

## Module 1: Special Education Needs (SEN) and Inclusive Teaching

According to current Danish legislation the skills and competences taught are as follows:

<b>Competences/Skills taught</b>
Special Education Needs and Inclusive Teaching

<b>Superordinate Goals: General Skills</b>
The student is able to plan, implement, evaluate, and develop inclusive teaching sequences for special-needs learners facing severe challenges in non-adapted learning environments

Knowledge and proficiency subgoals

<b>Knowledge subgoals</b>	<b>Proficiency subgoals</b>
Paradigms and patterns to attain understanding of students in challenged and complex learning situations and environments as a well as an understanding of normality in learners and learning environments and situations.	To analyse complexities in one's own and one's peers' professional practice in special needs education efforts
International declarations of intent, national legislation, and the implementations of special needs education initiatives by local institutional authorities, regional and local municipal authorities as well as nationwide ministerial initiatives.	To be able to account for the conditions, (organisational) implementation and the potential of special needs education initiatives on a sound theoretical basis.
Methods for systematic continuous observation and assessment of how students' learning and engagement profiles.	To be able to carry out structured observation of individual students and groups of students.
Methods for designing and adjusting action plans for individual students	Devise action plans
Proactive initiatives and interventions and the usage of ICT and other educational technology in everyday teaching	To select actions to do with special needs students and inclusive classrooms on a sound professional basis
Communication and peer and cross-professional co-operation	To be able to cooperate with intra-organisational relevant professionals as well as external professionals

## Module 2: Special Education Needs, Classroom Management, and Inclusive Teaching

<b>Competences/Skills taught:</b>
Competence Area 3 in the Core Skills of the Teaching Professional (LG)
Special Education Needs (SEN) involves planning, implementation, and evaluation of specially designed teaching initiatives addressing students in complex learning situations on an informed and professionally as well as theoretically sound basis

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<b>ECTS: 10 ECTS</b>

<b>SEN and Inclusive Teaching – A Brief Description of Module Contents:</b>
The course module introduces SEN teaching with special reference to components in pedagogy, psychology, and educational science of importance to planning, implementing, and evaluating (the effectiveness of) teaching efforts addressing students in inclusive and differentiated learning environments. Hence, the course module introduces differentiation and other teaching principles together with a broad range of methods of how to approach SEN teaching as a component integrated in a regular learning classroom environment as well as individual and independent SEN teaching activities. Eventually, the course module focusses on classroom management conceived of as a skill of managing, organising, and collaborating with classrooms in the light of differentiated teaching and SEN pedagogy.

Knowledge subgoals and proficiency areas/objectives

Knowledge subgoals	Proficiency Areas (Objectives)
<ul style="list-style-type: none"> <li>Group dynamics factors of inclusion and exclusion processes which are of importance to SEN teaching sequence planning</li> <li>Educational scientific models and possibilities to devise SEN initiatives with special reference to SEN and differentiated teaching</li> <li>Methods supporting the teaching of SEN learners both in SEN teaching initiatives and in regular learning environments including ICT-based teaching sequences for SEN learners</li> </ul>	<ul style="list-style-type: none"> <li>To be able to organise teaching for students diagnosed with learning disabilities or</li> <li>To be able to include stakeholder perspectives when organising SNE measures</li> <li>Analytical skills on which to base decisions regarding SEN teaching to do with exclusion and inclusion processes</li> <li>To base SEN initiatives on educational science and on this basis devise and develop teamwork-based applications of the models offered for SEN teaching addressing individual as well as groups of SEN learners</li> <li>To be able to plan, implement and evaluate SEN teaching in various formats carried out in as inclusive differentiated teaching in reg-</li> </ul>

## Module 3: Playful Learning

to be updated!

### Short Module Description

The course module introduces playful learning with a focus on how to investigate the potential in strengthening children’s creative and experimental approach to learning and to the world, as well as their lifelong motivation.

You are to develop, test, and reflect on activities and you are to become familiar with concepts related to playful learning in teaching.

The course will include the latest research and discussions about, for example, play qualities and concepts related to playful learning.

**Key Areas:**

The working methods in this module will link to the three principles:

To dare unpredictability

➤ To create common ideas

➤ To insist on meaningfulness

There is an alternation between research-based theory about a playful approach to learning and concrete practical learning activities. Surroundings and materiality will be given a central role. The content of the module is closely linked to teaching, mediation, and facilitation.

### Competency goals included in this module:
