest must be implemented as soon as possible. For revaluation 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 bachelor project

## 21. The bachelor project – scope and planning

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

The 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 related to the bachelor project is offered specifically in the 7th and 8th 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 bachelor project during the 7th semester. A guidance counsellor is appointed based on this provisional thesis. In the 8th semester, the students work independently or in groups on completing the 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 schemes 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 the education programme.

## 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 7th semester and students starting studies in winter can go in the 4th semester.
- Practical training visit: Practical training visits abroad are only possible in the 3rd 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 credits.

### 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 bachelor projects.

# Institutionally defined regulations on 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.

## 25. Special education scheme

The special education scheme is a specially designed course enabling students to immerse into special education. With the special education scheme, Absalon wants to meet an increased need for teachers with additional competences within the special education field. The special education scheme is for students who want to immerse into the work of the special education field, including the work with children's communities and inclusive learning environments that meet the needs of all children.

## 26 Music scheme

The music scheme is a specially designed course where students can be challenged within music. The music scheme of the Roskilde teacher education is designed to focus on immersion in music throughout all years of the teacher education. The student acquires skills to teach music, create communities and pass music on to children and adolescents. The music scheme is practically oriented and includes for instance games, singing, choral and ensemble conducting, dance and movement. In addition, the student becomes part of the music environment on campus at events, both in everyday life and at parties.

## 27 Sports and exercise

Sports and exercise is a specially designed course where students can be challenged within sports and exercise. With the sports and exercise scheme, Absalon wants to contribute to increasing expertise and teaching skills that contribute to raising the quality of the elementary school's work with sports and exercise.
The student in the sports and exercise scheme receives a training focusing on exercise throughout the course of the education programme. In addition, the student acquires teaching competence within the field of sports and the opportunity to become a resource person in relation to exercise in all the subjects of the school and the development of the field within school and in cooperation with the community.

## 28 International profile

Absalon offers, on a trial basis, a teacher education programme with an international profile. This profile is a specially designed course in which students are challenged in an international learning environment as part of developing professional teaching competencies. With the international profile, Absalon aims to meet labour-market needs and support increased internationalization in Region Zealand. A significant part of the teaching therefore takes place in English, and students must complete placements in both Danish and international schools.

1. The International Profile is a regular teacher education programme. Applicants must meet the standard admission requirements and are subject to the same selection criteria as other students – cf. section 28.2.
2. Students must complete the ordinary teacher education programme corresponding to 240 ECTS credits.
3. Teaching is conducted in English during the first 2 years (49%) of the programme, while the remaining 2 years (51%) are taught in Danish.
4. Students on the international profile take English as their first teaching subject.
5. Students are expected to complete a placement period abroad.
6. A limited selection of teaching subjects is offered within the international profile. Information about available subjects and admission requirements is published on Absalon's website.
7. Students are offered a special "outro" course aimed at supporting their transition to the Danish labour market.
8. Students have the same opportunity as others to apply for the talent programme *Intercultural and Community-Building Pedagogy in School Practice*. See 28.2.

## 28.1 Deferred fulfilment of the Danish language admission requirement and Danish language instruction for students with conditional admission

Students who do not meet the Danish language admission requirement may be admitted conditionally, on the condition that they complete the *Studieprøven* in Danish or provide documentation of equivalent Danish language qualifications before the start of the 5th semester. Students who fail to document Danish language qualifications before the 5th semester will be withdrawn from the programme.
To support students' development in Danish, the teacher education programme has partnered with a language school that offers Danish classes at Campus Vordingborg. Students may participate in these classes. The course is delivered by the language school, runs during the first four semesters, and concludes with the *Studieprøven*. Upon starting the programme, students must register for language instruction through their municipality of residence.

## 28.2 Talent Programme in Intercultural and Communitybuilding Pedagogy in School Practice

Students admitted in the summer intake may apply for a special talent programme focusing on intercultural and community-building pedagogy in school practice. The programme is offered in Vordingborg.
The programme is intended for a limited number of the most capable and highly motivated students who wish to further strengthen their competencies. It is a specially designed 30-ECTS course placed in semesters 5–8. To be admitted, students must apply based on objective criteria set by the programme.

To complete the talent programme, students must:

- Pass the admission test for the talent programme
- Obtain 240 ECTS in the ordinary programme plus 30 ECTS in intercultural and community-building pedagogy in school practice
- Complete the programme within the prescribed study period

Students admitted to the talent programme who no longer follow the prescribed study plan or fail to meet Absalon's requirements will be withdrawn from the programme. Absalon may grant exemptions in extraordinary circumstances.

## 28.3 Objectives, Content, and Examination for the Talent Programme

**ECTS:** 30

**Purpose**

The purpose of *Intercultural and Community-Building Pedagogy in School Practice* is to strengthen the competencies of particularly capable and highly motivated students in didactics, communication, and relationship-building in diverse learning environments. Teaching provides insight into cultural complexity and the ability to create inclusive and community-building learning environments that students can theoretically justify, analyze, and evaluate, and apply in practice—also in relation to pupils in complex learning situations. The programme prepares students for transition to the Danish labour market.

**Learning Outcomes**

Upon completion, the student must be able to:

- Apply intercultural and inclusive competencies to manage diverse learning environments and promote participation for pupils in complex learning situations.
- Analyze and reflect on pedagogical approaches to cultural complexity, communication, and inclusion, and justify choices of practice.
- Support and promote pupils' learning, well-being, and identity formation in various communities with attention to diversity.
- Critically and constructively relate to cultural and societal conditions to promote pupils' participation in school and society in Denmark.

**Content Areas**

Teaching in the programme covers:

- Communication in diverse learning environments – how culture and inclusion influence dialogue and collaboration.
  Culture as dynamic and changeable – understanding diversity and communities in pedagogical practice.
- Inclusion and participation – minority and majority perspectives, including support for pupils in complex learning situations.
- Analysis and reflection – use of models and tools to develop intercultural and inclusive pedagogical approaches and learning environments, with focus on transition to school and working life in Denmark.

**Examination**
The programme concludes with an internal examination.
The exam consists of an oral presentation based on the written assignment and portfolio developed during the course. Assessment is holistic.

The exam may be taken individually or in groups of up to three students. Duration follows the exam regulations:
1 student: 25 minutes
2 students: 35 minutes
3 students: 45 minutes

Assessment is individual and graded "pass/fail".
The basis for assessment is the student's portfolio, the presentation of the written assignment, and the exam dialogue.
Assessment criteria are the degree to which the student meets the programme's learning outcomes.

## 28.4 Admission Requirements for the Talent Programme

Admission requires passing an admission test consisting of a written on-site exam and an oral interview. The oral interview includes the student's motivation and reasoned reflections for applying, based on objective assessment criteria.

**Written Exam**
The student completes a locally administered written exam.

The exam includes:
- A case involving a didactic dilemma, which the student must analyze and discuss based on objective assessment criteria.
- One or more articles and/or excerpts from relevant pedagogical-psychological literature to be used in the analysis and discussion.

The exam must be answered in English.
It is held on-site at the teacher education programme in Vordingborg.
The exam is individual.
No aids are allowed except dictionaries (including online versions) between the student's mother tongue and English.
Duration: 3 hours.

**Assessment criteria:**
The student must be able to confidently and independently:
- Analyze and discuss the case using relevant pedagogical-psychological literature from the exam materials.
- Express themselves in written academic English.

**Oral Interview**
Participants: the student, a lecturer, and an internal examiner.

The interview is based on a question guide, and the student must independently:
- Relate their written exam answer to the teaching they have received during the first two years of the programme.

- Motivate their wish to join the talent programme with relevant reasoning.

The interview is conducted in English.
It is individual.
It takes place at the teacher education programme in Vordingborg no later than one week after the written exam.
Duration: 20 minutes.

The lecturer and internal examiner assess both the written exam and the oral interview.

The overall assessment is holistic and graded "pass/fail".

## 29. 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, exmatriculation and expulsion

## 30. 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.

## 31. 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.

## 32. 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.

## 33. 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

## 34. 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.

### 34.1 Scope and organisation of the education

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

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

Further, please refer to section. 33.1 on transitional arrangements for students of the credit-based teacher education before August 1st, 2023.

# Institutional part: exemption and entry into force

## 35. Exemption

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

## 36. Entry into force

- The institutional part and common part of the curriculum enter into force on September 1st, 2025 and apply to tests started after September 1st, 2025.
- The descriptions of the competence goals tests in the common part of the curriculum from August 1st, 2022 apply to students, who have started studying before February 1st, 2022. However, the curriculum from September 1st, 2023 applies to the exams in teaching subjects started after February 1st, 2023.

### 36.1 Transitional arrangements for daytime students

Exams from summer 2025 onwards are conducted under the following transitional arrangements::

| Exams Summer 2025 | Exams Winter 2025/26 | Exams Summer 2026 | Exams Winter 2026/27 |
|---|---|---|---|
| All subjects at TE23 are examined according to the examination descriptions in the curriculum 5th edition 2025. | All subjects at TE23 are examined according to the examination descriptions in the curriculum 5th edition 2025.<br><br>Bachelor Project and Profession Test follows the examination description of this curriculum 6th edition 2025 | The following subjects will be examined for the first time according to the examination descriptions for the current curriculum 6th edition 2026:<br><br>• All 35 ECTS teaching subjects starting February 2025<br>• Pedagogy and general didactics (start 23w and 23s)<br>• Educational psychology, inclusion and special educational theory (start 24s)<br>• Danish as second language (5 ECTS) (start 24w) | The following subjects will be examined for the first time according to the examination descriptions for the current curriculum 6th edition 2026:<br><br>• Mandatory teaching subjects 50 ECTS (start 24w and 24s)<br>• Life enlightenment (start 23w and 23s) |

### 36.2 Transitional arrangements for students of the credit-based teacher education

Students who have started the credit teacher education before August 1st, 2023 must complete the programme in accordance with Order No. 1068 of September 8th , 2015 on the education for bachelor as a teacher in primary school by the summer of 2028, cf. section 35, 3 of the order. and thecurriculum for teacher education programme of 2022, cf. below, however:

1. Students who have started or completed teaching subjects on a curriculum for the teacher education from 2022 or earlier may complete basic subject knowledge in accordance with this curriculum. The basic subjects are all transferred to the curriculum from 2022 at 40 ECTS. Please refer to the illustration 1 in the table below.
2. Students who have started or completed teaching subjects in accordance with this curriculum will complete the program according to it. However, students who have previously completed basic subject knowledge according to the curriculum for the teacher education from 2022 or earlier may be transferred to this curriculum, if they complete and pass a specially organised teaching activity, which makes up for the missing part of the basic subject knowledge of this curriculum. Please refer to illustration 2 in the table below.

3. Absalon may provide for a different course of study, if it seems more appropriate for the student in specific cases.

Students who have not completed their education according to the previous curriculum by summer 2028 are transferred to this curriculum..

**1**.

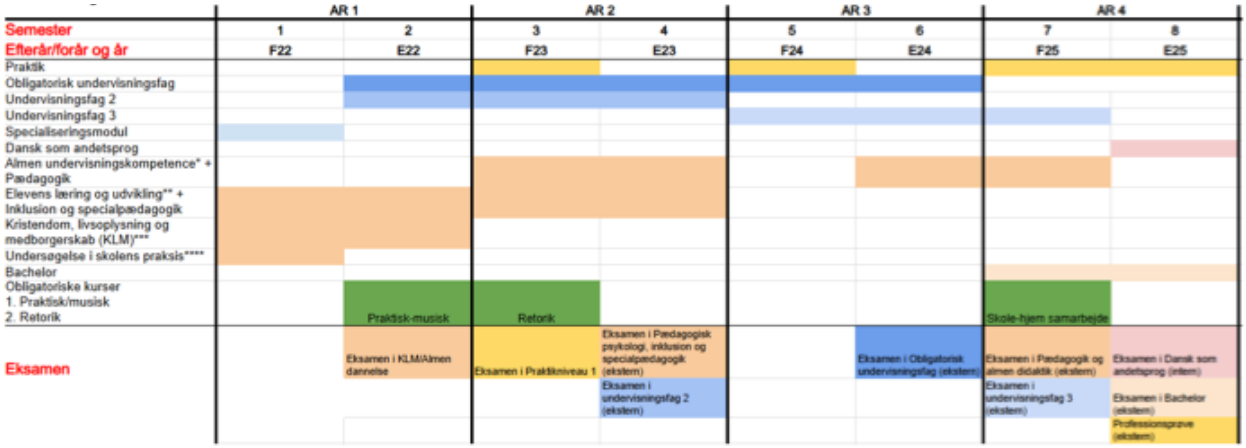
| **Curriculum 2022 or earlier (TE 15)** | **ECTS** |
|---|---|
| Teaching subjects studied after 2022 sto.<br>2 subjects + specialisation modules *or* 3 subjects | Total 100 ECTS |
| Basic subjects studied after 2024 sto. (Total 45 ECTS) | Pedagogy and general didactics (PSI/Pad/DSA) TE23 to PL TE15 credited as block credits to 40 ECTS w. note. |
| Practical training after 2022 | Total 10 ECTS |

**2.**

| **Curriculum 2024 (TE 23)** | **ECTS** |
|---|---|
| Teaching subjects studied after 2024 sto. | 70-85 ECTS depending on teaching subject selected |
| Basic subjects studied after 2022 sto. (Total 40 ECTS) | Students who for instance need 5 ECTS in PL- TE15, require a special course equivalent to this, before they can receive a TE 23 certificate (block credits with special activity). This special course is designed by the TE and must be completed no later than W26. Total 45 ECTS |
| Practical training after 2024 | Total 20 ECTS |

## 36.3 Transitional arrangement for 22V

Structure for 22V below




### Teaching Experience (TE):

- A passed TE Level 1 from the Programme Order of September 2022, 11th edition (LU13), is credited as TE in the present programme order.
- The TE 1 competence exam is simultaneously credited as the first-year examination in the present programme order.
- TE 2–4 are completed in accordance with the rules of the present programme order.

### Specialisation Module:

- One specialisation module is completed in accordance with the rules of the Programme Order of September 2022, 11th edition (LU13).

### Teaching Subjects:

- Teaching subject 2 is completed in accordance with the rules of the Programme Order of September 2022, 11th edition (LU13).
- The compulsory teaching subject and teaching subject 3 are completed in accordance with the rules of the present programme order.

### Core Educational Studies:

- A passed *General Teaching Competence* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Pedagogy and General Didactics* in the present programme order.
- A passed *Pupil Learning and Development* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Educational Psychology, Inclusion and Special Needs Education* in the present programme order.
- A passed *General Education and teaching in educational practice* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Life Enlightenment: Religious Education (Christian Studies), History of Ideas, Citizenship and Authority* in the present programme order.
- A passed *Investigation of School Practice* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Life Enlightenment: Religious Education (Christian Studies), History of Ideas, Citizenship and Authority* in the present programme order.
- *Danish as a Second Language* is completed in accordance with the rules of the present programme order.

### Final Components:

- The bachelor's project and the professional examination are completed in accordance with the rules of the present programme order.

## 36.4 Transitional arrangement for 22S

Structure for 22s below

The ECTS marked with red indicates that the subject is taught in Danish

| | YEAR 1 | | YEAR 2 | | YEAR 3 | | YEAR 4 | |
|---|---|---|---|---|---|---|---|---|
| **Semester** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| **Autum/spring and year** | A22 | S23 | A23 | S24 | A24 | S25 | A25 | S26 |
| | **Danish school** | | **International school in Denmark** | | **TP abroad 9-12 weeks** | | **Own choice of school** | |
| Teaching Experience | x | | x | | x | | x | |
| English- obligatory teaching subject | | | x | | | | | |
| **2nd teaching subject:** Art or Physical Education (taught in Danish) | | | | | x | | | |
| **Option to 2nd teaching subject:** German, French or Science (taught in Danish with Danish students) | | | | | x | | | |
| **3rd teaching subject:** History, Special Needs or Mathematics | | | | | | | x | |
| Danish- as own additional language | x | | | x | | | | |
| Danish- as an additional language | | | | | | x | | |
| Educational Studies and General Teaching Competence | x | | | x | | | | |
| Educational Psychology and Inclusive Education | | x | | | | | | |
| Life Enlightment Education | x | | | | | x | | |
| Bachelor | | | | | | | | x |
| Profile 1. Danish School System and Nordic pedagogy<br>Profile 2. Curricula and professional study groups<br>Profile 3. Research & Academic Working Methods | | | 2 | | 1 | | 3 | |
| Obligatory Supplementary Courses:<br>1. Practical/Musical<br>2. Rhetoric<br>3. Health and Sexual Education | 1 | 2 | 3 | | | | | |
| **Exams** | | First year Exam (internal) | Exam Education Psychology and Inclusive Education (External) | Exam in Educational Studies and General Teaching Competence (External) | Exam in English (External) | Exam in German, French and Science (External) | Exam in Life Enlightment Education (External) | Exam in History, Special Needs or Math (External) |
| | | Exam in Danish language (internal) | | Exam in Danish language (internal) | | Exam in Art and PE (External) | Teacher Profession Exam (External) | Exam in Bachelor Project (External) |
| | | | | | | Exam in Danish as an Additional language (Internal) | | |

### Teaching Experience (TE)

- A passed TE Level 1 from the Programme Order of September 2022, 11th edition (LU13), is credited as TE in the present programme order.
- The TE 1 competence assessment is simultaneously credited as the first-year examination in the present programme order.
- TE 2–4 are completed in accordance with the rules of the present programme order.

**Teaching Subjects:**

- Teaching subjects are completed in accordance with the rules of the present programme order.

**Core Educational Studies:**

- A passed *General Teaching Competence* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Pedagogy and General Didactics* in the present programme order.
- A passed *Pupil Learning and Development* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Educational Psychology, Inclusion and Special Needs Education* in the present programme order.
- A passed *General Education and teaching in educational practice* under the Programme Order of September 2022, 11th edition (LU13), is credited as *Life Enlightenment: Religious Education (Christian Studies), History of Ideas, Citizenship and Authority* in the present programme order.
- *Danish as a Second Language* is completed in accordance with the rules of the present programme order.

**Electives:**

- Elective courses are completed in accordance with the rules of the present programme order.

**Final Components:**

- The bachelor's project and the professional examination are completed in accordance with the rules of the present programme order.

**Programme Regulations and Legal Basis:**
https://phabsalon.dk/uddannelser/laerer/om-uddannelsen/studieordning-og-lovgrundlag

## 36.5 Transitional arrangements for students on the ITE who commenced their programme before August 2025

For students who began the programme before August 2025, the following transitional provisions apply:

- Students with a programme start date of 1 September 2022 (22S) follow the August 2023 Study Regulations.
- Students with a programme start date of 1 September 2023 (23S) follow the August 2023 Study Regulations.
- Students with a programme start date of 1 September 2024 (24S) follow the September 2024 Study Regulations.

All students must complete their programme in accordance with the study regulations under which they are enrolled.

# 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.

## 37. 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/2025/624
- 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

## 38. Content of the curriculum

The curriculum for the teacher education includes two parts:

- The common part, which is prepared by the university colleges approved for offering this education.
- 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.

# Common part on progression in the teacher education

## 39. 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 Teaching experience

## 40. Integrated teaching experience

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.

### 40.1 Objectives of teaching experience

First year: Insights and practice
*The participating viewer*
Objectives:

- The student is able to identify and acquire relevant knowledge about the planning and teaching from teachers.
- 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 practitioner*
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.

## 40.2 Requirements for approval of teaching experience 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.

## 40.3 Conditions for approval of individual teaching experience 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.

In terms of practical training in the first, second and third year, the ECTS credits related to the practical training, can ongoing be included as completed elements of the teacher education.

In practice, this means that the ECTS credits related to the specific practical training can be included on the student's diploma as a completed element, once the practical training is approved by the University College upon recommendation by the practical training school.

## 40.4 Possibility of teaching experience 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 tests and exams

## 41. Tests and exams during the teacher education

Tests and exams during the teacher education are conducted in accordance with the Danish Examination Order, Grading Scale Order and Examiner Order.

### 41.1 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. The Profession Test is evaluated by a teacher and a practical training teacher appointed by the University College along with an external examiner.

### 41.2 Exam and test registration

Starting studying a subject or semester automatically results in registration to the respective exams and tests, and it is not possible to withdraw.

### 41.3 Optional subjects with active participation

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

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

Please refer to the local basic rules for information about active participation, incl. compulsory attendance in optional subjects.

### 41.4 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.

Further, in relation to the objectives of the teaching subjects, the purpose is to ensure that the student is able to teach the specific subject in the primary school cf. §§17 and 18 of the order.

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.

### 41.5. Individual exams or group exams and evaluation

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/graded 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 tine - all the group members are at the exam table - and are subsequently evaluated/graded 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.

### 41.6 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.

### 41.7 Tools

Tools incl. electronic tools are allowed for exams and tests and preparation unless otherwise stated in the individual exam or test description.

The following applies for the use of AI:

- Assignments designed using AI are subject to the general rules for fraud and plagiarism. This for instance means that AI can be used as a dialogue partner, but that the preparation of an assignment cannot be left to an AI tool.

- If part of a text or other products is created by an AI tool directly in the assignment, it must be indicated in the text as a plain quote.

- If AI is used for the preparation of an assignment, the following must be declared as a minimum:
    1. That AI was used.
    2. The type of AI tool (ChatGPT, Copilot, Bing or the like.) used.
    3. How the tools were used.

Further, please refer to the applicable APA standard and the local guidelines on use of AI.

## 42. Failure to comply with exam conditions

This common part of the curriculum and possibly the local basis of regulations include information on exam conditions related to exams and tests.

In case of failure to comply with the exam conditions, please refer to the local curriculum for remedies and test attempts used.

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

### 42.1 Absence

Absence from the exam or test results in the student having used one (1) exam or test attempt.

### 42.2 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. In the case of exams or tests with several parts that take place on different days, e.g. a written and oral part or a practical and oral part, the student must complete the remaining part only if they are prevented by illness after the completion of one or more parts, irrespective of whether one grade is to be awarded for the overall performance.

## 43. Description of examination requirements

Every exam requires a description of the examination requirements cf. the teacher order.

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.

## 44. Formal requirements

### 44.1 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.

Digital material/video: 1 minute of sound or video equals 2 standard pages.

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.

### 44.2 Failure to comply with formal requirements and plagiarism

If the exam assignment does not comply with the formal requirements laid down in the examination requirements, the assignment may be rejected and the student has used one exam attempt.

If a written assignment contains for instance text, figures, tables or templates of which the copyrights belong to others, without reference to them, it is considered to be cheating and the assignment will be rejected, cf. § 34, section 3 of the examination order.

## 45. Course credit

When applying for admission, the student is required to provide information on employment and completed or passed educational elements from all previous Danish and foreign courses at the same level of education.

According to the LEP order, successful training elements correspond to the corresponding education elements at other educational institutions offering the respective education.

In each case, the educational institution approves the course credit on the basis of completed education elements and employment related to subjects, education parts and practical training. The decision is made on the basis of a professional assessment.

## 46. Exemption

The educational institution may waive what the institution or institutions themselves have defined in this curriculum, if it is justified by extraordinary circumstances.

# Exams basic subject knowledge

## 47. Exam in the subject Pedagogy and general didactics

**ECTS**
The student earns 20 ECTS credits by passing the exam.

**Purpose of the subject**
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 and examine, evaluate and initiate initiatives related to pupil development and progression;
- cooperate with pupils, colleagues, management, parents etc. on class community and individual pupils, and
- identify and analyse as well as act ethically responsible in terms of standards, values and conflicts of values in school and class.

**Exam form**
The exam includes an oral presentation based on written material. The exam is as a rule conducted as a group exam with max. three students, but can also be conducted individually.

Based on written material, a teaching course sketch and a collage, the student unfolds educational and general didactic arguments and analytical pointers that can be supported by a performative element.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes

**Tools allowed during the exam**
The collage is to be brought to the oral exam.

**Content of the written material**
The written material includes three parts:

*Description and analysis of an educational and general didactic problem*
- Based on the experience of teaching described by basic didactic categories, the student examines and analyses a reasoned pedagogical as well as general didactic problem. Finally, the student develops and discusses educational and general didactic dilemmas related to the problem.

*Sketch for new teaching course*
- Based on analysis of the first part, an educational as well as general didactically justified sketch for a new course of teaching is created.

*Photo of a collage*
- In the written material, a photo of a collage visualising different situations and products from educational and general didactic practice in the school is provided. The aim of the collage is to illustrate the complexity and width of both educational and general didactic issues and to create an educational and general didactic dialogue with perspectives on the aims of the subject.

It is not a requirement that everyone in the group has experienced the teaching, which is subject of the problem statement. The written material must be submitted prior to the oral exam.

**Formal requirements**
*Description and analysis of an educational and general didactic problem:*
1 student: max. 5 standard pages
2 students: max. 9 standard pages
3 students: max. 12 standard pages

*Sketch for new teaching course:*
1 standard page, regardless of group size

*Photo of a collage:*
1 standard page, regardless of group size

**Evaluation**
External examiner and grading acc. to the 7-point grading scale. An overall evaluation of the oral performance and the written material is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may change the previously submitted written material for the re-exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 20 ECTS credits by passing the exam.

**Purpose of the subject**
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, and
- participate in parent-teacher and cross-professional relations including make active contributions to descriptions of children and adolescents and handle reporting.

**Exam form**
The exam includes an oral presentation based on written material. The exam is conducted individually or in groups of max. three students.

The student begins by developing the teaching problem statement from the written essay. The student incorporates artefacts to support the teaching problem statement as well as analysis and action perspective. Subsequently, the student compares to other subject areas in dialogue with the examiner.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes

**Tools allowed during the exam**
Artefacts related to the chosen teaching problem statement must be brought and included in the exam.

**Content of the written material**
The written presentation includes an identified and formulated teaching problem statement designed on the basis of specific documented observations of situations from school practice. The problem statement is linked to the pupils' life and learning situations and is analysed on the basis of the subject's theory base. In addition, dilemmas and action perspectives are presented. To support the problem statement, clarify the link to practice and specify acting perspectives, artefacts are attached such as observation descriptions, video clips, action plans, notifications, parent letters, pupil products, personally developed teaching materials or AI-generated material. The written presentation including artefact must be submitted prior to the oral exam.

**Formal requirements**
1 student: max. 6 standard pages
2 students: max. 10 standard pages
3 students: max. 14 standard pages

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the oral performance and the written material is provided.

**Re-exam rules**

In case of re-exam, the exam form remains the same as for the ordinary exam. The student may create new written material for the re-exam, or reuse or change the previously submitted written material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 20 ECTS credits by passing the exam.

**Purpose of the subject**
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, and
- step into the physical, social and rhetorical practice of being a teacher.

**Exam form**
The exam includes an oral exam with draw and preparation. The exam is conducted individually or in groups of max. three students.

The student draws a lot between 14 problem statements, which forms the basis for the student to be able to relate investigatively, analytically and reflectively to the school as a social institution, historically and topically, and the student's own teaching practice in order to pursue the aims of the primary school.

The student begins the exam with a brief presentation of the drawn problem statement, and through the incorporation of the subject's content areas, the student reflects on relevant academic perspectives of the problem statement. Based on the initial presentation and reflections, the student presents reasoned suggestions for independent action, illustrating his or her ability to act with professional authority and judgement in a school and a classroom characterised by pluralism in terms of culture, religion and values.

In the subsequent conversation, the student is interviewed based on the drawn problem statement across the subject's content areas, where the student by incorporating theory and possibly relevant empiricism and/or practice experience, acts analytical, reflexive and discusses formation and value issues based on the links between religious, idea-historical and citizenship perspectives.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes
Preparation time for the exam is 45 minutes, whether the exam is individual or in groups.

**Tools allowed during the exam**
All tools are allowed.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 5 ECTS credits by passing the exam.

**Purpose of the subject**
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, and
- identify challenges related to language and subjects in multilingual classrooms and on this basis support active participation of multilingual pupils.

**Exam form:**
Oral process test with draw. The test can be conducted individually or in groups of 2-4 students.

The test includes an oral exam, where the student participates in a work process and dialogue with the examiner about the answer to a locally placed test presentation selected by draw at the beginning of the test.

During the exam, the student analyses and discusses one or more products that are relevant to the problem statement in the test presentation, based on Danish as second language and second language educational knowledge. The problem statement is also compared to the practices in primary schools.

There may be 1-3 groups working simultaneously during the exam, but no more than 6 students in total.

**Exam timeframe**
60 minutes, whether the exam is individual or in groups. The timeframe for group exams is 60 minutes, regardless of the group size.

**Tools allowed during the exam**
The student may bring personal notes as well as study projects for the exam that can be used to support the discussion.

**Evaluation**
Internal examiner and evaluated passed/not passed.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Approval of at least two products produced by the student in the course of teaching the subject and covering the subject's objectives widely.

# Exam in optional subjects

## 52. Exam in the optional subject Swimming

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

The exam includes three parts resulting in the assessment 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

**Exam requirements**

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

# Exam in teaching subjects

## 52. Exam in the teaching subject Art

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
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, motion 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 relation-ships in terms of a differentiated pupil group, and
- use and incorporate central professional and didactical texts with terms and language from the visual culture as well as historical and contemporary art forms.

**Exam form**
Oral synopsis exam with exhibition. The exam can be conducted individually or in groups of two students. The exam includes an exhibition and an oral presentation based on a synopsis. Prior to the exam, the student sets up the exhibition in the examination room. The oral presentation is based on the synopsis and the exhibition. The exam takes place in the exhibition room.

**Exam timeframe**
1 student: 55 minutes
2 students: 90 minutes

**Content description of synopsis and exhibition**
The synopsis must address a didactic problem statement based on the objective of the subject description and content areas as well as the student's own practice experience. The synopsis must be submitted prior to the exhibition and oral presentation.

The exhibition must include:
- Self-chose practical, experimental image project, which demonstrates the student's broad imagery competencies showing flat, spatial and virtual forms of expression and phenomena. In relation to the experimental image project, the student prepares and presents process-documented visual material that includes references to the visual culture.
- A self-developed and professionally oriented teaching tool based on the didactic problem statement. The teaching material is communicated visually in the exhibition and is linked to a self-chosen learning space.
- Artefacts from relevant teaching with pupils.

**Formal requirements**
Extent of the synopsis: Max. 5 standard pages, whether the exam is conducted individually or in groups.

**Tools allowed during the exam**
Self-prepared products, artefacts and theory models from teaching and practical training can be brought to the exam.

**Evaluation**

External examiner and grading acc. to the 7-point grading scale. An overall evaluation of the synopsis, exhibition and oral presentation is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may for the re-exam reuse or change the previously submitted synopsis and exhibition material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 53. Exam in the teaching subject Biology

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
The student must be able to:

- plan, implement and evaluate biology teaching with a view to developing pupils' professional understanding, scientific training, practical skills and critical thinking;
- provide dialogue-based teaching that develops pupils' thinking and academic language, including academic reading and writing;
- provide varied and differentiated teaching involving field and laboratory work and external learning environments;
- provide teaching that incorporates physical, aesthetic and creative teaching methods;
- understand, reflect on and relate to value and ethical biological issues;
- engage in professional and interdisciplinary cooperation to develop science teaching;
- take a reflective and investigative approach to teaching with a view to developing the teaching of biology in primary school, and
- provide new biological knowledge and academic issues that help to generate wonder, creative thinking and interest in pupils.

**Exam form**
Practical-oral exam with presentation portfolio. The exam can be conducted individually or in groups of 2 students.

The exam includes a practical-oral exam based on a presentation portfolio.

The practical-oral exam is based on the presentation portfolio. The student demonstrates biological knowledge, practical work with studies and models as well as insight into interdisciplinary cooperation with the other natural sciences. Perspectives are given on other parts of the content of the teaching subject.

Especially for the product of the presentation portfolio, which contains nature studies, the basis of a nature study must be demonstrated and insight into biological contexts in the chosen Danish biotope.

For the other products in the presentation portfolio, the student demonstrates practical and subject didactic skills by showing and justifying examples of laboratory and or other practical work.

**Exam timeframe**
1 student: 55 minutes
2 students: 90 minutes

**Content of the presentation portfolio**
The presentation portfolio includes three products from the student's work portfolio. In case of a group exam, the presentation portfolio includes four to five products. The products must contain both biological and didactic elements. The selection of the didactic elements must be based on the objectives of the order.

In terms of content, one of the products must cover a study of nature containing primary material to be taken for the exam. The other products must together cover a wide range of subjects.

The presentation portfolio must be submitted prior to the practical-oral exam.

**Formal requirements for the presentation portfolio**
A summary of each product must be submitted, of max. 1 standard page per product.

**Evaluation**

External examiner and grading acc. to the 7-point grading scale. An overall evaluation of the oral presentation and the presentation portfolio is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may for the re-exam reuse or change the previously submitted presentation portfolio.

**Exam requirements**
Submission of a work portfolio with at least six products from the conducted teaching.

# 54. Exam in the teaching subject Danish 1st to 6th form

**ECTS**
The student earns 50 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- analyse and assess oral and written language in communicative contexts with a view to developing pupils' language and text skills;
- analyse, assess and support pupils' initial and continuing language, reading and writing development;
- analyse, interpret, compare and evaluate children's literature and other aesthetic texts from a teacher's perspective;
- analyse and assess texts in terms of academic reading and writing;
- communicate correctly and appropriately in oral and written professional contexts;
- analyse, assess, use and develop analogue and digital teaching materials that match the teaching situation, and
- plan, implement and evaluate varied and differentiated Danish teaching in all the subject areas in accordance with the applicable teaching plans of the school.

**Exam form**
The exam in the teaching subject Danish 1st to 6th form includes a written exam and an oral exam, which can be conducted individually or in groups of max. 3 students.

**Written exam**
The exam includes a written on-site test with preparation.
The exam begins with a writing lab (preparation) in which the student is given an assignment with a case containing a contextualised teaching situation (description, print and/or video or audio recording), one or more pupil products and an excerpt of the teaching material (s) used in the teaching situation. In the writing lab, the student has the opportunity to examine and discuss the case with other students. Afterwards, the student writes the assignment individually.

The student must:
- analyse and assess potentials and challenges of the teaching situation and the used teaching material;
- analyse and assess one or more pupil products;
- formulate and substantiate a formative response for the pupil/pupils.

**Exam timeframe**
7 hours: 2 hours in the writing lab (preparation) and 5 hours for writing the assignment.

**Tools allowed during the exam**
All tools are allowed, except for AI.

**Formal requirements**
Max. 10 standard pages.

**Oral exam**
The exam includes an oral presentation on the basis of a draw and preparation. The student draws between four themes formulated by the teacher, which together cover all the objectives and content areas of the subject Danish 1st to 6th grade. During the exam, the student must on the basis of professional and educational theories and methods:

- present and substantiate a Danish and didactic problem within the drawn theme;
- analyse and substantiate the texts in the relevant material;
- present and discuss teaching within the theme based on the analyses;
- reflect on the outlined teaching in relation to the purpose of primary school and Danish as a subject as well as compare to the other themes.

Prior to the exam, the student must submit four lists of material related to each of the four themes. The material may include texts, teaching material, video clips etc.

**Exam timeframe**
1 student: 55 minutes
2 students: 100 minutes
3 students: 130 minutes

**Exam preparation**
60 minutes, regardless of group size.

**Tools allowed during the exam**
All tools are allowed, incl. artefacts such as teaching plans and materials.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
Separate grades for the oral exam and written exam are provided.
The evaluation of the written exam includes an assessment of the student's spelling and wording skills.
The subject is only passed when the student has achieved a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
**Written exam:** Please refer to the local curriculum for further information on exam requirements and remedial options for the written exam.

## 55. Exam in the teaching subject Danish 4th to 10th form

**ECTS**
The student earns 50 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- analyse and assess oral and written language in communicative contexts with a view to developing pupils' language and text skills;
- analyse, assess and support pupils' continuing language, reading and writing development;
- analyse, interpret, compare and evaluate older and newer literature and other aesthetic texts from a teacher's perspective;
- analyse and assess texts in terms of academic reading and writing;
- communicate correctly and appropriately in oral and written professional contexts;
- analyse, assess, use and develop analogue and digital teaching materials that match the teaching situation, and
- plan, implement and evaluate varied and differentiated Danish teaching in all the subject areas in accordance with the applicable teaching plans of the school.

**Exam form**
The exam in the teaching subject Danish 4th to 10th form includes an individual written exam and an oral exam, which can be conducted individually or in groups of max. 3 students.

**Written exam**
The exam includes a written on-site test.
At the beginning of the exam, the student receives material, which includes a text prepared by a pupil along with an assignment, excerpts from didactic and/semantic teaching materials as well as a brief context description.

The student should, using didactic theories and methods:
- analyse and discuss the material, incl. the assignment and related teaching materials;
- analyse and assess the pupil text;
- evaluate the pupil text in relation to teaching;
- formulate and substantiate pupil response.

**Written exam timeframe**
6 hours.

**Formal requirements**
Max. 10 standard pages.

**Tools allowed during the exam**
All tools are allowed, except for AI.

**Oral exam**
The exam includes an oral presentation on the basis of a draw and preparation. The student draws between five themes formulated by the teacher, which together cover all the objectives and all 28 content areas of the subject Danish 4th to 10th grade. During the exam, the student must on the basis of professional and educational theories and methods:
- present and substantiate a Danish and didactic problem statement within the drawn theme;
- analyse and substantiate the texts in the relevant material;
- present and discuss teaching within the theme based on the analyses;
- reflect on the outlined teaching in relation to the purpose of primary school and Danish as a subject as well as compare to the other themes.

Prior to the exam, the student must submit five lists of material related to each of the five themes. The material may include texts, teaching material, video clips etc.

**Exam timeframe**
1 student: 55 minutes
2 students: 100 minutes
3 students: 130 minutes

**Exam preparation**
60 minutes, regardless of group size.

**Tools allowed during the exam**
All tools are allowed, incl. artefacts such as teaching plans and materials.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
Separate grades for the oral exam and written exam are provided.
The evaluation of the written exam includes an assessment of the student's spelling and wording skills.
The subject is only passed when the student has achieved a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
**Oral exam:** Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- identify, assess and characterise multilingual pupils' development in Danish as a second language, including linguistic resources;
- plan and evaluate teaching courses in Danish as second language, incl. incorporate creativity and motion;
- participate in development of the subject, incl. by incorporating research;
- demonstrate knowledge and the ability to deal critically and analytically with the institutional practice and organization of the profession, and
- cooperate with colleagues, parents and others in the teaching of multilingual pupils on the basis of a holistic understanding of pupils' schooling, background and resources.

**Exam form**
The exam includes an oral exam based on a project. The exam is as a rule conducted as a group test with a maximum of 3 students. The examination can also be taken individually.
The student analyses and discusses the problem statement of the project, based on one or more of the subject's content areas. At the end of the examination, the student also looks at the problems of the project by focusing on the teacher's role as a resource person and the organisation of the subject in school.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes

**Tools allowed during the exam**
All tools are allowed.

**Content of the project**
The project is prepared on the basis of a problem statement related to Danish as second language. In the project, the student must explain, analyse and discuss empirical material relevant to the problem statement. The student reflects critically on his or her own practice and that of others, and there are also elements of linguistic analysis related to the problem statement.
The project must be submitted prior to the oral examination.

**Formal requirements for the project**
1 student: max. 10 standard pages
2 students: max. 20 standard pages
3 students: max. 25 standard pages

All tools are allowed during the project work, incl. the use of AI.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the oral presentation and the project is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may for the re-exam reuse or change the previously submitted project.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

ECTS
The student earns 35 ECTS credits by passing the exam.

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

- plan, implement, evaluate and develop a varied and differentiated communicative teaching, based on knowledge about English language, language use, language acquisition, culture and society;
- integrate linguistic and intercultural learning;
- master spoken and written English adapted to different communicative situations, including English as the primary classroom language;
- analyse, assess and select texts, analogue and digital teaching materials, aesthetic and physical teaching forms and artefacts;
- create a safe and motivational learning environment, which supports the participation of pupils;
- act as linguistic supervisor on the basis of linguistic and didactic knowledge, and
- examine, analyse, reflect on and develop practice in terms of practical training, theory and research.

**Exam form**
The exam in the teaching subject English is conducted as an individual written exam and an oral exam, which take place individually or in groups of max. 2 students.

**Written exam**
The exam includes an individual written on-site test. At the beginning of the exam, the student receives material to be (re) didacticised in relation to a chosen form. The didactisation, including the integration of linguistic and intercultural learning must be addressed theoretically.

The written exam is conducted as a coherent text in a language adapted to other professionals and must include at least two examples of the student's (teacher's) use of written English in the classroom, for instance in the form of a supporting document for oral instruction in the classroom, an assignment description for pupils, a work process plan or a project description.

The exam must be written in English.

**Exam timeframe**
6 hours.

**Formal requirements**
Min. 4 standard pages and max. 5 standard pages.
Must include a bibliography with min. four didactic sources from the syllabus.

**Tools allowed during the exam**
All tools are allowed, except for AI.

**Oral exam**
The oral exam includes an oral presentation based on material. The exam is didactic conversation in English, based on the submitted teaching plan and a pupil language analyses:

- The student develops and theoretically and didactically describes the provided teaching plan through a creative product, such as an exhibition, stand, collage, poster, which is used in an introductory presentation and subsequent conversation. Perspective is given to the other objectives of the subject.
- Based on the example of the pupil’s language, the student must demonstrate the ability to describe, analyse and evaluate pupil language in order to provide relevant feedback and feed-forward, including demonstrate application-oriented knowledge of meta-linguistic concepts related to linguistic analysis, as well as terms related to linguistic and textual competence.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes

**Tools allowed during the exam**
The student brings the creative product. The student can take max. two minutes to set up the creative product at the beginning of the exam.

**Content description of the written material**
The material includes a teaching plan as well as an example of pupil language (oral, written or multimodal).

**Formal requirements**
Teaching plan: Max. 4 standard pages, whether the examination is conducted individually or in groups. Example of pupil language: Max. 2 standard pages, whether the examination is conducted individually or in groups.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
Separate evaluation of the written and oral presentation.
The oral skills of the student are evaluated in the oral exam, and the student's spelling and wording skills are evaluated in the written exam. The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of an oral and written re-exam, the exam form remains the same as for the ordinary exam. The student may for the oral re-exam reuse or change the previously submitted written material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 50 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- plan, implement, evaluate and develop a varied and differentiated communicative teaching, based on knowledge about English language, language use, language acquisition, culture and society;
- integrate linguistic and intercultural learning;
- master spoken and written English adapted to different communicative situations, including English as the primary classroom language;
- analyse, assess and select texts, analogue and digital teaching materials, aesthetic and physical teaching forms and artefacts;
- create a safe and motivational learning environment, which supports the participation of pupils;
- act as linguistic supervisor on the basis of linguistic and didactic knowledge, and
- examine, analyse, reflect on and develop practice in terms of practical training, theory and research.

**Exam form**
The exam in the teaching subject English is conducted as an individual written exam and an oral exam, which take place individually or in groups of max. 2 students.

**Written exam**
The exam includes an individual written on-site test. At the beginning of the exam, the student receives material to be (re) didacticised in relation to a chosen form. The didactisation, including the integration of linguistic and intercultural learning must be addressed theoretically.

The written exam is conducted as a coherent text in a language adapted to other professionals and must include at least two examples of the student's (teacher's) use of written English in the classroom, for instance in the form of a supporting document for oral instruction in the classroom, an assignment description for pupils, a work process plan or a project description. The exam must be written in English.

**Exam timeframe**
6 hours.

**Formal requirements**
Min. 6 standard pages and max. 7 standard pages. Must include a bibliography with min. five didactic sources from the syllabus.

**Tools allowed during the exam**
All tools are allowed, except for AI.

**Oral exam**
The oral exam includes an oral presentation based on material. The exam is didactic conversation in English, based on the submitted teaching plan and a pupil language analyses:
- The student develops and theoretically and didactically describes the provided teaching plan through a creative product, such as an exhibition, stand, collage, poster, which is used in an introductory presentation and subsequent conversation. Perspective is given to the other objectives of the subject.
- Based on the example of the pupil’s language, the student must demonstrate the ability to describe, analyse and evaluate pupil language in order to provide relevant feedback and feed-forward, including demonstrate application-oriented knowledge of meta-linguistic concepts related to linguistic analysis, as well as terms related to linguistic and textual competence.

**Exam timeframe**
1 student: 55 minutes

2 students: 100 minutes

**Tools allowed during the exam**
The student brings the creative product.

**Content description of the written material**
The material includes a teaching plan as well as an example of pupil language (oral, written or multimodal).

**Formal requirements**
Teaching plan: Max. 4 standard pages, whether the examination is conducted individually or in groups. Example of pupil language: Max. 2 standard pages, whether the examination is conducted individually or in groups.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
Separate evaluation of the written and oral presentation.
The oral skills of the student are evaluated in the oral exam, and the student's spelling and wording skills are evaluated in the written exam. The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of an oral and written re-exam, the exam form remains the same as for the ordinary exam. The student may for the oral re-exam reuse or change the previously submitted written material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 59. Exam in the teaching subject French

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
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, and
- plan, implement, evaluate and develop interdisciplinary teaching with colleagues and other resource persons for pupils on different levels and with varying qualifications.

**Exam form**
The exam in the teaching subject French is conducted as an individual written exam and an individual oral exam.

**Written exam**
The written exam is written on-site exam. The student receives an exam paper in the form of a case study in French on a language didactic subject. The case includes a concrete description of an authentic situation with a problem statement from French teaching on a language didactic topic and indication of the form level, for instance differentiation or motivation in a heterogeneous class.

The exam must be written in French.

The student describes the choice of methods, materials, including any learning materials, in accordance with the selected teaching objectives.

**Exam timeframe**
4 hours.

**Formal requirements**
Max. 5 standard pages, incl. max. 20% images, figures etc.

**Tools allowed during the exam**
All tools are allowed, except for AI.

**Oral exam**
The student starts the exam with a simulated teaching activity at a class level of own choice, prepared prior to the exam. The teaching activity demonstrates the student's didactic choices through a simulated teaching situation in which the student assumes the role of a teacher. This is followed by a discussion of the simulated activity. The student explains the choices of methods, materials, incl. teaching aids in French, and links the didactic knowledge of the role of the subject French in global society.

**Oral exam timeframe**
45 minutes.

**Tools allowed during the exam**
Artefacts that relate to the simulated teaching activity can be brought and incorporated during the exam.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

Separate evaluation of the written and oral presentation.
The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of an oral and written re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 60. Exam in the teaching subject Physics/chemistry

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- plan, implement and evaluate varied and differentiated physics/chemistry teaching based on didactic theory and research;
- develop teaching based on professional and didactic theory and empirical studies of one's own and others' practice;
- describe and discuss the role of the school subject in a historical, cultural, forming and educational perspective;
- design, implement and supervise scientific research and innovative problem solving, including the ability to assess and act on risks;
- apply, explain, develop and assess science models and translate this into science teaching;
- offer a perspective on the content, methods and applications of the subject in everyday life and society in order for pupils to make decisions and act on a scientifically informed basis;
- teach with focus on pupils' natural science language, argumentation and academic reading;
- cooperate with the other subjects of the school, especially with the other natural sciences subjects, and
- apply and assess teaching resources, including external learning environments and examples of new scientific research dissemination.

**Exam form**
The exam includes an oral process test on the basis of draw between the content areas that apply in primary school. The student receives the drawn content area at the beginning start of the exam. The exam can be conducted individually or in a group of a maximum of 2 students.

The student participates in a work process and is part of a dialogue with the examiners, based on specific teaching, which the student plans and explains within the drawn content area. The student alternates between working alone and being in dialogue with the examiners on three visits during the total exam time.
The student is tested through dialogue on considerations and reflections on planning, implementation and evaluation of physics/chemistry teaching from a didactic theory perspective as well as the inclusion of one or more completed practice studies, dialogue on professional elements on a professional teacher level within the drawn subject area and demonstration of practical-experimental pupil activities with related considerations about relevant safety aspects.

Prior to the exam, the student submits a list of three completed practice studies with individual didactic focus on max. 1 page

**Exam timeframe**
1 student: 180 minutes
2 students: 200 minutes

**Tools allowed during the exam**
All tools are allowed.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Completed safety course in physics/chemistry.

## 61. Exam in the teaching subject Geography

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- plan, implement and evaluate varied and engaging geography teaching for pupils with different backgrounds;
- incorporate practical work, motion and external learning environments;
- prepare pupils for participation in a democratic society that develops the pupils' competence for action and attitude in terms of human interaction with nature;
- engage in interdisciplinary cooperation, including with the other natural science subjects;
- select, examine and critically evaluate authentic and exemplary geographical issues in a local, regional and global context, and
- demonstrate knowledge of the science subject of geography, its key content areas and the applicable teaching plans for the subject in primary school.

**Exam form**
The exam includes an oral presentation based on a presentation portfolio. The exam can be conducted individually or in groups of 2 students.

The student begins the exam by demonstrating, how the three products of the presentation portfolio can form the base of meaningful and varied geography teaching linked to how pupils in primary school can work practically and examining in class. During the course of the exam, perspectives on the rest of content areas of the teaching subject are presented in dialogue with the examiners.

During the exam, the student must:
- Demonstrate the competence to select, examine and critically evaluate authentic and exemplary geographical issues in a local, regional and global context;
- Actively incorporate practical-examining work in a geographical context. This work includes artefacts, which the student brings and uses during the exam;
- Integrate experience and reflections from practical situations, while also incorporating didactic theory.

**Exam timeframe**
1 student: 55 minutes
2 students: 90 minutes

**Tools allowed during the exam**
Artefacts.

**Content of the written product**
Based on the student's work portfolio, which consists of at least 8 teaching products, the student individually selects, adjusts and describes three products for a presentation portfolio. The three products of the presentation portfolio must contain both geographical and didactic elements based on the objectives of the applicable academic description. In terms of content, the following working methods must all be represented in the three products: laboratory work, fieldwork and statistical, map and model-based analysis.

The presentation portfolio is submitted prior to the oral exam.

**Formal requirements**
The presentation portfolio can be max. 10 pages.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the oral presentation and the presentation portfolio is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the previously submitted written material for the re-exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 62. Exam in the teaching subject History

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- plan, implement, evaluate and develop varied and differentiated teaching that qualifies the ideas of pupils in terms of the past, historical thinking and awareness;
- formulate and examine historical issues of relevance to the school subject and establishing qualified interpretations, overviews and contexts;
- analyse and assess historical sources and presentations by means of the subject's methods and theory;
- immerse oneself with historical empathy into past relationships and relationships between culture/nature and actor/structure respectively;
- analyse the use of history during different times and contexts, and
- describe choices of approach, material and teaching materials in own teaching and to different pupil groups based on teaching plans, theory and practice.

**Exam form**
The exam includes an oral exam based on a project. The exam is conducted individually or in groups of max. 3 students. The student begins the exam using a teaching plan and artefact, which is elaborated in relation to the problem statement stated in the project. The student discusses how the student plans, completes, evaluates and develops history teaching and creates a perspective based on other content areas of the subject.

**Exam timeframe**
1 student: 45 minutes
2 students: 60 minutes
3 students: 75 minutes

**Tools allowed during the exam**
All tools are allowed. The student must bring teaching plans and artefacts.

**Content of the project**
For the project, the student prepares a problem statement relevant both from the historical and didactic point of view. The project includes a teaching plan and an artefact, which together make up for max. 15% of the project keystrokes. The artefact reflects the student's encounter with practice of the subject and must be described in relation to the focus of the project.

The project is submitted prior to the oral exam.

**Formal requirements**
1 student: Max. 10 standard pages
2 students: Max. 18 standard pages
3 students: Max. 25 standard pages

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the oral presentation and project is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may change the project or prepare a new project.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- demonstrate material awareness and craft skills;
- provide strict supervision and security with technologies in the workshop based on the recommendations of the current industry guidelines;
- document work processes with materials, techniques and technologies, from idea to finished product;
- work creatively and experimentally with solving problems and redidactisation of own experience to didactic school processes;
- plan and develop differentiated and varied teaching courses and materials that enable motion and promote progression;
- apply theoretical and empirical knowledge of academic reading, the subject and its history, culture and concepts, and
- explain personal views and subject identity and actively participate in the development of the subject.

**Exam form**
The exam includes a practical-oral examination based on draw, an exhibition with a design project as well as a synopsis. The exam can be conducted individually or in groups of max. 3 students. In the practical part of the exam (workshop), the student works with preparing a product based on the design project related to the drawn technique within the primary materials. The technique must be prominent in solving the task.

During the practical part of the exam, the student must demonstrate:
- wide craft skills;
- material knowledge;
- safe workshop behaviour;
- relevant tool and material handling;
- the ability to plan and implement a task within a given timeframe.

Based on the synopsis, the student presents a didactic problem statement, relevant theory and didactic reflections, followed by the exhibition with design project and products from the practical test. The student demonstrates how the didactic problem statement, theory and didactics are used in a teaching course with teaching materials.

**Content description of synopsis and exhibition**
The exhibition is set up prior to the exam day. The exhibition includes teaching courses with self -made teaching materials, design project and products from the workshop. Teaching courses and teaching materials are visually presented during the design project exhibition. The design project is prepared in the form of process and products related to the didactic problem statement in the synopsis.

The student demonstrates:
- an experimental and creative process;
- reflected use of design parameters and applications;
- reasons for choosing the sources of inspiration;
- development of ideas in the form of experiments, material studies, sketches and models;
- material culture examination;
- material knowledge;
- craft skills in hard and soft materials;
- preparation of one or more finished products.

The synopsis is based on an individually prepared problem statement related to the academic description and content areas of the subject as well as the student's own practical experience.

In continuation of the synopsis, a course is prepared, based on the problem statement of the synopsis. For the course, one or more teaching materials are prepared.

**Formal requirements**
Synopsis:
1 student: Max. 5 standard pages
2 students: Max. 9 standard pages
3 students: Max. 12 standard pages

**Exam timeframe**
1 student: 3 hours and 50 minutes, of which approx. 3 hours are for the practical part
2 students: 4 hours and 20 minutes, of which approx. 3 hours are for the practical part
3 students: 4 hours and 50 minutes, of which approx. 3 hours are for the practical part

There may be max. 15 students in the workshop at the same time.

**Preparation**
The student is informed of the chosen technique the day before the practical-oral exam, sets up an exhibition and collects material for the workshop.

**Tools allowed during the exam**
All tools are allowed, also the use of AI.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation for the practical-oral presentation and synopsis is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may change the synopsis and exhibition.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 64. Exam in the teaching subject Physical education

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
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;
- explain, 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;
- apply, select and explain action forms, methods and teaching materials that match the specific situation and target group, and
- act as a professional and personal authority able to lead and create inclusive and motivating physical education teaching.

**Exam form**
The exam includes a practical-oral exam based on a presentation portfolio. The exam can be conducted individually or in groups of max. 3 students.

The exam begins with a practical part including performative elements, in which the student must demonstrate a multifaceted sports practice based on the chosen problem statement in the presentation portfolio. The student must demonstrate a versatile didactic repertoire and versatile athletic skills in a broad spectrum of the content areas of the subject.
The exam subsequently continues as a conversation based on the practice demonstrated and the student's presentation portfolio. The student starts the conversation by elaborating, arguing and discussing relevant issues in the presentation portfolio and the practice demonstrated. The dialogue further reflects on all the content areas of the subject.

**Formal requirements**
Content and extent of the presentation portfolio:

A written product based on relevant theory and research, describing the relevance and topicality of a sports and didactic problem statement within the subject of physical education in primary school.
- Max. one standard page, regardless of group size

A written product based on the problem statement above, describing content, forms of action, methods and teaching materials that are part of the practical part.
- 1 student: Max. 2 standard pages
- 2 students: Max. 3 standard pages
- 3 students: Max. 4 standard pages

Relevant multimodal products that demonstrate the student’s ability to plan, analyse and reflect.
- 1 student: 1-2 multimodal products, equal to max. 1 standard page or video clip/screencast/podcast of max. 1 minute.
- 2 students: max. 1-3 multimodal products, equal to max. 2 standard pages or video clip/screencast/podcast of max. 2 minutes.
- 3 students: 2-4 multimodal products, equal to max. 3 standard pages or video clip/screencast/podcast of max. 3 minutes.

**Exam timeframe**
1 student: 60 minutes, of which approx. 25 minutes are for the practical part
2 students: 95 minutes, of which approx. 40 minutes are for the practical part

3 students: 125 minutes, of which approx. 50 minutes are for the practical part

For the practical part, groups may choose to prepare and present a practice together based on the following principles of time reduction. However, with max. 6 students. The following time is provided for the practical part:
2 students (1 + 1): 40 min.
3 students (1 + 1 + 1 or 1 + 2): 50 min.
4 students: 60 min.
5 students: 70 min.
6 students: 80 min.

**Tools allowed during the exam**
All tools are allowed for the presentation portfolio, also the use of AI.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation for the practical part, the oral presentation and the presentation portfolio is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change elements of the portfolio.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- plan, implement, evaluate and develop varied teaching based on didactic reflection;
- analyse, assess and discuss religions in the perspectives past/present, inside/outside and individual, group and tradition;
- formulate and examine religious, philosophical and ethical topics relevant to the pupils;
- analyse sources methodically and critically;
- differentiate teaching according to the different religious and philosophical predispositions of pupils;
- analyse and assess teaching based on teaching plans and the history of the subject;
- incorporate practical, creative and musical elements and motion, for instance image, storytelling and singing, and
- develop the pupils' professional language, reading of professional texts in Christian studies and ability to engage in conversation.

**Exam form**
The exam includes an oral presentation based on a project. The exam can be conducted individually or in groups of up to 3 students.

Based on the project, the student begins the exam. The student must demonstrate professional and didactic knowledge and skills, and relate the strengths and limitations of the subject in terms of the purpose and responsibilities of the teaching subject. During the oral exam, the student must on own initiative relate to other content areas of the subject. The dialogue also invites the student to new perspectives involving other aspects of the subject.
The student must describe the choices made in relation to the objectives of the objectives of the teaching plan, academic content and approaches, pupil expectations, work and participation forms as well as methods of evaluation.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes

**Tools allowed during the exam**
Enclosures and artefacts that can be included for the purpose of didactic reflection on the concrete educational practice of the subject.

**Content of the project**
In the project, the student must examine and analyse a self-chosen topic by factual and reflected use of academic concepts and relevant professional literature.

The project includes a self-made and didactically described teaching plan, which describes a teaching course based on the subject of the project. Materials for teaching plan are enclosed (for instance texts, pictures, film clips, teacher presentations and pupil assignments, pupil products etc.).

All tools are allowed for project preparation, including the use of AI.

**Formal requirements for the project**
1 student: max. 10 standard pages, of which max. 3 pages are for the teaching plan
2 students: max. 16 standard pages, of which max. 4 pages are for the teaching plan
3 students: max. 20 standard pages, of which max. 5 pages are for the teaching plan

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation for the oral presentation and project is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the project for the re-exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 66. Exam in the teaching subject Food Education

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- present the knowledge and skills necessary to describe, plan, implement, develop and evaluate food education teaching in a materially related practice in primary school;
- analyse and critically reflect on the professional issues related to cooking, health, food consciousness and food culture as well as didactics in relation to the purpose and objectives of the subject in school;
- teach and convey the content of the subject through varying work forms and a wide selection of teaching materials, using professional language;
- provide teaching that helps to develop pupils' recognition, viability, accountability, identity and desire in relation to food and meals, and
- engage in interdisciplinary cooperation based on the knowledge base and didactics of the subject.

**Exam form**
The exam is a practical-oral exam based on a written report. The exam is conducted individually.

The exam begins with a self-chosen problem statement related to the subject's content areas. In the practical part, the student must, through a wide range of basic methods and techniques, produce products for a presentation and thereby demonstrate educationally oriented competencies in the subject's content areas. In the presentation, the student has prepared a table or similar space with a selection of artefacts related to the chosen problem statement, including a cost calculation. During the presentation, the products are tasted.

The student must bring a structured plan of the practical work to the exam.

The self-produced, described teaching course of the written presentation is subsequently elaborated in an interview. During the interview, the student must present an example of a self-produced teaching material, which is brought to the exam.

**Content of the written assignment**
The presentation is based on a self-chosen problem statement and includes a plan of relevant professional knowledge related to it. The presentation further includes a self-developed teaching course that is professionally and didactically described. The teaching course is based on the chosen problem statement and must demonstrate professional skills in relation to planning, implementation and evaluation of teaching food education in primary school.

The teaching course or parts thereof may have been tested in practice

**Formal requirements**
The written presentation: max. 5 standard pages.

**Exam timeframe**
The exam takes place over a full day. The student must prior to the exam prepare the settings for the presentation as well as the practical part. A total of 90 minutes are planned for the practical part of the exam and up to 6 students will be present in the room at the same time. The subsequent presentation and conversation takes a total of 40 minutes. In total, the individual student has a timeframe of 2 hours and 10 minutes for the exam. The timeframe is spread across a full day.

**Tools allowed during the exam**
Artefacts that support the exam process.

**Evaluation**

External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the practical-oral presentation and the written assignment is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the previously submitted written assignment.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 67. Exam in the teaching subject Mathematics 1st to 10th form

**ECTS**
The student earns 50 ECTS credits by passing the exam.

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

- present thorough understanding of the mathematical subjects and mathematical ideas that are part of the mathematics teaching in 1st to 10th form in primary school;
- plan varied mathematics teaching based on didactic knowledge in accordance with the applicable teaching plans and offering for instance physical and aesthetic experiences;
- implement differentiated mathematics teaching based on active participation of pupils and their contribution to the professional community in class;
- create a class culture, in which pupils share their professional understanding, ideas and arguments, and discuss;
- implement versatile evaluations of the mathematical skills of pupils and the teaching of mathematics in terms of well-being and development, and
- develop the teaching of mathematics and contribute to the mathematics teaching in school based on practice reflections and incorporation of didactic research.

**Exam form**
The exam includes an individual written on-site exam, incl. preparation and an oral process exam by draw, which can be conducted individually or in groups of max. 3 students.

**<u>Written exam</u>**
The written exam includes an on-site test, in which the student at the beginning receives an exam set with two partial assignments:

A. The written didactical practice of the mathematics teacher focusing on the planning, implementation and evaluation of teaching. Based on selected parts of the work of the professional team during preparation.
B. The written didactical practice of the mathematics teacher focusing on individual pupil learning and written mathematics competences of the mathematics teacher.

**Exam timeframe**
6 hours.

**Preparation for part A**
On the day before the individual written on-site test and as part of the exam from 9:00 - 11:00 in the educational institution.

During preparation, the students at the educational institution must cooperate as a professional team and plan teaching for the purpose of implementation and evaluation. Supporting material will be provided for preparation.

**Tools allowed during the exam**
All tools are allowed for preparation on day 1.
All tools are allowed during the exam, except for AI.

**<u>Oral exam</u>**
The exam includes an oral process test with a draw between the test papers. The student participates in a work process to answer the test paper. The process test includes the group's work individually as well as the continuous presence and dialogue of the examiners with the group.

The test papers are based on one or more mathematical problem statements that test the student's mathematical skills, knowledge of didactics and the mathematics teacher's practice in school.

**Exam timeframe**
3 hours for group work, regardless of group size or individual exam. 1-3 groups can work simultaneously, however a total of max. 6 students at the same time.

**Tools allowed during the exam**
All tools are allowed, also the use of AI.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
Separate grades for the written and oral presentation are provided.
The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 68. Exam in the teaching subject Mathematics 1st to 6th form

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- present thorough understanding of the mathematical subjects and mathematical ideas that are part of the mathematics teaching in 1st to 6th form in primary school;
- plan varied mathematics teaching based on didactic knowledge in accordance with the applicable teaching plans and offering for instance physical and aesthetic experiences;
- implement differentiated mathematics teaching based on active participation of pupils and their contribution to the professional community in class;
- create a class culture, in which pupils share their professional understanding, ideas and arguments, and discuss;
- implement versatile evaluations of the mathematical skills of pupils and the teaching of mathematics in terms of well-being and development, and
- develop the teaching of mathematics and contribute to the mathematics teaching in school based on practice reflections and incorporation of didactic research.

**Exam form**
The exam includes an individual written on-site exam, incl. preparation and an oral process exam by draw, which can be conducted individually or in groups of max. 3 students.

**<u>Written exam</u>**
The written exam includes an on-site test, in which the student at the beginning receives an exam set with two partial assignments:

A. The written didactical practice of the mathematics teacher focusing on the planning, implementation and evaluation of teaching. Based on selected parts of the work of the professional team during preparation.
B. The written didactical practice of the mathematics teacher focusing on individual pupil learning and written mathematics competences of the mathematics teacher.

**Exam timeframe**
6 hours.

**Preparation for part A**
On the day before the individual written on-site test and as part of the exam from 9:00 - 11:00 in the educational institution.
During preparation, the students at the educational institution must cooperate as a professional team and plan teaching for the purpose of implementation and evaluation. Supporting material will be provided for preparation.

**Tools allowed during the exam**
All tools are allowed for preparation on day 1.
All tools are allowed during the exam, except for AI.

**<u>Oral exam</u>**
The exam includes an oral process test with a draw between the test papers. The student participates in a work process to answer the test paper. The process test includes the group's work individually as well as the continuous presence and dialogue of the examiners with the group.

The test papers are based on one or more mathematical problem statements that test the student's mathematical skills, knowledge of didactics and the mathematics teacher's practice in school.

**Exam timeframe**

3 hours for group work, regardless of group size or individual exam. 1-3 groups can work simultaneously, however a total of max. 6 students at the same time.

**Tools allowed during the exam**
All tools are allowed, also the use of AI.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale. Separate grades for the written and oral presentation are provided. The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 69. Exam in the teaching subject Music

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- plan, implement, evaluate and develop inspiring music teaching in school;
- acquire, assess, translate and develop didactic and music knowledge ranging from practice to research with a view to policy-defined frameworks;
- supervise and direct musical activities within singing, playing and motion in the class community as well as for smaller groups differentiated on the basis of their own singing and instrumental skills and in various music teacher roles;
- apply own skills in singing and accompaniment in a nuanced and expressive way as a teaching tool;
- prepare and participate in creative musical processes at school, focusing on pupils' play, independence, activity, listening and curiosity, including the use of varied music technology;
- practice, interpret and communicate, and support pupils' reading of musical texts and independent work on music as a structural, aesthetic, cultural and historical phenomenon from contemporary and historical musical traditions with varied methodological approaches;
- contribute to the school's cultural communities and general educational purpose, including in interaction with other subjects, professions and cultural institutions, and
- reflect on own music teacher practice in terms of a sustainable life as music teacher, personally and with others.

**Exam form**
The exam includes a practical-oral test based on written material.
The exam is conducted as a group test with 2-3 students.

The group starts the exam with the implementation of concrete music teaching aimed at primary school with primary school pupils or possibly with other students or the like as participants. All students in the group must demonstrate skills in singing and accompaniment on the piano.

Afterwards, the student presents and explains the area of specialisation along with perspectives on the teaching conducted. The other content areas of the subject are included in the dialogue between the student and the examiners

The student can relate to experience and practice, if relevant

**Exam timeframe**
2 students: 1 hour and 30 minutes, of which approx. 55 minutes are for the practical part
3 students: 2 hours, of which approx. 70 minutes are for the practical part

**Tools allowed during the exam**
All tools are allowed.

**Elaboration of area of specialisation**
The area of specialization unfolds exemplary music content. With the area of specialisation, the student demonstrates the width of the teaching subject's overall objectives. The area of specialisation must several expression and activity forms as well as theoretically founded didactic-educational approaches.

The students can use articles, internet search, interview robots, personal notes, etc. in the work with the area of specialisation.
The student must describe the area with a brief explanation, list of theoretical support, including selected literature, as well as a list of the exam course and content, including demonstration of song and accompaniment for each student.

The written material must be submitted prior to the practical-oral exam.

**Formal requirements**
Written material: 3-5 standard pages.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the practical-oral presentation and the written material is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The re-exam can be conducted as an individual exam and the student can reuse or change the previously submitted written material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

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

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- plan, implement and evaluate teaching in natural science/technology based on professional and didactic theory and research in order to provide pupils with scientific competences and general education;
- 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;
- conduct varied and differentiated teaching inside and outside, with focus on scientific and techno-logical practices and cognition forms, the for the pupil near and remote world, body and health as well as human interaction with nature;
- 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, and
- 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.

**Exam form**
The exam includes an oral exam with a draw and preparation. The exam may be conducted individually or in groups of up to 2 students.

Based on a teaching problem statement related to the drawn topic, the student presents and discusses a well-founded course of teaching, including reflections on the progression of the subject, exemplary activities and practical experience with incorporation of science teaching theory and associated research or research-based literature.

Collected artefacts/primary materials must be included to support the student's didactic incorporation and demonstration of practical and experimental knowledge and skills. In addition, natural science knowledge is demonstrated on teacher level related to the teaching process.
Prior to the exam, the student receives a list of four different topics. Each topic comes with a didactic and a natural science problem statement. The four topics should widely cover all objectives of the subject.

**Exam timeframe**
1 student: 60 minutes
2 students: 100 minutes

**Preparation**
The day before the exam, the student draws one of four topics, which the student has worked with in teaching.

The student prepares the following for the oral exam:

- An educational-didactic analysis of the drawn topic with incorporation of the specified research and or research-based literature and other relevant subject didactic perspectives ;
- A teaching course described by the analysis and with natural science and/or didactic objectives within the topic;
- Natural science knowledge on teacher level related to the drawn topic;
- Incorporation of didactics and demonstration of relevant practical and experimental knowledge and skills in relation to the drawn topic;
- Collection and setup of relevant equipment as well as primary material.

**Tools allowed during the exam**
The student should bring primary materials to support the oral presentation. In addition, artefacts should be brought to support the practical-experimental skills.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
For each topic, the student selects at least one research and/or research-based literature that highlight relevant aspects of the problem statement, preferably in the light of the student's practical experience.

Each of the four topic descriptions can be max. 2 standard pages.

## 71. Exam in the teaching subject Social studies

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
Upon completion of studies, the student must be able to:
- teach and supervise pupils within all the areas of the subject;
- plan and implement varied and differentiated teaching taking into account the needs of the pupils;
- assess and apply different work forms;
- convey professional knowledge in a form that matches situations and contexts;
- conduct independent analyses of specific societal conditions and issues with the use of professional theory, concepts and empirics, from politics, sociology and economics, and
- reflect on personal teaching practices and that of others in terms of development of the teaching.

**Exam form**
The exam includes an oral presentation based on a draw between a total of four topics with preparation.
The exam can be conducted individually or in groups of up to 3 students.

The student begins the exam with a presentation of the drawn topic based on a social and didactic problem statement. During the exam, the student shows how social studies can be handled in the teaching in primary school. This can for instance be supported by a teaching course discussed during the exam.

In addition, the student demonstrates how the other three topics and other areas of social studies are related.

**Exam timeframe**
1 student: 55 minutes
2 students: 90 minutes
3 students: 120 minutes

**Exam preparation**
55 minutes, regardless of group size.

**Tools allowed during the exam**
The student can bring a poster to support the oral presentation.
In addition, artefacts may be brought, for instance teaching plans and teaching materials.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Submission of four posters from four different social and didactic topics, covering the width of the subject in accordance with the content areas of the order.

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

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- demonstrate knowledge about special participation and learning qualifications and be able to analyse and act in terms of inclusion and exclusion processes;
- incorporate diverse didactic approaches in teaching including aesthetic, digital and physical aspects in order to create increased participation opportunities;
- demonstrate 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, and
- reflect on issues and act in and between the areas of general and special needs education.

**Exam form**
The exam includes an oral exam with a draw between exam papers and with preparation. Each exam paper includes a title indicating a topic and a case relating to the fields of the subject.
The examination can be conducted individually or in groups of up to 3 students.

The student starts the exam with a presentation and analysis of the drawn exam paper and case. The student then compares with dilemmas of the specific special educational practice in the case and reflects on developmental and action-oriented perspectives. In the dialogue between the student and the examiner, perspectives are given on the other fields within the subject.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes
3 students: 95 minutes

Preparation: 90 minutes, regardless of group size.

**Tools allowed during the exam**
All tools are allowed. The exam is conducted without internet access.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam.

**Exam requirements**
Submission of a study report.

## 73. Exam in the teaching subject Technology education

**ECTS**
The student earns 35 ECTS credits by passing the exam.

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

- master, analyse and assess different digital technologies creatively and critically;
- support the ability of pupils to act problem-solving, experimental, aesthetically and playfully using digital technologies;
- analyse and explore the impact of digital technologies on the individual, community and society as a basis for facilitating pupils' critical-analytical and multidisciplinary work in exploring, understanding and communicating digital technologies;
- create and communicate complex models and programmes based on basic computer science subjects;
- support pupils' experience of and critical reflection on the opportunities and challenges of developing and applying computational models and methods across contexts;
- implement and lead differentiated, creative, design-based and practical courses where pupils express themselves through production and fabrication of and with digital technologies;
- continuously acquire, practice and develop didactic knowledge, activities and methods independently and together with others with curiosity, hope and courage, and
- adapt teaching and develop a critical and development-oriented attitude towards the current framework of technology understanding, and contribute to the integration of technology education in general in school activities.

**Exam form**
The exam is a coherent practical-oral exam based on a written assignment. The exam can be conducted individually or in groups of up to 3 students.

For the practical part of the exam, the student selects one of the two teaching activities from the written assignment and the associated video-presented technologies on which the practical part of the exam is based.

The student must:

- Conduct a teaching activity in a teaching situation with participants. Participants may include school pupils or fellow students;
- Make sure that all resources used during the exam are available and functioning.

After the practical part of the exam, a technical and didactic discussion is initiated based on the written assignment and the practical part. The discussion should focus on academic relations between activities, technologies and key themes in technology education.

**Timeframe practical-oral exam**
1 student: 50 minutes, of which approx. 25 minutes are for the practical part
2 students: 75 minutes, of which approx. 40 minutes are for the practical part
3 students: 90 minutes, of which approx. 50 minutes are for the practical part

**Content of the written assignment**
The student prepares a written assignment with two video presentations of technologies. The videos present the functionality and structure of the technologies and must together support the student in completing teaching that meets the objectives and content of the subject.

The written assignment must briefly describe and professionally explain two teaching activities that include the technologies presented. It must explain how the activities are relevant and how they support the objectives and themes of the subject. Professional links must be established between teaching activities, technologies and central technology education themes (max. 10 pages excl. references, regardless of group size). It is allowed to apply generative AI in the preparation of items in the assignment

The two video presentations must each present a technology and show the functionality, structure and use of technology. The student must demonstrate technological skills and in the video explain how the technology is constructed. Technological tools, inspiration or re-design of existing technologies as well as the use of AI are allowed and must be indicated. Max. 5 minutes per video.

The written assignment must be submitted prior to the practical-oral exam.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the practical-oral presentation and the written material is provided.

**Re-exam rules**
The re-exam includes an oral exam with presentation of the written assignment, where the chosen teaching activity with associated video presentation as well as technology education themes form the basis for a didactic and professional discussion.

**Timeframe re-exam**
1 student: 50 minutes, of which approx. 25 minutes are for the practical part
2 students: 75 minutes, of which approx. 40 minutes are for the practical part
3 students: 90 minutes, of which approx. 50 minutes are for the practical part

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 74. Exam in the teaching subject German

**ECTS**
The student earns 35 ECTS credits by passing the exam.

**Purpose of the subject**
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, and
- 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.

**Exam form**
The exam in the teaching subject German is conducted as an individual written exam and an oral exam with material, which is conducted individually or in groups of max. 2 students.

**Written exam**
The exam includes a written on-site exam. The student analyses didactic teaching material provided and makes a described redidactisation of selected elements in the teaching material. The student encloses the used analytical model. The analysis and editing must be made in German.

**Timeframe written exam**
5 hours.

**Formal requirements**
Max. 5 standard pages.

**Tools allowed during the exam**
All tools are allowed during the exam, except for AI.

**Oral exam**
The exam includes an oral presentation and an interview on the basis of a specialist project in one of the subject areas as well as an analysis of pupil language.
Based on a presentation poster, the student presents a self-selected problem statement related to the specialist project as well as an associated practical element. The introductory presentation (max. 7 minutes) and the subsequent didactic ally reflected conversation take place in German, during which questions about the other content areas of the subject can be asked.

The student further analyses a selected example of pupil language and provides feedback and feedforward using meta-linguistic concepts. The analysis is made in Danish or German.

**Timeframe oral exam**
1 student: 45 minutes
2 students: 75 minutes

**The specialist project must include**

- A presentation poster with the applied theory, guiding through the specialist project. The poster must include the problem statement and references.
- A practical element (teaching course, educational game or class activity).
- An example of oral, written or multimodal pupil language (max. 1 standard page) in context.

The material must be brought to the exam.

**Evaluation**

External examiner and grading acc. to the 7-point grading scale.
Separate grades for the written and oral presentation are provided. The student's oral and written linguistic skills in German are part of the evaluation. The subject is passed only when the student has obtained a passing grade in both the oral and the written exam.

**Re-exam rules**

In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the specialist project for the oral re-exam.

**Exam requirements**

Please refer to the local curriculum for further information on exam requirements and remedial options.

## 75. First-year test

**ECTS**
The test relates to ECTS from the integrated practical training, teaching subject 1 as well as the basic knowledge subjects in the first study year. The student earns 0 ECTS credits by passing the test.

**Practical training objectives – first study year**
The student must be able to:
- identify and collect relevant knowledge about the planning and teaching of teachers;
- plan, implement and evaluate shorter teaching sequences and explain didactic considerations;
- understand and reflect on the role as teacher.

The objectives of the test further relate to the three steps in the progression ladder applicable to the first year and to selected dimensions of the teacher role (cf. the national part of the curriculum §2,1 and the descriptions in the local curricula).

**Test form**
The test includes an oral test based on a project. The test is as a rule conducted as a group test with max.4 students. The test may also be conducted individually.

Students begin the exam with a presentation based on the project, in which students describe their analyses, discussions and development perspectives from the project as part of a professional conversation and discussion using relevant professional language and relevant artefacts from practical training.

**Test timeframe**
1 student: 45 minutes
2 students: 60 minutes
3 students: 75 minutes
4 students: 90 minutes

**Tools allowed during the exam**
All tools are allowed.

**Description of the project content**
The students prepare an interdisciplinary project based on a problem statement, which is based on observations, experience, reflections and knowledge from the integrated practical training and teaching in the first year of the teacher education.

The project includes a description of, analysis and evaluation of the professional problem statement using relevant materials/artefacts from practical training (for instance observational notes, sound recordings, video clips, pupil products, UV materials or teaching plans) as well as knowledge, theory and methods from the first teaching and basic subjects.

The project must be submitted prior to the oral test.

**Formal requirements for the project**
1 student: Max. 10 standard pages
2 students: Max. 15 standard pages
3 students: Max. 20 standard pages
4 students: Max. 25 standard pages

**Evaluation**
Internal examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the practical-oral presentation and the project is provided.

**Re-test rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the previously submitted project.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

## 76. Profession test

**ECTS**
The student earns 10 ECTS credits by passing the test.

**Integrated practical training objectives**
- The student is able to work independently, responsibly and in cooperation with others to plan, implement, evaluate and develop teaching sequences;
- The student is able to cooperate with colleagues to evaluate and handle practical problems;
- The student is able to take knowledge-based and well-founded initiatives in order to develop professional teaching skills and judgement.

The objectives of the test further relate to the three steps in the progression ladder, especially the practical-educational and professional-personal.

**Test form**
The test includes an oral presentation with material. The exam is conducted individually. The oral exam is based on the student's material. The student elaborates the intention of the product through analyses, discussions and development perspectives.

**Test timeframe**
60 minutes.

**Tools allowed during the exam**
All tools are allowed.

**Material content**
The material documents the student's professional development throughout all the years of study. The material must include a teaching sequence attended by the student as the acting teacher and selected elements from each study year. In addition, the material must include a reflection paper, i.e. a short written explanation for the selection of the sequence and elements of teaching and the relationship between them.
The reflection paper must have a title and a theme.
The selected elements must reflect the objectives of the integrated practical training.
The use of AI in the preparation of the individual elements of the material is allowed.
The material must be submitted prior to the oral exam.

**Formal requirements**
Reflection paper: Max. 3 standard pages.
Please refer to the local curriculum for other formal requirements.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
The exam is evaluated by a practical training teacher, a teacher appointed by the University Colleges and an external examiner, who all participate in the exam.
An overall evaluation of the oral presentation and the material is provided.

**Re-test rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the previously submitted material.

**Exam requirements**
Please refer to the local curriculum for further information on exam requirements and remedial options.

# 77. Exam Bachelor of Education

**ECTS**
The student earns 10 ECTS credits by passing the exam.

**Purpose of the subject**
With the bachelor of education exam, the student should be able to:
- examine, assess and reflect on an empirical problem statement in school practice;
- analyse the selected problem statement using proven methods and theory;
- mediate the examination using professional terminology, and
- formulate ideas and proposals for action that can develop the practice the project focuses on.

**Exam form**
The exam includes a bachelor project with oral presentation. The exam can be conducted individually or in a group of max. 2 students.
The student presents the bachelor project orally, incl. a discussion of the bachelor project's findings and conclusions. The student further presents and discusses a self-made artefact that connects the bachelor project with primary school practice as well as a discussion of the perspectives for action in the bachelor project.

**Exam timeframe**
1 student: 45 minutes
2 students: 75 minutes

**Content of the bachelor project**
The student examines, analyses, discusses, relates to and tries to solve a self-chosen problem statement. It has to be related to one of the student's subjects. The bachelor project includes own studies carried out in one or more schools with primary level education. Professional research and theory is included.

The bachelor project must be submitted prior to the oral exam.

Artefacts must be enclosed, for example information material for a specific group, a didactic design, self-made learning material, a poster, a project website or a film - max. 10 pages. If the artefact cannot be attached, the student must indicate, which artefact will be included in the oral exam.

It is allowed to use AI for the preparation of the bachelor project.

**Formal requirements of the bachelor project**
1 student: 25 pages
2 students: 35 pages
Please refer to the common curriculum for other formal requirements.

**Tools allowed during the exam**
Artefacts must be enclosed, for example information material for a specific group, a didactic design, self-made learning material, a poster, a project website or a film.

**Evaluation**
External examiner and grading acc. to the 7-point grading scale.
An overall evaluation of the written project and oral exam is provided.

**Re-exam rules**
In case of re-exam, the exam form remains the same as for the ordinary exam. The student may reuse or change the previously submitted bachelor project.

# Common part: Exemption and entry into force

## 78. Exemption

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

## 79. Entry into force

The common part of the curriculum enters into force on August 1st,2025 and affects exams and test started as of September.
Transitional agreements are defined in the local part of the curriculum and apply to students earlier enrolled.

# Academic descriptions of subjects within basic subject knowledge

## 80. Introduction: The three progression lines of basic subject knowledge

**1. At the beginning of the education: 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 education: 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 didactic 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. By the end of the education: 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.

## 81. 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 deal 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.

## 81.1 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 feedforward*

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.

## 82. Pedagogy and general didactics

| | |
|---|---|
| *ECTS* | 20 |
| *Purpose of the subject* | The purpose of pedagogy 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:<br>- comprehend, analyse and discuss educational and general didactic terms, theories and research related to school;<br>- plan and in practice implement, evaluate and develop coherent and varying professional teaching courses that challenge and involve all pupils;<br>- assess criteria for and make reflected decisions on objective, content and form of teaching;<br>- examine, evaluate and initiate initiatives related to pupil development and progression;<br>- cooperate with pupils, colleagues, management, parents etc. on class community and individual pupils;<br>- 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 deal with the following content areas:<br>- Theories and empirical research related to education and socialisation, teaching and learning.<br>- 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.<br>- Educational and didactical paradoxes and dilemmas.<br>- The school's historical, cultural and legal foundation including children's rights.<br>- Pupil qualifications and potential in a differentiation perspective including the relationship between the individual pupil and the class community.<br>- A wide repertoire of teaching and work forms including use of digital technologies and motion, as well as practical, musical and creative elements.<br>- The teacher's didactical organisation and leadership including teacher-pupil relationships, class communities and group formation. |

## 82.1 Local academic description of Pedagogy 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.

## 82.1 Local academic description of Pedagogy and general didactics

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| *Work forms* | 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.<br><br>In order to maintain student knowledge in the 1st and 3rd year respectively, the teacher may support the student's continual collection of notes and reflections etc. in a portfolio or the like. |
| *Feedback and feedforward* | 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. |
| *Professional simulation* | 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. |

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

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| *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:<br>- present basic knowledge about the social, cognitive and emotional development of children and adolescents;<br>- 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;<br>- create, sustain and develop inclusive communities in school and prevent exclusion;<br>- frame, lead and assess learning processes that create participation opportunities for all pupils;<br>- observe and act in relation to children and adolescents in different life and learning situations with inclusion of child perspectives;<br>- 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 deal with the following content areas:<br>- Development, welfare and creation of identity of children and adolescents including resilience and socialisation categories such as gender, ethnicity and social background.<br>- Social relations, interaction and group dynamics including mobbing and conflicts in school.<br>- Inclusion and exclusion processes in school including different issues and their implications for the educational action possibilities of the teacher in practice.<br>- Learning and motivation of children and adolescents including different learning qualifications and differentiated teaching, providing all pupils with educational challenges.<br>- Recurrent school and learning challenges including inclusive efforts related to physical and mental challenges as well as difficulties with reading and mathematics.<br>- Cooperation and communication including parent-teacher relations and professional cooperation with colleagues, resource persons and management. |

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

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| *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.<br>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. |

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

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| *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.<br>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 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:<br>• receive more information about the expectations and framework of study group work as well as the reasons for its importance;<br>• receive concrete lessons in professional practice of cooperation with assignments preparing them for tests.<br><br>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.<br><br>The regulations concerning study group work as mandatory study element do not apply to open-college students (credit-based and single subjects). |

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

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| *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:<br>- 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;<br>- identify linguistic resources in the multilingual classroom related to acquisition of Danish in all school subjects in order to ensure professional studies;<br>- 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 deal with the following content areas:<br>- Second-language acquisition, multilingualism and language, culture and identity.<br>- Language and literacy in school subjects in a second-language perspective.<br>- Second-language educational methods and approaches in school subjects. |

## 84.1 Local academic description of Danish as second language

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| *Description of the subject's main elements* | The subject is based on the student being qualified to plan, implement and evaluate Danish as second language, for instance in relation to:<br>• Second-language acquisition, multilingualism and language, culture and identity.<br>• Language and literacy in school subjects in a second-language perspective.<br>• Second-language educational work forms in school subjects. |
| *Integrated practical training* | The subject and practical training enable students to examine and work focused on the preparation, implementation and evaluation of teaching including reflections on:<br>• Second-language acquisition, multilingualism and language, culture and identity as well as language and literacy of teaching materials.<br>• Second-language educational methods and approaches in school subjects. |
| *Practice cooperation* | 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. |
| *Work forms* | 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. |
| *Feedback and feedforward* | Guidance and feedback is provided informally during daily teaching and formally in relation to presentations, written assignments, study products and exams. Further different forms of peer feedback, where students give each other feedback and practice dialogical learning, either one on one or group on group. Feedback and feedforward can be provided on both completed products and on process-oriented work. |
| *Professional simulation* | Professional simulation is integrated during class, when students practice content areas and issues, for instance by:<br>• designing activities in teaching subjects for development of vocabulary;<br>• designing activities/a sequence, in which several languages constitute a resource for learning;<br>• identifying linguistic goals in a teaching course including analysing linguistic use in terms of designing activities for language development. |
| *Teaching materials and CFU involvement* | 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. |
| *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

## 85. Practical-musical subjects

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| *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:<br>- develop, practice and critically evaluate the quality of aesthetic, imaginative and creative teaching in school subjects;<br>- express himself/herself through the expressions forms of one or more practical-musical subjects with selected and educational relevant areas;<br>- comprehend the educational and didactical importance of creative, sensory and experimental activities as well as motion;<br>- reflect on class leadership and on teacher and pupil roles in the work with aesthetic, imaginative and creative processes;<br>- 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 deal with the following content areas:<br>- Aesthetic, imaginative and creative activities in theory and practice.<br>- Practical-musical content, methods and expression forms.<br>- Selected didactical research and empiricism on support of the aesthetic experience of pupils through sensory, physical and experience-oriented activities.<br>- Selected didactical research and empiricism on promotion of the imagination of pupils and their experience, contemplation and initiative through creative and experimental activities.<br>- 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. |

## 85.1 Local academic description of Practical-musical subjects

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| *Description of the subject's main elements* | The subject includes content elements from the practical-musical area. This includes pupils' experiences and aesthetic learning processes, creative and creative forms of work, as well as different forms of cognition, immersion and activity and how this is translated into didactic practice. |
| *Practice cooperation* | The subject communicates with practice by working on practice-related tasks and activities targeted at pupils in school that can be included in the practical training. Other activities such as pupil visits or visits to schools can be arranged by the teacher. |
| *Work forms* | The subject uses a variety of methods and forms of work. The work forms are based on the forms and methods of work within the practical-musical area, so that the form of the subject supports the content. |
| *Feedback and feedforward* | Students receive formative feedback on their creative and creative processes as well as on how they translate the activities into a didactic practice. Students work summarily with peer feedback and feedforward on each other's activities during the evaluation. |
| *Professional simulation* | The vocational simulation in the subject follows Absalon's model of vocational simulation. Here are examples of the four categories of the model:<br>• Technical/instrumental skills are trained when the student works with different practical-musical forms of expression in different materials and the characteristics of the materials.<br>• Relational and communicative skills are trained when students express themselves in different forms of expression and cooperate in the creative and creative processes and during presentations of these.<br>• Combined skills and competences with a predictable course of action are trained when students experience practical-musical work forms on their own.<br>• Combined skills and competences in scenarios with unpredictable courses of action are trained when we test practical-musical courses on each other and take the activities into future practical training. |
| *Teaching materials and CFU involvement* | The subject uses a wide range of learning materials when working with the different ways of recognising. Immersion and activity require tools and materials, for instance natural materials, food, artwork, the body and fabric. |
| *Use of external learning spaces* | The practical-musical subject area uses a wide range of on-campus learning spaces, including classrooms and workshops commonly used by science, sports, arts, crafts and design, music and food education, but may also go on field trips, visit museums and other open school courses. |
| *Approval of the subject and remedial options* | The subject is passed by approval of attendance. If the attendance requirement is not assessed fulfilled, the teacher organises a remedial option, which allows the student to pass the subject. |

## 86. Health and sex education

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| *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:<br>- 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;<br>- 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;<br>- 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 deal with the following content areas:<br>- 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.<br>- Biological, psychological, sociological and social theory and empiricism on diversity and rights-oriented sexual education as well as standards, boundaries and ideals. |

## 86.1 Local academic description of Health and sex education

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| *Description of the subject's main elements* | The subject focuses on the two areas of competence taught in primary school: "Health and sexual education and family knowledge" (SSF): 'Health and Well-being' as well as 'Gender, Body and Sexuality'. The purpose is to enable students to teach SSF mono -disciplinary and interdisciplinary. The themes of teaching are handled on the basis of rights -oriented and diverse approaches as well as a wide and positive understanding of health. |
| *Practice cooperation* | The teaching focuses on the students being able to plan shorter teaching courses that can be tested in practice training or other practice cooperation. |
| *Work forms* | The teaching makes use of a variety of teaching and working methods, including group work, class dialogues and casework. In addition, the teaching subjects of teacher training can be dealt with in an interdisciplinary way, so that the student can see the connection between SSF and their main subjects. |
| *Feedback and feedforward* | Students receive formative feedback in the course of teaching. |
| *Professional simulation* | The professional simulation of the subject includes planning of shorter training courses that can be tested in practical training or other forms of practical cooperation. |
| *Teaching materials and CFU involvement* | The subject uses a wide range of teaching materials related to the subject's content areas. The CFU is used when and if appropriate. |
| *Use of external learning spaces* | External learning spaces are included to the extent that they support the other organisation of teaching. |
| *Approval of the subject and remedial options* | The subject is passed by approval of attendance. If the attendance requirement is not assessed fulfilled, the teacher organises a remedial option, which allows the student to pass the subject. |

## 87. Swimming

*ECTS* 5

*Purpose of the subject* The purpose of the optional subject swimming is to give students knowledge and skills in being able to plan, implement and evaluate qualified swimming lessons based on the current teaching plan in primary school. In addition, the students must develop their own basic skills in swimming, diving and self-rescue and lifesaving with good presentation skills.

*Objectives* Upon completion of studies, the student must be able to:
- teach and mediate knowledge about swimming, and use a professional language that contributes to the pupils' development and understanding of the subject;
- swim 1000 m freestyle without stopping and within max. 30 min. Swim 100 m crawl, backstroke and breaststroke, as well as 25 m butterfly with start dive and turns. 50 m. high and low backstroke;
- do head dives with and without run, flips as well as 3 free dives from 1 m diving board;
- perform lifesaving and demonstrate safety in a) 25 m swimming, two consecutive diving (at least 3 m) from water treading for a doll or similar (5 kg), which is then retrieved 25 m, b) diving after dive for doll, which is retrieved 15 m from the dive spot and back, c) 50 m rescue of imaginary unconscious person (max. 3 min), where the rescuer must be dressed, d) 25 m rescue of tired swimmer (min. 2 forms), e) knowledge of and practical skills in step-by-step first aid of unconscious as well as the use of security equipment in the natatorium;
- carry out a self-rescue programme with exercises suitable for use in open water, including diving from a diving board while dressed, undressing in water, resting swimming, diving and floating (min. 2 min.), and
- demonstrate teaching skills and the acquisition of professional and development-based knowledge through written presentation of descriptions and reflections on the courses completed.

*Content areas* The teaching and the integrated practical training include the following areas:
- Activities in water, including various swimming styles, diving and self –rescue, both theoretical and practical.
- A course of practice with pupils, including differentiated teaching and classroom management in the natatorium.
- Development-based literature for planning content and methods in both lessons and teaching courses.
- Relevant professional literature about safety rel. to water activities.
- Development-based literature about challenges within the subject, e.g. dressing, body culture, children with anxiety etc.

## 87.1 Local academic description of Swimming

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| *Description of the subject's main elements* | Teaching primarily takes place in the natatorium, allowing the student to acquire professional, didactic and educational knowledge as well as practical skills in the subject swimming. Content includes:<br>• Acquisition of basic and general experience with and understanding of principles of movement in water. Familiarisation exercises, playing with and without tools, ball activities and diving.<br>• Acquisition of basic skills in the styles crawl, breaststrokes, backstrokes and butterfly.<br>• Acquisition of knowledge in physical educational and didactic topics regarding activities in water, including knowledge of the possibilities for disabled in water. Physiological, biomechanical and training conditions.<br>• Acquisition of knowledge about safety: Theoretical knowledge of and practical skills in lifesaving, self-rescue and various rescue forms. Danger moments associated with water activities, e.g. diving and underwater swimming. Knowledge about rules and regulations within the area. |
| *Practice cooperation* | The student will work on content and methods that can be tested in practical training or other practical cooperation. |
| *Work forms* | Please refer to the description of the subject's main elements. |
| *Feedback and feedforward* | We recommend that the student:<br>• has skills in the styles: crawl, backstroke and breaststroke.<br>• has skills in diving in natatorium max 3.5 m.<br><br>The student will receive an indicative recommendation from the teacher after the first two weeks of teaching in order for the student to switch to another optional subject, if the requirements for the test in the optional subject are too challenging. |
| *Professional simulation* | Please refer to the description of the subject's main elements. |
| *Teaching materials and CFU involvement* | The subject uses a wide range of teaching materials related to the subject's content areas. |
| *Use of external learning spaces* | The primary learning space used is the natatorium. |
| *Approval of the subject and remedial options* | The subject is passed by approval of attendance. If the attendance requirement is not assessed fulfilled, the teacher organises a remedial option, which allows the student to pass the subject. Attendance is an exam requirement. The exam regulations for the subject are set out in this curriculum (see above). |

## 88. Education and job

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| *ECTS* | 2.5 |
| *Purpose of the subject* | The purpose of the optional subject education and jobs is to teach the student to facilitate, in cooperation with relevant stakeholders and in vocational education, the career development, curiosity, insight and respect of pupils for the diversity of education and jobs. The optional subject qualifies the student to organise career training that contributes to the pupil's acquiring an education and job-related understanding of own desires and possibilities in order to qualify the basis for a reflected educational selection process. The subject education and job also qualifies the student's understanding of and critical reflection on the relations between values, societal trends, social conditions, career paths, education and job. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- apply career learning theories in the planning and implementation of teaching in own teaching subjects and in reflective conversations with pupils and parents on the basis of existing teaching plans;<br>- facilitate experience-based and dialogue work in the subject education and job throughout teaching;<br>- in cooperation with colleagues, mentors in the municipal youth service and management, develop and anchor a coherent approach to the subject of education and job in school;<br>- apply knowledge about the educational system, linear and non-linear career paths and the importance of social reproduction and values in this context in teaching plan design, and<br>- reflect on the importance of personal backgrounds to the teaching practice and on the perceptions of education and work that are often (re) produced by oneself, families and society. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Career learning theories: The learning processes of children and adolescents regarding education and job.<br>- Educational approaches to giving pupils wider horizons for their selection processes about education and jobs.<br>- Relevant strategies, progression and partners in terms of teaching the subject education and job.<br>- Materials and teaching approaches that support career learning and future education choices of pupils.<br>- Ways through the educational system – especially focusing on vocational and upper secondary education.<br>- Education mobility and social reproduction within education and job.<br>- Knowledge of the sector, understanding of the labour market, including perspectives on the labour market of the future. |

## 88.1 Local academic description of Education and job

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| *Description of the subject's main elements* | The subject focuses on the three areas of competence in the compulsory subject of primary education "Education and Job": 'Personal choices', From education to job' and 'Work life'.<br><br>The purpose is to enable students to teach the subject education and job, to integrate the subject into vocational education and to cooperate with the municipal guidance services and other parties such as companies, educational institutions and associations. |
| *Practice cooperation* | The subject deals with practical tasks and activities related to teaching education and job in school, and which the students can integrate into their subjects and use in their practical training. Activities may be introduced in cooperation with relevant parties to support the objectives of the subject. |
| *Work forms* | The teaching makes use of a variety of teaching methods that support the content, objective and competence areas of the subject. |
| *Feedback and feedforward* | Students receive formative feedback in the course of teaching, focusing on how students can translate activities into didactic practice. |
| *Professional simulation* | The professional simulation of the subject includes planning of shorter training courses that can be tested in practical training or other forms of practical cooperation. |
| *Teaching materials and CFU involvement* | The subject uses a wide range of teaching materials related to the subject's content areas. The CFU is used when and if appropriate. |
| *Use of external learning spaces* | External learning spaces are included to the extent that they support the objective, content, activities and work forms of the subject. |
| *Approval of the subject and remedial options* | The subject is passed by approval of attendance. If the attendance requirement is not assessed fulfilled, the teacher organises a remedial option, which allows the student to pass the subject. |

# Academic descriptions of teaching subjects

## 89. Art

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| *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, aesthetical 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:<br>- use and develop visual practice and visual language in individual and collective learning processes;<br>- use the workshop, crafts and methods of the subject with experimental and developing approaches;<br>- comprehend and reflect on theories, language and methods of visual art within a broad visual concept of analogue and digital categories, genres and phenomena;<br>- assess and use didactical knowledge and theory with focus on visual communication, teacher roles, teaching organisation, practice and evaluation, varying teaching forms, motion and interdisciplinarity;<br>- independently use and establish local, global and digital learning spaces inside and outside school;<br>- identify and act with the creative and innovative potentials of the subject in practical relationships in terms of a differentiated pupil group;<br>- 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 deal with the following content areas:<br>- Thematic visual practice and visual communication.<br>- Visualisation of thoughts, ideas, observations, experiences and reflections in short courses and large projects.<br>- Examination and experiments using varied visual expression and presentation forms through sensory, relational and reflexive approaches.<br>- Exploring materiality, coincidences and processes.<br>- Formation of meaning, decoding and analysis including methods for visual communication.<br>- Visual mediation, documentation and portfolio.<br>- 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. |

## 89.1 Local academic description of Art

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| *Description of the subject's main elements* | 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. |
| *Integrated practical training* | 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.<br>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. |
| *Practice cooperation* | 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.<br>Teachers, students and pupils can together visit culture institutions or work outdoor. Employees of museums could act as partners on such activities. |
| *Work forms* | 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 alternative exhibitions. |
| *Feedback and Feedforward* | 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. |
| *Professional simulation* | During the study programme, the students give each other lectures on professional elements. Student efforts are evaluated by fellow students and the teacher. |
| *Teaching materials and CFU involvement* | 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. |
| *Use of external learning spaces* | 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. |

## 89.1 Local academic description of Art

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| *Study elements/study activities* | Study elements included in the subject:<br>• A physical portfolio with all products created within the topics/themes during studies.<br>• A digital portfolio as above, further containing professional and didactical reflections and theory.<br>• A self-chosen final - practical and experimental - visual project, exhibited in connection with the exam of the student alongside other relevant portfolio products.<br>• A self-created visual profession-related element, for instance teaching material.<br>• A synopsis written on the basis of the student's practical experience. |

## 90. Biology

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching subject biology is to enable students to master and develop the biology subject in primary school. Through the subject, a professional and subject didactic basis is achieved to implement and evaluate teaching that promotes pupils' curiosity, interest in and insight into biology and develop their natural science competences. Central to the subject is the achievement of knowledge and skills that support investigative and experimental methods in nature, the laboratory, the learning space and external learning environments. Teaching provides insight into how knowledge of natural sciences can develop pupils' understanding of their own bodies, how pupils are empowered and feel close to nature and the sustainable use of the natural basis. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- plan, implement and evaluate biology teaching with a view to developing pupils' professional understanding, scientific training, practical skills and critical thinking;<br>- provide dialogue-based teaching that develops pupils' thinking and academic language, including academic reading and writing;<br>- provide varied and differentiated teaching involving field and laboratory work and external learning environments;<br>- provide teaching that incorporates physical, aesthetic and creative teaching methods;<br>- understand, reflect on and relate to value and ethical biological issues;<br>- engage in professional and interdisciplinary cooperation to develop science teaching;<br>- take a reflective and investigative approach to teaching with a view to developing the teaching of biology in primary school, and<br>- provide new biological knowledge and academic issues that help to generate wonder, creative thinking and interest in pupils: |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Biological subjects, which are part of the teaching of biology in primary schools, focusing on future implementation of the teaching plan of the subject in primary school.<br>- Didactic teaching of science subjects and research on teaching and evaluation strategies in favour of the progression and participation of all pupils in the subject biology as well as development of their scientific education and competences. |

## 90.1 Local academic description of Biology

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| *Description of the subject's main elements* | The teaching subject biology deals with the many facets of the subject that relates to all living things, and further includes practical work, company visits, natural studies, ethical dilemmas, modern research, etc. related to the subject. The purpose of the teaching subject biology is to educate and prepare students to master and develop the subject of biology in primary school.<br>The main elements of the subject are organised in three main areas:<br>1: Cell biology, genetics, biotechnology, evolution, classification.<br>2: Living organisms, ecological contexts and biodiversity, the use of the natural basis including sustainable development and conflicts of interest.<br>3: Health, including lifestyle and living conditions, physiology, microbiology and food production.<br>Other main elements include didactic theory and research within natural science, including the subject's current working methods in school, as well as common academic teaching in natural sciences, the use of external learning environments, the nature of the natural sciences and the development of pupil' natural formation. Further, please refer to the semester plan and exam regulations for the teaching of the individual courses. |
| *Integrated practical training* | The integrated practical training is based on teaching planned according to the nature of the subject biology, including the working methods and mindset used in the subject, and is carried out in cooperation with the basic subjects. For example, the student may examine and reflect on the teacher's role as a facilitator of pupils' competence development in relation to, for example, practical/research work, modelling or academic reading and/or writing.<br>During extended practical training days, students work on tests in school, which they jointly evaluate, reflect on and qualify in the parallel biology teaching on campus.<br>Prior to block practical training, the students' experience from previous practical training is incorporated into the work on themes, which in groups are translated into a didactic problem statement. In the subsequent practical training, the students continue to work on the problem statement. On campus days during practical training, the students work on the themes of practical training and conduct, on the basis of group reflections and peer evaluation, a qualification of the further work of the remaining practical training period. |
| *Practice cooperation* | The subject emphasises practice collaboration, and the teaching includes one course or more with cooperation with local schools, where the students plan, implement and evaluate teaching sequences in biology for pupils in the 7$^{th}$ to 9$^{th}$ form, possibly along with other school subjects. The practical work of the pupils, focusing on studies and modelling in nature and in the laboratory, may be the focus. Materials from practice cooperation may constitute one or more teaching products for the exam. |
| *Work forms* | The subject emphasises variation in working methods, a high level of participant activity, a dialogical approach and continuous participation and progression. The student's understanding of biological subjects is primarily trained through the use of the subject in the study work. Read more in the section on professional simulation. |
| *Feedback and Feedforward* | Written and/or oral feedback and feedforward from teachers is provided on selected study products, including different types of peer feedback. |

## 90.1 Local academic description of Biology

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| *Professional simulation* | Professional skills and competences are practised in the following ways:<br>Technical/instrumental skills such as manufacture of microscopic preparations, handling of microscopes, dissection of biological material, production of instructional videos etc.<br>Relational and communicative skills such as formative evaluation of pupils' independent research work.<br>Combined skills and competences with predictable courses of action such as planning, implementation and evaluation of own nature research, including interpretation, modelling and evaluation of collected data.<br>Combined skills and competences in scenarios with unpredictable courses of action such as planning, implementation and evaluation of teaching sequences, including in nature and in the laboratory with fellow students or pupils. |
| *Teaching materials and CFU involvement* | Academic reading and writing in natural sciences, also including various artefacts and resources from CFU, as well as analysis of teaching materials for the subject, as well as reflections on the quality of the teaching materials in terms of applicable teaching plans in the subject biology in school and work with redidactisation of teaching materials for use in own teaching plans. |
| *Use of external learning spaces* | The subject biology includes both very specific didactic descriptions and very specific possibilities for making use of external learning spaces, both didactic and non-didactic, and this will therefore be part of the teaching, which will therefore often take place off campus. Further, the work also includes general outdoor didactics, such as classroom management in the outdoor classroom and didactic focus on biological fieldwork and cooperation with external partners, such as school services and companies. |
| *Study elements/study activities* | Each semester, the teachers of the subject prepare study elements based on the subject's objectives. These may include practical, oral and written sub-elements as well as participation in specific activities, for instance excursions (of which one can be of several days duration), laboratory work, practice cooperation etc. The teachers inform the students about the specific study elements at the beginning of the semester, where details are agreed with the course participants.<br>In connection with this, as described in the exam description, at least eight self-produced teaching products must be prepared and listed prior to the exam. At least two must be related to each of the three sample products. The teaching products must include examples of microscopy, field study, species classification, data processing, modelling, aesthetic/creative work and security. |

## 91. Danish 1st to 6th form

*ECTS* 50

*Purpose of the subject* The purpose of the teaching subject Danish 1st to 6th form is for the student to acquire knowledge and insights into reading, writing, language and texts as a basis for subject didactic insight, reflection and action in an educational perspective. The student develops independently and in cooperation with other receptive and productive language and text skills. The subject enables the student to support and motivate pupils to read and write in terms of experience, immersion and participation in society and culture. The subject prepares the student to continue to develop Danish teaching in professional contexts.

*Objectives* Upon completion of studies, the student must be able to:
- analyse and assess oral and written language in communicative contexts with a view to developing pupils' language and text skills;
- analyse, assess and support pupils' initial and continuing language, reading and writing development;
- analyse, interpret, compare and evaluate children's literature and other aesthetic texts from a teacher's perspective;
- analyse and assess texts in terms of academic reading and writing;
- communicate correctly and appropriately in oral and written professional contexts;
- analyse, assess, use and develop analogue and digital teaching materials that match the teaching situation, and
- plan, implement and evaluate varied and differentiated Danish teaching in all the subject areas in accordance with the applicable teaching plans of the school.

*Content areas* The teaching of the subject and the integrated practical training deal with the following areas:
- Professional and didactic theories and methods, including aesthetic and physical forms of teaching.
- Research into, development and studies of Danish teaching in practice.
- Content, form, structure and function of languages and texts.
- Reading, writing and written language difficulties, including dyslexia and language difficulties.
- Language guidance and assessment of pupil language and texts.
- Children's literature and other aesthetic texts, including newer and older texts.
- Rhetoric, communication and oral skills.
- Multimodality, media and digital technologies.
- Norwegian and Swedish language, literature and culture.

## 91.1 Local academic description of Danish 1st to 6th form

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| *Description of the subject's main elements* | The teaching includes developing the student's skills in terms of reading, writing, interpreting and communication in 1st to 6th form. At the same time, the student's own Danish skills are developed. Please refer to the semester plan and exam regulations for progression.<br><br>The subject of Danish 1st to 6th form includes a number of study areas for the first year of school and middle level. In each field of study, the subject's texts, resources, theories, teaching materials and teaching methods are used in a professional and didactic manner.<br><br>Please refer to the semester plans for the content of the study areas. |
| *Integrated practical training* | The practical training of students is continuously integrated in the subject and includes preparation, implementation and evaluation of Danish teaching as well as the different dimensions of the teacher's role. The practical experience of each student is incorporated into the teaching. In the course, the student will experience a progression from simple to complex Danish teaching situations. |
| *Practice cooperation* | As part of the teaching, cooperation with schools and Danish teachers is included to strengthen the students' Danish skills, e.g. in the form of class visits, school visits, visits by guest teachers and work with pupil products.. |
| *Work forms* | The student works with varied working methods in accordance with the topics and objectives of the subject. In the subject, emphasis is placed on variation in working methods, high participation activity, a dialogic approach and continuous co determination and progression. |
| *Feedback and Feedforward* | Students receive continuous feedback and feedforward on study products and other study participation. This can be done orally, in writing and as peer feedback. |
| *Professional simulation* | Professional simulation in Danish is conducted through training of individual, well-defined skills and combined, coherent skills in relevant scenarios. |
| *Teaching materials and CFU involvement* | Semantic, didactic and functional teaching materials are used for teaching Danish 1st to 6th form. In cooperation Danish consultants from CFU, examples of analogue and digital teaching materials are examined, for instance reg. initial reading. |
| *Use of external learning spaces* | Danish teaching is organised using relevant internal and external learning spaces, including outdoor areas, local cultural institutions, businesses and public areas. |

## 92. Danish 4th to 10th form

*ECTS* 50

*Purpose of the subject* The purpose of the teaching subject Danish 4th to 10th form is for the student to acquire knowledge and insights into reading, writing, language and texts as a basis for subject didactic insight, reflection and action in an educational perspective. The student develops independently and in cooperation with other receptive and productive language and text skills. The subject enables the student to support and motivate pupils to read and write in terms of experience, immersion and participation in society and culture. The subject prepares the student to continue to develop Danish teaching in professional contexts.

*Objectives* Upon completion of studies, the student must be able to:
- analyse and assess oral and written language in communicative contexts with a view to developing pupils' language and text skills;
- analyse, assess and support pupils' initial and continuing language, reading and writing development;
- analyse, interpret, compare and evaluate children's literature and other aesthetic texts from a teacher's perspective;
- analyse and assess texts in terms of academic reading and writing;
- communicate correctly and appropriately in oral and written professional contexts;
- analyse, assess, use and develop analogue and digital teaching materials that match the teaching situation, and
- plan, implement and evaluate varied and differentiated Danish teaching in all the subject areas in accordance with the applicable teaching plans of the school.

*Content areas* The teaching of the subject and the integrated practical training deal with the following areas:
- Professional and didactic theories and methods, including aesthetic and physical forms of teaching.
- Research into, development and studies of Danish teaching in practice.
- Content, form, structure and function of languages and texts.
- Reading, writing and written language difficulties, including dyslexia and language difficulties.
- Language guidance and assessment of pupil language and texts.
- Children's literature and other aesthetic texts, including newer and older texts.
- Rhetoric, communication and oral skills.
- Multimodality, media and digital technologies.
- Norwegian and Swedish language, literature and culture.

## 92.1 Local academic description of Danish 4th to 10th form

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| *Description of the subject's main elements* | The teaching includes developing the student's skills in terms of reading, writing, interpreting and communication in 4th to 10th form. At the same time, the student's own Danish skills are developed. Please refer to the semester plan and exam regulations for progression.<br>Texts, resources and teaching material match the 4th to 10th form. |
| *Integrated practical training* | The practical training of students is continuously integrated in the subject and includes preparation, implementation and evaluation of Danish teaching as well as the different dimensions of the teacher's role. The practical experience of each student is incorporated into the teaching. In the course, the student will experience a progression from simple to complex Danish teaching situations. |
| *Practice cooperation* | As part of the teaching, cooperation with schools and Danish teachers is included to strengthen the students' Danish skills, e.g. in the form of class visits, school visits, visits by guest teachers and work with pupil products. |
| *Work forms* | The student works with varied working methods in accordance with the topics and objectives of the subject. In the subject, emphasis is placed on variation in working methods, high participation activity, a dialogic approach and continuous co determination and progression. |
| *Feedback and Feedforward* | Students receive continuous feedback and feedforward on study products and other study participation. This can be done orally, in writing and as peer feedback. |
| *Professional simulation* | Professional simulation in Danish is conducted through training of individual, well-defined skills and combined, coherent skills in relevant scenarios. |
| *Teaching materials and CFU involvement* | Semantic, didactic and functional teaching materials are used for teaching Danish 4th to 10th form. In cooperation Danish consultants from CFU, examples of analogue and digital teaching materials are examined, for instance in terms of new teaching materials and resources. |
| *Use of external learning spaces* | Learning spaces such as local culture institutions, businesses and public areas are used for teaching purposes. |

## 93. Danish as second language

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of Danish as second language is to qualify the student to be able to plan, implement and evaluate teaching of Danish as second language based on the overall linguistic resources of the pupil. The subject qualifies the student to act as a person of resource in Danish as second language in school, and to cooperate with other subject teachers in order to incorporate a second language perspective in the subjects. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- identify, assess and characterise multilingual pupils' development in Danish as a second language, including linguistic resources;<br>- plan and evaluate teaching courses in Danish as second language, incl. incorporate creativity and motion;<br>- participate in development of the subject, incl. by incorporating research;<br>- demonstrate knowledge and the ability to deal critically and analytically with the institutional practice and organisation of the profession, and<br>- cooperate with colleagues, parents and others in the teaching of multilingual pupils on the basis of a holistic understanding of pupils' education, background and resources. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Danish as second language in school, incl. organisation, regulations and historic development.<br>- Linguistic diversity and the relationship between language, culture and identity.<br>- Second language acquisition, incl. multilingualism and language, culture and identity.<br>- Second language pedagogy and didactics.<br>- Professional literacy and linguistic registers from a second language perspective, incl. learning material analysis.<br>- Teaching of newly arrived, incl. their transition to general education and analysis of evaluation materials.<br>- Cooperation and guidance, incl. the roles and functions of the second language teacher. |

## 93.1 Local academic description of Danish as second language

*Description of the subject's main elements*

The subject is based on the student being qualified to plan, implement and evaluate Danish as second language, for instance in relation to:

- planning, implementing and evaluating courses in Danish as second language, incl. using creativity and motion;
- cooperating with colleagues, parents and others on teaching multilingual pupils based on a holistic understanding of the education, background and resources of pupils;
- identifying, evaluating and characterising the development of multilingual pupils in Danish as second language, incl. linguistic resources;
- participating in developing the subject in schools, using research, and
- acquiring knowledge and acting critical-analytical about the institutional practice and organisation of the subject.

*Integrated practical training*

The subject and the practical training enable the student to study and work with the integrated practical training within the following professional areas:

- Danish as second language in school, incl. organisation, regulations and historic development.
- Linguistic diversity and the relationship between language, culture and identity.
- Second language acquisition, incl. multilingualism and language, culture and identity.
- Second language pedagogy and didactics.
- Professional literacy and linguistic registers from a second language perspective, incl. learning material analysis.
- Teaching of newcomers, incl. their transition to general education and analysis of evaluation materials.
- Cooperation and guidance, incl. the roles and functions of the second language teacher.

*Practice cooperation*

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:

- Basic teaching in reception classes.
- Supplementary Danish as second language in general education.
- Insights into the role as resource person in Danish as second language.
- Incorporation of co-teachers in Danish as second language.

*Work forms*

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.

*Feedback and feedforward*

Guidance and feedback is provided informally during daily teaching and formally in relation to presentations, written assignments, study products and exams.
Further different forms of peer feedback, where students give each other feedback and practice dialogical learning, either one on one or group on group.
Feedback and feedforward can be provided on both completed products and on process-oriented work.

## 93.1 Local academic description of Danish as second language

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| *Professional simulation* | Professional simulation is integrated during class, when students practice content areas and issues, for instance:<br>• Examination of the school's organisation of the subject, incl. regulations reg. newly arrived students and the school's second language educational values and discourses.<br>• Analysis of language use situations and language progression in the course or sequence of subjects.<br>• Development of a language-based course in Danish as second language based on a problem in school.<br>• Identification and evaluation of pupil language and feedback on the basis of the empirical data collected from school testing. The student tests 2-3 different identification tools/evaluation materials, one of which should be interlanguage analysis. |
| *Teaching materials and CFU involvement* | 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. |
| *Study elements/ study activities* | The student collects at least two types of empirical material related to the subject's objectives, content areas and primary school practice.<br>The empirical material must include:<br>• A practice element (teaching course, activities and/or teaching materials).<br>• Examples of pupil language related to the practice element (oral, written or multimodal). |

## 94. English (35 ECTS)

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching subject English (35 ECTS credits) 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:<br>- plan, implement, evaluate and continue to develop varied and differentiated communicative teaching, based on knowledge about the English language, language use, language acquisition, culture and society;<br>- integrate linguistic and intercultural learning;<br>- master English orally and in writing, matching different communicative situations including English as primary classroom language;<br>- analyse, evaluate and with reason select texts, analogue and digital teaching materials/technologies, aesthetic and physical teaching forms and artefacts;<br>- create a safe and motivating learning environment that supports the participation possibilities of pupils;<br>- act as linguistic counsellor on the basis of linguistic and didactical knowledge, and<br>- 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 deal with the following content areas:<br>- Structure, use and variants of the language.<br>- Language perspectives and language acquisition didactics including a communicative and functional language perspective as well as playful learning.<br>- Cultural perspectives and cultural didactics including a dynamic cultural perspective and diversity in English-speaking communities and the world.<br>- Receptive and productive skills, processes and strategies.<br>- Analysis and development of pupil language.<br>- Knowledge about, analysis of and production of texts.<br>- Examination, interaction and action as a global citizen including interdisciplinary and international cooperation.<br>- Teaching plans and final exams.<br>- Basic principles and forms of evaluation and feedback related to language and culture.<br>- Teaching examination, analysis and evaluation. |

## 94.1 Local academic description of English (35 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 (35 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 35 ECTS.

## 95. English (50 ECTS)

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| *ECTS* | 50 |
| *Purpose of the subject* | The purpose of the teaching subject English (50 ECTS credits) 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:<br>- plan, implement, evaluate and develop varied and differentiated communicative teaching, based on knowledge about the English language, language use, language acquisition, culture and society;<br>- integrate linguistic and intercultural learning;<br>- master English orally and in writing, matching different communicative situations including English as primary classroom language;<br>- analyse, evaluate and with reason select texts, analogue and digital teaching materials/technologies, aesthetic and physical teaching forms and artefacts;<br>- create a safe and motivating learning environment that supports the participation possibilities of pupils;<br>- act as linguistic counsellor on the basis of linguistic and didactical knowledge, and<br>- 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 deal with the following content areas:<br>- Structure, use and variants of the language.<br>- Language perspectives and language acquisition didactics including a communicative and functional language perspective as well as playful learning.<br>- Cultural perspectives and cultural didactics including a dynamic cultural perspective and diversity in English-speaking communities and the world.<br>- Receptive and productive skills, processes and strategies.<br>- Analysis and development of pupil language.<br>- Knowledge about, analysis of and production of texts.<br>- Examination, interaction and action as a global citizen including interdisciplinary and international cooperation.<br>- Teaching plans and final exams.<br>- Basic principles and forms of evaluation and feedback related to language and culture.<br>- Teaching examination, analysis and evaluation. |

## 95.1 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.

## 95.1 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.

## 96. French

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| *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:<br>- present written and oral language skills in order to conduct French teaching in school;<br>- 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;<br>- assess and use theoretical and practical issues and select relevant didactical methods and tools for planning inclusive and motivated teaching for all pupils;<br>- independently plan teaching in language, culture, society and identity in relation to the French language, and<br>- 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 deal with the following content areas:<br>- 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.<br>- Multilingualism and multicultural approaches to planning and content of teaching with focus on the different pupil qualifications.<br>- Text, culture, intercultural communication and society in the French-speaking part of the world.<br>- Reading, reflection on texts and theories about language, language teaching and linguistic didactics.<br>- Language-acquisition processes, language comprehension, oral and written communication, analyses of pupil language.<br>- Practical, musical, creative, playful and application-oriented aspects of teaching as well as exercise as an integrated element in French teaching. |

## 96.1 Local academic description of French

*Description of the subject's main elements*

The main elements of the subject French:

- Cultural and intercultural competence, culture didactics.
- Professional, every day and classroom language.
- Language acquisition and processes incl. strategies.
- Varying teaching methods and forms as well as foreign language didactics.

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.

*Integrated practical training*

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.
Examples:

- Planning of teaching in the form of activities, lessons and courses.
- Implementation of playful activities planned by the teacher or student.
- Micro-teaching for fellow students.
- Feedback methods.
- Interlanguage analysis.

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.

*Practice cooperation*

The course includes practice cooperation in different forms and formats as defined in the semester plan.
Examples:

- Participation by guest professors/fellow students in the form of lectures, workshops, sparring and counselling etc.
- Visits, observations and teaching in schools by students.
- Feedback and reflections based on practice cooperation.
- Participation in practice-related development projects etc.

*Work forms*

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.

*Feedback and feedforward*

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.

## 96.1 Local academic description of French

*Professional simulation*

The following professional simulations are applied in the classroom and during practical training:

- Preparation of templates and framework for scaffolding, functional grammar, lesson plans, communicative exercises etc.
- Didactical adjustment of teaching materials and teaching plans of others as well as didactical adjustment of authentic materials (semantic teaching materials).
- 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.

*Teaching materials and CFU involvement*

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.

*Use of external learning spaces*

Please refer to the semester plans for 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 during lessons etc.
- Participation in conferences and study trips.
- Incorporation of other campus locations.

*Study elements/study activities*

The subject includes study elements, which are described in detail in the semester plans.
Study elements may include:

- Teaching plan.
- Written and oral product.
- Interlanguage analysis.
- Other study products.

## 97. Physics/chemistry

*ECTS* 35 ECTS

*Purpose of the subject*

The purpose of the teaching subject physics/chemistry is to develop the student's professional and didactic basis and ability to teach with a focus on students' natural science education and competence. The student should also develop a professional identity that makes it possible to connect didactic theory with practice and reflect on development needs and opportunities in a future perspective. Exemplary method choices in teaching strengthen the student's own reflected method choice and attention to participation options for all pupils.

*Objectives*

Upon completion of studies, the student must be able to:
- plan, implement and evaluate varied and differentiated physics/chemistry teaching based on didactic theory and research;
- develop teaching based on professional and didactic theory and empirical studies of one's own and others' practice;
- describe and discuss the role of the school subject in a historical, cultural, forming and educational perspective;
- design, implement and supervise scientific research and innovative problem solving, including the ability to assess and act on risks;
- apply, explain, develop and assess science models and translate this into science teaching;
- offer a perspective on the content, methods and applications of the subject in everyday life and society in order for pupils to make decisions and act on a scientifically informed basis;
- teach with focus on pupils' natural science language, argumentation and academic reading;
- cooperate with the other subjects of the school, especially with the other natural sciences subjects, and

apply and assess teaching resources, including external learning environments and examples of new scientific research dissemination.

*Content areas*

The teaching and integrated practical training of the subject deal with the following content areas:
- Objectives, explanations of and teaching plans for the subject in primary school.
- Learning theories and teaching strategies for science education and competence, as well as exploratory, problem-solving, varied and differentiated teaching, which also includes professional interaction and exercise in the subject.
- Formative and summative evaluation of pupils' professional understanding and application of science processes and methods.
- Explanatory models in relation to the content areas of the primary school subject and selected interdisciplinary issues.
- Science processes and methods.
- The nature of science and interaction with society.

## 97.1 Local academic description of Physics/chemistry

*Description of the subject's main elements*

The teaching subject physics/chemistry includes acquisition of a professional and didactic foundation in order to be able to teach physics/chemistry in primary school, focusing on the scientific education, competence and participation possibilities of pupils. The teaching, practice and integrated practical training of the subject includes the following main elements:

- Science education of pupils
- Learning theories and teaching strategies in physics/chemistry teaching, incl. academic reading
- Content areas of the primary school subject.

The main elements of physics: astronomy, atoms and particles, waves including light and sound, electricity and magnetism, force, energy and motion, matter and material, thermodynamics. The main elements of chemistry: the structure of substances, chemical reactions, knowledge of substances. Common main elements: practical experimental work, analogue and digital data collection and processing, technological understanding, sustainability and democratic education.

- Interdisciplinary issues
- Natural science processes and methods
- Evaluation of pupils' learning outcomes
- Laboratory and safety courses.

During the course of physics/chemistry, the student creates a presentation portfolio that contains practice-oriented products with various subject didactic focus. The practice-oriented products are collected in teaching, during the practical training, in practical cooperation in the subject, by analysis of research reports etc. Please refer to the semester plan(s) and exam requirements for the teaching subject physics/chemistry.

*Integrated practical training*

The integrated practice is based on the content areas of the physics/chemistry subject in primary school, including the working methods and mindset used in the subject. The practical training is prepared in the classroom, where work is carried out on the development of teaching courses/sequences and practical experimental work is tested. During the practical training, the student/group has the opportunity to receive guidance from a teacher. In the finishing of the practical training, the student/group prepares cases based on the experiences made during practical training. Through the work on preparing the cases, the student(s) test the competences to identify, describe, analyse and assess teacher issues and to justify options for action. The cases are based on one or more of the 9 dimensions of the teacher's role: the teacher as a didactic, professional, manager, interlocutor, relationship developer, cultural creator, researcher, developer of practice and authority.

*Practice cooperation*

Through practice cooperation with schools in the local area, the student is usually given the opportunity to practice physics/chemistry teaching with selected classes by testing the teaching plans/sequences developed. In the finishing of the practical training, the student/group prepares cases based on the experiences made during practical training. The cases are based on one or more of the 9 dimensions of the teacher's role: the teacher as a didactic, professional, manager, interlocutor, relationship developer, cultural creator, researcher, developer of practice and authority.

## 97.1 Local academic description of Physics/chemistry

*Work forms*

The student works in groups with varied forms of work according to the theme and objectives of the teaching. In physics/chemistry teaching, focus is put on process rather than product. Motion is integrated into the subject, for instance through work on embodying the academic content from the core areas of physics and chemistry, such as processes. External learning environments and experts are involved with presentations, lectures, workshops, etc., where appropriate.

*Feedback and feedforward*

The formative evaluation processes are in focus through teacher feedback based on the learning objectives, peer feedback of the student/group, based on the student/group communication on their own work and feedforward with a view to further work towards the student's objectives.

*Professional simulation*

The student practices the use of laboratory equipment, which is part of the practical experimental work in the school subject physics/chemistry, including the use of computer loggers.

- The student practices skills and competence through laboratory work focusing on developing competence in both being able to carry out science studies and to be able to facilitate the student's own studies.
- The student practices skills in the development of physics/chemistry teaching through the group's testing of sub-elements of the developing courses. Elements of the training courses may be Flipped learning videos for pupils, for instance introduction to the use of a device, review of a method of analysis of for instance pH, the identification of nutrients, the sub-elements of modelling competence, etc. The training developed may be tested in connection with practical training/extended practical training and is further developed in the education through case formulation and analysis at both group and team level.
- The student practices skills and competence through focus on attention, presence, understanding and orientation to identify and deal with problematic situations in connection with for instance pupil work with own studies in the laboratory, on excursions and by visiting external learning environments.

*Teaching materials and CFU involvement*

The student develops tools in order to critically evaluate teaching materials for the teaching of physics/chemistry in primary school. Based on the evaluation, the student can select and adjust the didactics of teaching materials such as physics/chemistry book systems, online platforms, materials from stakeholder organisations and interactive simulations. Where appropriate, CFU is involved in the work of evaluating teaching materials.

*Use of external learning spaces*

External learning spaces are involved where relevant to the theme of the teaching.

*Study elements/study activities*

In each semester, the student submits/participates in a number of study elements. Study elements are prepared with the basis of demonstrating understanding of didactic theory, the content areas of the natural subject, scientific understanding and skills in organising and implementing teaching in practice. The study elements are announced at semester start on all three modules.

## 97.1 Local academic description of Physics/chemistry

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| *Mandatory study elements* | Mandatory study elements in the subject required to attend the exam: passed laboratory and safety course. |

## 98. Geography

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the subject geography is to develop the students' understanding of the world and their didactic skills as a basis for their work as geography teachers in primary school. Students must acquire, through a dual-didactic perspective, a solid geographical and didactic basis to carry out an education that strengthens the curiosity, commitment and understanding of pupils in terms of the subject. The purpose of the course is further to develop the teaching skills of students to work with sustainability issues in a temporal and spatial perspective, focusing on developing the critical attitude and education of pupils. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- plan, implement and evaluate varied and engaging geography teaching for pupils with different backgrounds;<br>- incorporate practical work, motion and external learning environments;<br>- prepare pupils for participation in a democratic society that develops the pupils' competence for action and attitude in terms of human interaction with nature;<br>- engage in interdisciplinary cooperation, including with the other natural science subjects;<br>- select, examine and critically evaluate authentic and exemplary geographical issues in a local, regional and global context, and<br>- demonstrate knowledge of the science subject of geography, its key content areas and the applicable teaching plans for the subject in primary school. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Examination and modelling with the use of digital and analogue materials relevant to geography.<br>- Academic language and reading related to the subject geography.<br>- Geography teaching in the geography room, lab and external environments based on academic and didactic theory.<br>- Geographical processes, patterns and contexts in human systems and natural circuits, as well as their mutual influence, including the importance of land for resource utilisation, trade and geopolitics.<br>- Intercultural competence as a prerequisite for understanding and acting on the different living conditions and interdependence of humans. |

## 98.1 Local academic description of Geography

*Description of the subject's main elements*

In the subject geography, we study the living conditions of people in different parts of the world and the factors that affect them. The basis for this is created through the work of localisation and understanding of natural, social and cultural geographical phenomena, processes and patterns as well as their spatial distribution. This leads to understanding and explaining the interaction between human systems and natural systems from a sustainability perspective. On this basis, as a student of geography, you have the opportunity to qualify to be able to justify, organise, implement, evaluate and develop varied and engaging geography teaching in the Danish primary school. Geography is compulsory in forms 7 to 9 and is part of the natural sciences group. As a student of geography, you will work with a wide range of academic content, mainly:

Urban geography, sustainability, Danish landscapes, demography and living conditions, industrial geography, geology (e.g. mountain ranges), globalisation, ocean currents, conflicts of interest and interest groups, soil geography, cartography, climate zones and vegetation belts, climate change and global warming, geological cycle, water and carbon, plate tectonics and volcanism, rich and poor countries, raw materials and resources, weather and weather phenomena.

In working with this content, you will learn ways of working and thinking that based on different natural, social and cultural geographical theories.

In geography, methods are used for: location, mapping, field and laboratory empirical data collection, and data processing. In geography, various forms of geographical surveys and analyses are carried out, including fieldwork, spatial analysis with maps, geographical modelling and reasoning. You will also learn about the specific geographical dissemination of geo information via maps.

*Integrated practical training*

The integrated practical training must be based on teaching organised on the basis of the culture of the geography subject, including the ways of working and thinking of the subject. An example might be that the student investigates and reflects on the teacher's role as a facilitator of the pupils' professional development in relation to for instance practical/examining work, modelling or academic reading and/or writing.

In general, students will have extensive practical days working on tests at school, which they jointly evaluate, reflect on and qualify in the parallel geography teaching on campus, and students will be in block practical training, in which their experience of working on topics from previous practical training is translated, in groups, into a didactic problem. In block practical training, the students continue to work on the problem they have found.

On the campus day during practical training, students work on the themes of the training and carry out, on the basis of group reflection and peer evaluation, a qualification of the further work of the remaining practical training period.

*Practice cooperation*

Teacher education works with schools to allow students to test teaching and get feedback. Feedback can be provided by for instance other students, teachers, pupils, science teachers and science supervisors. Teachers and science tutors from the school can participate with presentations and teaching.

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| *Work forms* | The teaching in geography is based on inquiry-based didactics and engaging learning communities. Various forms of teaching are used, in which you as a student can relate to the content, working methods and thinking of the subject in order to develop awareness of the possibilities of action for sustainable development. Teaching takes place in the classroom, laboratory, external learning environments and other learning arenas. |
| *Feedback and feedforward* | Various forms of feedback is used, for instance feedback based on the student's own criteria/learning objectives, peer feedback and feedforward related to the work of the subject, e.g. the subject's study products. |
| *Professional simulation* | Professional simulation is practiced in the teaching subject on campus and creates a connection between what the student will work with in the education and in school.<br>Professional simulation is practiced through activities that relate to:<br>• Use of maps, measurement and examination equipment, such as digital and analogue maps, field equipment and microscope.<br>• Work with own teaching skill.<br>• Facilitation of learning activity for other students<br>• Organisation, implementation and evaluation of geography teaching and simulation of parts of the organised teaching for each other in the course. |
| *Teaching materials and CFU involvement* | The student develops the knowledge for the reasoned selection, analysis, inclusion and redidactisation of teaching materials. The CFU is involved in the teaching process as appropriate. |
| *Use of external learning spaces* | The student works both inside and outside the teaching of the subject with different geotopes, external learning environments and businesses. The student acquires experience in involving the surrounding nature and community in geography teaching in school. |
| *Study elements/study activities* | The student must:<br>1) conduct an oral presentation in front of the team, including an analysis and redidactisation of one or more selected geography teaching materials, possibly developed by the student;<br>2) conduct an oral presentation in front of the team explaining the reasons for including excursion in a teaching course, and<br>3) conduct an oral presentation in front of the team, including qualified considerations on the planning, implementation and evaluation of a geography teaching course, as well as exemplification of selected learning activities.<br>The mandatory study elements above should preferably be spread out on the whole education. |
| *Mandatory study elements* | The student must participate in at least one excursion of several days' length. |

## 99. History

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| *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:<br>- 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;<br>- formulate and examine historical issues relevant to the teaching subject and establish qualified interpretations, overview and coherences;<br>- analyse and assess historical documents and ideas by means of methods and theory;<br>- use historical empathy to identify with historical conditions and relations between culture/nature and player/structure respectively;<br>- analyse use of history in different times and coherences;<br>- 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 deal with the following content areas:<br>- Historical consciousness and use of history; the ethical dimension of the subject.<br>- Subject and teacher role historically, contemporarily and in practice.<br>- Different historical interpretations of the past.<br>- Historical theory about awareness, specialty fields and historical perspective as well as historical method.<br>- Overview, chronology and periodisation as well as contemplation and insights into different subject approaches.<br>- Cause/effect, change/continuity and historical empathy.<br>- Working with documentary material, controversial themes and establishment of knowledge.<br>- Subject choice criteria and teaching materials.<br>- The life worlds and educational qualifications of pupils.<br>- Varying, physical and ascetical work forms.<br>- Orality and reading.<br>- Evaluation and assessment criteria. |

| 99.1 Local academic description of History | |
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| *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.<br>The objective of the subject is:<br>• 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.<br>• to plan, implement and evaluate as well as develop history teaching in and for school practice (double didactics) based on the applicable governing documents.<br>• 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.<br><br>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:<br>• content, which includes studying the local, regional, national, international and global relationship through time and space in a perspective characterised by change;<br>• varying knowledge, awareness and mediation forms;<br>• the ethical and value-related dimensions of the subject;<br>• research-based literature covering history as a scientific subject, didactics and empirical examinations of subject learning of children.<br>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.<br>• 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.<br>• 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.<br>• 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.<br>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. |

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| *Integrated practical training* | 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. |
| *Practice cooperation* | 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. |
| *Work forms* | 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. |
| *Feedback and feedforward* | 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. |
| *Professional simulation* | The subject includes professional simulation on two levels:<br>• Strengthening the professional, methodical and didactical competences of the individual student.<br>• 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. |
| *Teaching materials and CFU involvement* | 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. |
| *Use of external learning spaces* | 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. |

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| *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. |

## 100. Crafts and design

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching subject crafts and design is to create and explore material products in practice communities. Through interaction between craftsmanship and design processes, the student acquires skills related to selected materials, techniques and technologies to process products in a safe, sustainable and ethical way. Through immersion in problem-oriented and experimental work processes, the student gains knowledge and experience of material culture and sustainability. The student experiences and reflects on the framework, organisation and documentation of own practical, physical and aesthetic learning processes as well as those of the pupils. This way, the student develops a varied and differentiated teaching that promotes creativity, joy and skills within the crafts and design workshop. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- demonstrate material awareness and craft skills;<br>- provide strict supervision and security with technologies in the workshop based on the recommendations of the current industry guidelines;<br>- document work processes with materials, techniques and technologies, from idea to finished product;<br>- work creatively and experimentally with solving problems and redidactisation of own experience to didactic school processes;<br>- plan and develop differentiated and varied teaching courses and materials that enable motion and promote progression;<br>- apply theoretical and empirical knowledge of academic reading, the subject and its history, culture and concepts, and<br>- explain personal views and subject identity and actively participate in the development of the subject. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Craft and design processes using the materials textile, wood and metal, as well as a reasoned selection of other materials, techniques and technologies such as machines and hand tools.<br>- Investigative, experimental and creative work processes and analysis of products involving theories of material culture and sustainability.<br>- Documentation and evaluation of processes and products, including dissemination, presentation and staging.<br>- Theories of practical, physical and aesthetic learning processes in relation to the subject crafts and design.<br>- The objective, teaching plan, history and importance of the subject for the school and the overall education of the student and pupils.<br>- Workshop teaching, cooperation and development of professional didactics in practice communities.<br>- Safety and strict supervision for the use of machines. |

## 100.1 Local academic description of Crafts and design

*Description of the subject's main elements*

The student of crafts and design will work with craftsmanship skills, knowledge of materials, various technologies, design and creativity theories, sustainability and innovation, and knowledge of material culture. The main materials in focus are wood, metal and textiles. The relationship between theory and practice, academic reading, the history of the subject, culture and professional concepts are an integral part of the subject.

Work includes the creation of a digital portfolio containing images of the products worked on during the three semesters It must further contain descriptions of production processes, didactic reflections as well as theory and didactics of the subject.

*Integrated practical training*

The teaching includes development of teaching methods, training and demonstration of techniques, and reflections on class management and the development of relationships related to teaching in school. In common reflection rooms, the students' experiences after the end of the practical training are further discussed. The practical training in the subject crafts and design focus on student experience and knowledge.

*Practice cooperation*

At the beginning of the course, individual and defined skills are trained in order to familiarise the student with the subject. The skills are trained, while the didactic context in which they can be integrated are also discussed, so that the tasks are adapted to the class level and skills, and can be differentiated in tasks.

*Work forms*

Training in craftsmanship techniques where work processes with materials, techniques and technologies are documented, from idea to finished product. In crafts and design, students are expected to participate actively in the development of the subject and to practice and train crafts skills on their own and in study groups beyond the scheduled teaching time.

The student is trained in the didactics of the workshop in order to be able to carry out strict supervision and safety of technologies in the workshop according to the applicable rules and recommendations.

Crafts and design includes a 30-hour machine safety course.
In order to be approved for the course and receive a course certificate, the student must have at least 80% attendance and approval of safe and responsible use of machines operated by teachers and pupils.

Work further includes different types of design processes, individually and in groups. The teaching includes creative and experimental forms of work with aesthetic learning processes, as well as problem-solving and innovative forms of work.

*Feedback and feedforward*

Different forms of mutual evaluation, such as feedback and feedforward on study products in continuous dialogue and reflection in the work on the subject portfolio.

*Professional simulation*

Real-life scenarios are used to train and practice competences in relation to each other in a co-creative way, in order to later test their competences and judgement in school. Mutual cooperation with links between the practical work and what is taught in class. Training and reflection on the student's ability to act in the unpredictable situations that arise in school and which the complexity of the subject imposes.

## 100.1 Local academic description of Crafts and design

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| *Teaching materials and CFU involvement* | Teaching materials for the subject are continuously developed along with critical reflection on the subject's existing teaching materials and further development of these. Newer technologies are included to the extent possible and it is discussed how these technologies can be used in the school's crafts and design teaching, which may also lead to work with CFU. |
| *Use of external learning spaces* | The local area is used to the extent possible, for instance using outdoor areas as learning spaces, or visits to museums or experience centres that provide an understanding of the surrounding material culture. Relevant open school offers are included and discussing how these can be included in the subject. |
| *Study elements/study activities* | • A mandatory study trip.<br>• Participation in two mid-term evaluations - one in the first semester and one in the second semester<br>• Design of a teaching course based on a specific problem experienced in a professional practice context. |

## 102. Physical education

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| *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:<br>- plan, implement and evaluate versatile, differentiated and well-founded physical education teaching in primary and lower secondary school;<br>- present versatile physical education skills with quality within a wide range of the content areas of the subject;<br>- substantiate, analyse and develop physical education teaching based on selected relevant humanistic, social and scientific theory and research;<br>- act critically reflective to challenges in the subject;<br>- use, select and substantiate action forms, methods and teaching materials that match the specific situation and target group;<br>- 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 deal with the following content areas:<br>- Versatile physical and athletic skills within a wide range of the content areas of the subject.<br>- Relevant humanistic, social and scientific theory and research within a professional and didactical context.<br>- The culture, history, values, diversity and teaching plan of physical education.<br>- Health and physical training.<br>- Motoric learning and development.<br>- Safety and stricter supervisory duties during physical education teaching.<br>- Versatile, varied and differentiated teaching.<br>- Different types of teaching materials as well as varied methods and action forms including reading texts related to physical education.<br>- Classroom leadership and organisation of the physical education space.<br>- Topical and general challenges in physical education such as inclusion, welfare, participation and the interaction between theory and practice. |

## 102.1 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 as well as in class.

*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.

## 102.1 Local academic description of Physical education

*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.

*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.

## 102.1 Local academic description of Physical education

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| *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.<br><br>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 e-portfolio, blog or the like. |
| *Mandatory study elements* | Mandatory study elements of the subject as examination requirement:<br>• Outdoor activity, normally with overnight stays in nature.<br>• Orienteering.<br>• Athletics.<br>The remedial option will in all three mandatory study elements include practice. |

## 103. Christian studies/religion

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching profession Christian studies/religion is to provide students with knowledge about the importance of religion and life to the individual, group and society, historical and contemporary, locally and globally. The subject qualifies the student to interpret and discuss religious traditions, religious practice as well as existential and ethical issues. Central to the subject is studies in religion, philosophy, ethics and subject didactics. The subject puts the science-based approach in dialogue with practical knowledge from the subject in school. Furthermore, the purpose is to prepare the student to take responsibility for teaching characterised by freedom of spirit, equality and democracy in a school with different religions and views of life. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- plan, implement, evaluate and develop varied teaching based on didactic reflection;<br>- analyse, assess and discuss religions in the perspectives past/present, inside/outside and individual, group and tradition;<br>- formulate and examine religious, philosophical and ethical topics relevant to the pupils;<br>- analyse sources methodically and critically;<br>- differentiate teaching according to the different religious and philosophical predispositions of pupils;<br>- analyse and assess teaching based on teaching plans and the history of the subject;<br>- incorporate practical, creative and musical elements and motion, for instance image, storytelling and singing, and<br>- develop the pupils' professional language, reading of professional texts in Christian studies and ability to engage in conversation. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Religious didactics, including the organisation and study of teaching Christian studies based on the school's practice.<br>- Basic positions and methods in religious science, theology and philosophy.<br>- Christianity, Islam and other religions, historically and contemporary with a focus on basic concepts, cultural importance and diversity in beliefs and practices, including lived religion, myths, rituals, symbols, art and materiality.<br>- The history of Christianity with emphasis on Danish conditions.<br>- Biblical stories and stories from other religions.<br>- Philosophy with children.<br>- Philosophical, ethical and religious-critical positions. |

## 103.1 Local academic description of Christian studies/religion

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| *Description of the subject's main elements* | The work on the subject's religious and philosophical content areas is constantly integrated with the subject's subject didactic content areas in different combinations, so that subject didactic questions and issues are brought into play on several occasions with an increasing level of complexity.<br>The work includes chronological courses within individual religions, comparative courses across religions and thematic courses, so that the subject's academic content areas are processed with variation according to requirements for teaching in the school subject. Please refer to the semester plan and exam requirements for the concrete progression and context. |
| *Integrated practical training* | Prior to practical training, the individual teams work on the organisation of teaching and the preparation of teaching plans. The work further includes discussion of didactic problems and dilemmas, which students may encounter in practical training.<br><br>After the practical training, the experiences of the students are collected for the purpose of follow-up and exchange of experience. The team can discuss concrete experiences can become part of general discussions related to didactic problems/dilemmas. |
| *Practice cooperation* | Practice cooperation takes place with users, for instance in the form of primary school teachers as guest teachers and school visits with didactic training.<br><br>The academic and didactic content of the teaching focuses on the teacher's competence to organise and implement teaching as well as facilitating the different ways of learning of pupils. |
| *Feedback and feedforward* | Guidance and feedback are provided on a continuous basis in the teaching between teacher and student. In addition, final evaluation is carried out in connection with presentations, written assignments and the like, as well as at exams. |
| *Professional simulation* | Professional simulation is integrated into teaching by students practising, for example, planning, dissemination, initiation of group work, feedback (on the oral and written work of pupils), analysis in relation to academic and didactic content areas and didactic dilemmas. |
| *Teaching materials and CFU involvement* | Analogue and digital teaching materials are continuously integrated into the teaching process, where they relate to the subject's academic and didactic areas. Students are further introduced to and work on how to make use of resources from CFU. |
| *Use of external learning spaces* | The subject includes for instance excursions to religious institutions and museums, as well as fieldwork, cooperation with practice, teaching at other institutions and the like. |

## 104. Food Education

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching subject Food education is for the student, through practical and theoretical immersion, to acquire prerequisites for being able to conduct varied and inclusive teaching in school, in order to ensure that pupils become able to make critical, reflected and reasoned choices and actions in relation to food and meals. The teaching must reflect the subject's basic knowledge, which is obtained from natural and social sciences as well as the humanistic field in close connection with craftsmanship. The subject qualifies the student to develop into a professional food education teacher with an understanding of the relationships between the subject's content areas as well as present and societal aspects and problems, and the objective of the teaching subject. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- present the knowledge and skills necessary to describe, plan, implement, develop and evaluate food education teaching in a materially related practice in primary school;<br>- analyse and critically reflect on the professional issues related to cooking, health, food consciousness and food culture as well as didactics in relation to the purpose and objectives of the subject in school;<br>- teach and convey the content of the subject through varying work forms and a wide selection of teaching materials, using professional language;<br>- provide teaching that helps to develop pupils' recognition, viability, accountability, identity and desire in relation to food and meals, and<br>- engage in interdisciplinary cooperation based on the knowledge base and didactics of the subject. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Crafts and cooking, including basic methods and techniques, the physics and chemistry of food and cooking, focusing on taste and flavour perspectives and food aesthetics.<br>- Health, including health concepts, dietary and nutritional education, and hygiene and microorganisms.<br>- Food awareness, including food production, consumption, sustainability and food ethics.<br>- Food culture, including meals for the right time, place and occasion.<br>- Subject matter didactics and methodology, including the importance of food science in school and society, as well as the contribution to pupil education, teaching organisation and classroom management, experimental and versatile teaching methods, language and academic learning, and learning materials aids and skills. |

## 104.1 Local academic description of Food Education

*Description of the subject's main elements*

The subject includes three main elements:

Food crafts, taste and the physics and chemistry of food and cooking

- Objective: For the student to acquire methodical experience in cooking and in organising exercises in the kitchen. Through taste and the physics and chemistry of food and cooking, the student must justify the choice of raw materials and preparation methods.

Food culture, health and sustainability

- Objective: For the student to see the pupil and the student itself as the result of a food culture and as food culture creators. The student can contribute to a healthier and more sustainable food culture through ethically responsible and qualified food choices.

Food education, meals and food science didactics

- Objective: For the student to examine the educational potential of food education as a subject using own and pupils' food education journey and food choices. The student plans, implements and evaluates qualified food education teaching.

*Integrated practical training*

Practical training is integrated in food education using different experience with the core practices of the subject, for instance by:

- didacticising and targeting recipes, gastro-physical examinations and methods;
- conducting food education activities;
- defining and sharing the connection between theory and practice in the product presentation;
- supporting meaningful learning and experience through curious, examining and open questions during the process;
- developing budgets and go shopping on the basis of the annual plan;
- organising the classroom and examining its options and challenges, and
- managing the teaching of food education and establishing and developing positive learning communities.

The purpose is for the student to use personal experience with the core practices of the subject to reflect on personal own practice as a food education teacher.

*Practice cooperation*

Practice cooperation in food education generally includes class visits to the campus or joint excursions where the students take charge of teaching the pupils, visits to a school where the students observe or teach the pupils or visiting teachers from the school. Further, visits or cooperation with vocational schools, business partnerships or visits and visits to museums.

## 104.1 Local academic description of Food Education

*Work forms*

The work forms in food education include individual, in pairs and larger groups, both inside and outside the kitchen. Some assignments require that the student cooks, writes, reads, listens, watches and creates. Products and processes from the kitchen are as a rule presented to the rest of the team.

In food education, we use experiential, written, oral or digital study projects developed in and outside the classroom. You will usually encounter study projects in the following subjects: sustainability, cooking, food didactics/cooking, health, micro-organisms and food culture and history. Further, a portfolio is prepared after the first and second semesters as an exercise for the exam portfolio. The student is expected to be class monitor at least once per semester. The teacher organises the class monitoring in cooperation with the team.

Individual development and well-being interviews are conducted during the first semester.

*Feedback and feedforward*

Written feedback and feedforward are provided on mandatory written assignments, and oral feedback and feedforward on the kitchen products and processes.

*Professional simulation*

Cf. Absalon's model for professional simulation, here are examples of the model's four categories:

- Technical/instrumental skills are trained through experiments and exercises in the kitchen, focusing on cooking techniques and basic methods, or training in the understanding of theoretical concepts.
- Relational and communicative skills are trained through the development and testing of teaching exercises focusing on cooperation.
- Combined skills and competences with a predictable course of action are trained by for instance trying out teaching materials or trying out school subjects.
- Combined skills and competences in scenarios with unpredictable courses of action are trained through project work, where students for instance work on developing and testing products or teaching courses..

*Teaching materials and CFU involvement*

Materials of the subject, such as raw materials and kitchen utensils, are the subject's most important teaching materials. We further work with didactic learning tools and get ideas for teaching courses from teaching material platforms and other food education resources such as Smagforlivet, Smagens Dag and Madkamp.

*Use of external learning spaces*

We use the local food landscape and local supermarkets in teaching, and the surrounding nature, for instance outdoor teaching on the beach or in the forest. We further go on field trips to specialty food stores and use open school offers on farms and in museums..

## 105. Mathematics 1st to 6th form (only the International scheme)

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the subject mathematics in 1st to 6th form is to enable the student to teach mathematics in accordance with the formal provisions of the subject and the objectives of primary school. Teaching is based on an interaction between the student's profound understanding of the mathematical subject behind the subject mathematics in primary school and knowledge of the didactics of mathematics and the practice of the mathematics teacher in school. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- present thorough understanding of the mathematical subjects and mathematical ideas that are part of the mathematics teaching in 1st to 6th form in primary school;<br>- plan varied mathematics teaching based on didactic knowledge in accordance with the applicable teaching plans and offering for instance physical and aesthetic experiences;<br>- implement differentiated mathematics teaching based on active participation of pupils and their contribution to the professional community in class;<br>- create a class culture, in which pupils share their professional understanding, ideas and arguments, and discuss;<br>- implement versatile evaluations of the mathematical skills of pupils and the teaching of mathematics in terms of well-being and development, and<br>- develop the teaching of mathematics and contribute to the mathematics teaching in school based on practice reflections and incorporation of didactic research. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- The mathematical disciplines that are part of primary school mathematics. Important elements include the historical development of the disciplines and how the academic ideas are later extended and used in educational, social and working life.<br>- General mathematics didactics. Essential elements are mathematical learning and teaching, working and organisational methods, teaching materials, pupils in special learning situations, evaluation tools, and the reading and preparation of mathematical texts.<br>- Substance didactics related to the mathematical disciplines included in the school's mathematics teaching. Important elements include progression and common misconceptions.<br>- Formal provisions for the teaching of mathematics in primary schools. Key elements include the applicable teaching plan and central tests. |

## 105.1 Local academic description of Mathematics 1st to 6th form

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| *Description of the subject's main elements* | The purpose of the subject mathematics 1st to 6th 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 1st to 6th form.<br>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 1st to 6th form. Below are examples of core practices, which the students meet during the teaching subject mathematics:<br>• Preparing presentations for mathematics lessons.<br>• Initiating activities.<br>• Supporting and challenge pupils working in an examining manner.<br>• Promoting the solution of problems of pupils by asking open questions.<br>• Conducting common class discussions.<br>• Sharing important mathematical teaching points.<br><br>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:<br>• Teaching plans for practical training.<br>• Written communication focusing on symbol and problem handling competences.<br>• Presentations to the team (where fellow students participate actively in the evaluation).<br>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. |
| *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. |

## 106. Mathematics 1st to 10th form

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| *ECTS* | 50 |
| *Purpose of the subject* | The purpose of the subject mathematics in 1st to 10th form is to enable the student to teach mathematics in accordance with the formal provisions of the subject and the objectives of primary school. Teaching is based on an interaction between the student's profound understanding of the mathematical subject behind the subject mathematics in primary school and knowledge of the didactics of mathematics and the practice of the mathematics teacher in school. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- present thorough understanding of the mathematical subjects and mathematical ideas that are part of the mathematics teaching in 1st to 10th form in primary school;<br>- plan varied mathematics teaching based on didactic knowledge in accordance with the applicable teaching plans and offering for instance physical and aesthetic experiences;<br>- implement differentiated mathematics teaching based on active participation of pupils and their contribution to the professional community in class;<br>- create a class culture, in which pupils share their professional understanding, ideas and arguments, and discuss;<br>- implement versatile evaluations of the mathematical skills of pupils and the teaching of mathematics in terms of well-being and development, and<br>- develop the teaching of mathematics and contribute to the mathematics teaching in school based on practice reflections and incorporation of didactic research. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- The mathematical disciplines that are part of primary school mathematics. Important elements include the historical development of the disciplines and how the academic ideas are later extended and used in educational, social and working life.<br>- General mathematics didactics. Essential elements are mathematical learning and teaching, working and organisational methods, teaching materials, pupils in special learning situations, evaluation tools, and the reading and preparation of mathematical texts.<br>- Substance didactics related to the mathematical disciplines included in the school's mathematics teaching. Important elements include progression and common misconceptions.<br>- Formal provisions for the teaching of mathematics in primary schools. Key elements include the applicable teaching plan and central tests. |

## 106.1 Local academic description of Mathematics 1st to 10th form

*Description of the subject's main elements*

The purpose of the subject mathematics 1st to 10th 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 1st to 10th 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 1st to 6th 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.

The teaching subject mathematics is part of the extended practical training in the first and second year, and is part of the block practical training in at least the first and third year.

*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.

## 106.1 Local academic description of Mathematics 1st to 10th form

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| *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. |
| *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. |

## 107. Music

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the music subject is to develop the students' skills, insight and judgement as teachers of music in primary schools within the areas of music creation, music performance and music comprehension. The subject enables the student to use the special possibilities of the experience, cognition and expression offered by music as part of the sensory, motor, emotional, aesthetic, intellectual and social development and education of pupils. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- plan, implement, evaluate and develop inspiring music teaching in school;<br>- acquire, assess, translate and develop didactic and music knowledge ranging from practice to research with a view to policy-defined frameworks;<br>- supervise and direct musical activities within singing, playing and motion in the class community as well as for smaller groups differentiated on the basis of their own singing and instrumental skills and in various music teacher roles;<br>- apply own skills in singing and accompaniment in a nuanced and expressive way as a teaching tool;<br>- prepare and participate in creative musical processes at school, focusing on pupils' play, independence, activity, listening and curiosity, including the use of varied music technology;<br>- practice, interpret and communicate, and support pupils' reading of musical texts and independent work on music as a structural, aesthetic, cultural and historical phenomenon from contemporary and historical musical traditions with varied methodological approaches;<br>- contribute to the school's cultural communities and general educational purpose, including in interaction with other subjects, professions and cultural institutions, and<br>- reflect on own music teacher practice in terms of a sustainable life as music teacher, personally and with others. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Musical creativity, including improvisation, composition and arrangement.<br>- Musical practice, including ensemble, singing, choir, motion and musical games.<br>- Musical understanding, including musical experience, musical life, music history, music in media, music analysis and dissemination.<br>- Own music teaching skills in singing and accompaniment.<br>- Music didactics/music pedagogy, including content selection, class management, methodology, progression, evaluation, teaching differentiation and learning material analysis. |

## 107.1 Local academic description of Music

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| *Description of the subject's main elements* | The purpose of the subject music at Absalon is to provide students with the knowledge, skills and competences to plan, implement and evaluate music education on primary school level. The teaching emphasises the areas of competence: musical understanding, musical performance, musical creativity and basic musical skills. |
| *Integrated practical training* | The students hold a simple practical training portfolio, used for documenting the preparation, implementation and evaluation of the integrated practical training. The portfolio further includes a description of the school, the pupils and the physical environment. We will in general review the process three or four times during each semester.<br><br>The project is based on the integrated practical training. |
| *Practice cooperation* | Cooperation with schools is part of the teaching in order to strengthen the musical competences of the students, for instance in the form of class visits, school visits and visits by visiting teachers. |
| *Feedback and feedforward* | The students work continuously on portfolio assignments, and receive oral feedback either on audio files or in the classroom on different assignments depending on the specific type of assignment. |
| *Professional simulation* | The students are very active in the teaching where they teach, lead, initiate etc. the other students in practice-near situations. |
| *Use of external Learning spaces* | External learning spaces are used, for instance excursions, museum visits and teaching sessions in other institutions and museums. |
| *Study elements/ study activities* | First semester:<br>• Ensemble set with performance in lower school level.<br>• Didactics assignment with presentation – musical creation.<br>• Piano, singing – incl. portfolio - and rotation (band).<br><br>Second semester:<br>• Ensemble set with performance in middle/graduation level.<br>• Didactics assignment with presentation – musical performance.<br>• Piano, singing – incl. portfolio – and equipment of the music room.<br><br>Third semester:<br>• Choir set with performance.<br>• Musical listening assignment with presentation – musical understanding.<br>• Piano and singing/choir – incl. portfolio. |

## 108. Natural science/technology

*ECTS* 35

*Purpose of the subject* 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.

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

*Content areas* The teaching and integrated practical training of the subject deal with the following content areas:
- Pupil perspective including the pupil's personal examinations, everyday comprehension, language and conceptualisation, creativity, motivation as well as physical and sensory education.
- Teacher perspective including teaching resources, progression and evaluation, academic reading and writing, interdisciplinarity, didactical theory and research as well as strengthening participation of all pupils.
- 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.

## 108.1 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 1st to 6th 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.

## 108.1 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 academic 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.

## 108.1 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.

## 109. Social studies

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| *ECTS* | 35 |
| *Purpose of the subject* | The purpose of the teaching subject social studies is to develop the student's professional judgement, and social and subject didactic competence in order for the student to be able to plan, implement, evaluate and develop social science in primary school for the purpose of political and democratic education of pupils, in accordance with the school objectives. The subject qualifies the student to relate to professional and subject didactic research and to conduct studies and contribute to the development of primary school practice. Social studies contribute to the development of the student's political and societal education, and it qualifies to teach social studies in primary school and similar educational levels. |
| *Objectives* | Upon completion of studies, the student must be able to:<br>- teach and supervise pupils within all the areas of the subject;<br>- plan and implement varied and differentiated teaching taking into account the needs of the pupils;<br>- assess and apply different work forms;<br>- convey professional knowledge in a form that matches situations and contexts;<br>- conduct independent analyses of specific societal conditions and issues with the use of professional theory, concepts and empirics, from politics, sociology and economics, and<br>- reflect on personal teaching practices and that of others in terms of development of the teaching. |
| *Content areas* | The teaching and integrated practical training of the subject deal with the following content areas:<br>- Theoretical and empirical teaching of the subject, the objectives, purposes and development of the school subject.<br>- Content and work form of the subject, incl. for instance problem-oriented, case-based, practical and application-oriented teaching.<br>- The role of the teacher in social studies.<br>- Pupil requirements, development of the knowledge, skills and competences of pupils in the subject, incl. academic language and reading of subject-related texts.<br>- The productive, creative and communicative work of pupils in social studies.<br>- Politics and democracy, political theory, political conceptions and the political system.<br>- Sociological theory and empiricism, identity, social differentiation, social and cultural conditions in Denmark.<br>- Economic theory, social economy, labour market and private economy. Sustainability and welfare.<br>- Social science theory and method. |

## 109.1 Local academic description of Social studies

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| *Description of the subject's main elements* | The subject focuses on the social science areas of knowledge: 1) politics, both nationally and internationally, 2) sociology, 3) economics and 4) social science methods. The content of the academic disciplines enables the student to acquire professional understanding and democratic education in order to evaluate teaching content in school.<br><br>The academic material is continuously combined with training in planning, development, implementation and evaluation of social science education in the aforementioned academic themes and associated test work.<br><br>This must be relevant to the graduation level of primary school, academically adapted to pupil level and in accordance with the objectives of the subject in school.<br><br>The work is also supplemented by reflection on academic priorities, involvement of general educational principles and digital tools in teaching, as well as training of these skills in practice, both on campus and in schools. |
| *Integrated practical training* | The students develop and prepare shorter teaching sequences, longer thematic teaching courses, as well as practical exercises adapted to different pupil levels and work forms.<br>This work forms the basis for the student to have a qualified basis to test personal academic and didactic theoretical skills in practice. The preparation for practical training is supported by guidance from the Absalon teacher. This should ensure the professional level of the planned teaching and ensure the student reflects on personal learning. After the practical training, students are expected to share with fellow students their practical experience with different levels of pupils, support needs and class dynamics for the purpose of discussing opportunities and challenges of the subject in different and changing circumstances. The student should also incorporate practical experience in the preparation of the four study products required for attendance at the exam in social studies. |
| *Practice cooperation* | The academic and didactic content of the teaching focuses on the teacher's competence to plan and implement teaching, and facilitate the different ways of learning of pupils. Practice will further be incorporated in the form of for instance visits by teachers on campus, visits to external institutions in the local community, cultural institutions or short practical training sessions, in which the student is given the opportunity to directly test individual materials or exercises that have been prepared in teaching. |
| *Feedback and feedforward* | Guidance and feedback will be provided informally in daily teaching and more formally in presentations, written assignments etc. and at exams. |
| *Professional simulation* | Professional simulation is integrated into teaching, as the students practice for instance the planning phase, forms of dissemination, facilitation of group work and feedback. |
| *Teaching materials and CFU involvement* | Analogue and digital teaching materials as well as continuous CFU involvement in connection with the professional and didactic work of the subject. |
| *Use of external learning spaces* | The teaching includes planning, implementation and evaluation of exercises outside the classroom as well as excursions, practical training in schools etc. |

## 109.1 Local academic description of Social studies

*Study elements/ study activities*

At least one provisional study product must be submitted per semester, about a relevant subject, which has been addressed in the current semester of social studies.
The submitted study product must be approved and the student receives both feedback and guidance during the work process.

Submission of a total of four study products in defined form and content at the specified time. The study products reflect academic and didactic work in each of the main areas of the subject: national politics, international politics, sociology and economics.
They must contain a relevant sociological problem statement and analysis based on the specification. It must further include a didactic problem statement and analysis.

The study products must be prepared in connection with the teaching of the subject, but can be edited and further developed until the date of delivery. The study products can be prepared individually or in groups of up to 4 students.

## 110. Special needs education

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| *ECTS* | 35 |
| *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:<br>- present knowledge about special participation and learning qualifications and be able to analyse and act in terms of inclusion and exclusion processes;<br>- incorporate diverse didactical approaches in teaching including aesthetic, digital and physical aspects in order to create increased participation opportunities;<br>- present knowledge about and experience in incorporating pupil perspectives in the planning, implementation and evaluation of teaching and efforts related to special needs education;<br>- act as a resource person and plan partnerships with relevant players including parents, in order to support inclusive learning communities;<br>- 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 deal with the following content areas:<br>- Disabilities, vulnerabilities, diagnoses and specific learning difficulties including dyslexia and dyscalculia.<br>- The context of difficulties and pupil perspectives on participation conditions.<br>- Differential didactical efforts that promote the social and educational participation opportunities of pupils.<br>- Cooperation as preventive, anticipating and interfering efforts with parents and other partners and on professional guidance matching the target group.<br>- 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.<br>- Analyses and development of personal practice related to special needs education and that of others. |

## 110.1 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.

## 110.1 Local academic description of Special needs education

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| *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. |

## 111. Technology education

35 ECTS

*Purpose of the subject*

The purpose is for the student to develop, plan, implement and evaluate teaching in technology education through constructive-creative and critical-analytic learning processes. With the subject, the student acquires insight, the ability to act and judgement in relation to digital technologies, their construction and their importance to individuals, communities and society as a basis for being able to create teaching that supports the education of pupils in order for them to actively and critically participate in a society characterised by digitalisation based on freedom of spirit, equality and democracy.

*Objectives*

Upon completion of studies, the student must be able to:
- support the ability of pupils to act problem-solving, experimental, aesthetically and playfully using digital technologies;
- analyse and explore the impact of digital technologies on the individual, community and society as a basis for facilitating pupils' critical-analytical and multidisciplinary work in exploring, understanding and communicating digital technologies;
- support pupils' experience of and critical reflection on the opportunities and challenges of developing and applying computational models and methods across contexts;
- implement and lead differentiated, creative, design-based and practical courses where pupils express themselves through production and fabrication of and with digital technologies;
- continuously acquire, practice and develop didactic knowledge, activities and methods independently and together with others with curiosity, hope and courage, and
- adapt teaching and develop a critical and development-oriented attitude towards the current framework of technology understanding, and contribute to the integration of technology education in general in school activities.

*Content areas*

The teaching and integrated practical training of the subject deal with the following content areas:
- Digital empowerment, incl. construction, functionality, intention, use, consequences, history and potential reconfiguration of digital technologies.
- Design approaches and development processes, incl. study, problem statement, development of ideas, construction, testing, iteration, argumentation and reflection.
- Computational thinking focusing on modelling, data and data processing, algorithms and debugging.
- Technological action, incl. programming and computer systems as well as digital tools.
- Technology education didactics, incl. choices and reasons for content, progression, academic reading, differentiation, work forms, teaching materials and evaluation.

## 111.1 Local academic description of Technology education

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| *Description of the subject's main elements* | The subject technology education focuses on developing the students' ability to understand and use digital technologies creatively and critically.<br>The subject contains elements such as digital empowerment, design approaches, computational thinking and the technological ability to act. Students will work with specific technologies including programming, digital tools and computer systems, and learn how to integrate these into the course of teaching. |
| *Integrated practical training* | The integrated practical training in technology education includes planning, implementation and evaluation of teaching courses that use technology to promote students' understanding and creativity. The practical training supports student experiences in teaching with technology as an subject area in realistic teaching environments and promoting reflection on their educational practice. |
| *Practice cooperation* | The subject includes cooperation with local schools, businesses and museums to enrich the students' learning experiences and increase their technological and didactic skills. This may include guest lectures, workshops and project work in cooperation with external partners. |
| *Work forms* | The work forms include a combination of theoretical teaching, practical workshops and laboratory-based learning, where students use technology to experiment and create meaningful projects. The work forms support creativity, cooperation and independent problem management. |
| *Feedback and feedforward* | Feedback and Feedforward form an integral part of the learning process where students regularly receive constructive feedback on their work along with suggestions for improvement and further development of their skills. |
| *Professional simulation* | The subject includes simulations where students are given the opportunity to test and refine their teaching strategies and technology use in controlled but realistic scenarios. |
| *Use of external learning spaces* | Teaching will also make use of external learning spaces such as nature, museums and company visits to give students hands-on experience with both digital and analogue approaches as well as insight into the latest technological developments. These elements ensure that students in the subject are well-prepared for integration of technology in teaching in a way that is relevant and meaningful to pupils of all ages. |

## 112. 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 deal 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.

## 112.1 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/sparring/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.

## 112.1 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.