U C
S Y D

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

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

Competences/Skills taught
Special Education Needs and Inclusive Teaching

Superordinate Goals: General Skills
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

Knowledge subgoals	Proficiency subgoals
Paradigms and patterns to attain understand-ing of students in challenged and complex learning situations and environments as a well as an understanding of normality in learners and learning environments and situ- ations.	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 spe-cial needs education initiatives by local insti-tutional authorities, regional and local munic-ipal authorities as well as nationwide ministe-rial initiatives.	To be able to account for the conditions, (or-ganisational) implementation and the poten-tial of special needs education initiatives on a sound theoretical basis.
Methods for systematic continuous observa-tion and assessment of how students' learn-ing and engagement profiles.	To be able to carry out structured observa-tion of individual students and groups of stu-dents.
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 tech-nology 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-profes-sional co-operation	To be able to cooperate with intra-organisa-tional relevant professionals as well as exter-nal professionals

U C
S Y D

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

Competences/Skills taught:
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

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
ECTS: 10 ECTS

SEN and Inclusive Teaching – A Brief Description of Module Contents:
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)
- Group dynamics factors of inclusion and exclusion processes which are of importance to SEN teaching sequenceplanning - Educational scientific models and possibilities to devise SEN initiatives with special reference to SEN and differenti-ated teaching - Methods supporting the teaching of SEN learners both in SEN teaching ini-tiatives and in regular learning environ-ments including ICT- based teaching sequences for SEN learners	- To be able to organise teaching for studentsdiagnosed with learning disabilities or - To be able to include stakeholder perspec-tives when organising SNE measures - Analytical skills on which to base decisions regarding SEN teaching to do with exclusionand inclusion processes - To base SEN initiatives on educational sci-ence and on this basis devise and develop teamwork-based applications of the models offered for SEN teaching addressing individ-ual as well groups of SEN learners - To be able to plan, implement and evaluate SEN teaching in various formats carried out in as inclusive differentiated teaching in reg-

Module Description – ENGLISH MODULE (10 ECTS)

The starting point for this module is the subject matter of culture, including intercultural competence and English as an international language. We focus on cultural parameters, identity, and development of intercultural competence. We work theoretically and empirically with authentic English texts and media in the widest sense.

Key Areas:

➢ Intercultural competence in encounters between different cultures and in relation to one's own culture
➢ Culture and society in English- speaking countries and in relation to global perspectives
➢ Theory of culture and cultural understanding
➢ Cultural encounters in a global perspective
➢ Text and media literacy
➢ Linguistic variation in the English-speaking world
➢ English as an international language
➢ International co-operation including IT-based opportunities
➢ Playful approaches in the EFL classroom

We will continuously focus on the teacher student's own linguistic development in terms of the content of this module.

Competency goals included in this module:
Arguing professionally, the teacher students can plan, implement, evaluate and develop varied English teaching using diverse text types integrating knowledge and skills dealing with society, culture, and cultural encounters.

	Knowledge Objectives: The students have knowledge of:	Skills Objectives: The students can
1	Cultural encounters including pragmatic competence and the interaction between language, culture, and identity	Plan and implement lessons with examples of diverse cultural practices and cultural encounters
2	Linguistic variation from a cultural and social perspective in the English-speaking world as well as the globalized context	Argue for content and meaning in language, culture, and society relevant to English language teaching
3	Textual competence, including IT and media	Use relevant texts, media, and ICT in English language teaching
4	Intercultural competence	Introduce and scaffold processes to support their own as well as the pupils' development of intercultural competence
5	International cooperation, including IT-based opportunities	Plan and implement international cooperation and intercultural projects in English language teaching

6	The subject's contribution to general education, academic immersion, and its relation to other subjects	Co-operate in planning interdisciplinary learning projects and organize activities developed for academic immersion focusing on the pupil's general education
7	Communicative competence, including receptive and productive processes and strategies, discourse- and communication strategies	Plan and implement English language teaching focusing on communication processes and strategies.
8	Legal framework, applicable regulations and guidelines nationally and internationally, including teaching/learning materials, digital resources, goals and evaluation methods	Argue professionally for the individual elements of teaching with a view to optimizing the learning processes for both groups of pupils as well as the single pupil
9	Creativity, innovation and entrepreneurship in teaching	Plan and implement English language teaching and projects that strengthen the pupils' expectations to their own accomplishment, their power to act, and their initiative Convey experiences through narratives, artefacts/materials and playful approaches
10	Theory and methods of analysis relevant to description of learning and teaching English as a foreign language	Argue professionally for implementing and developing English language teaching
11	National and international research in English language teaching practices and EFL didactics	Understand and draw lines to the professional debate nationally and internationally.