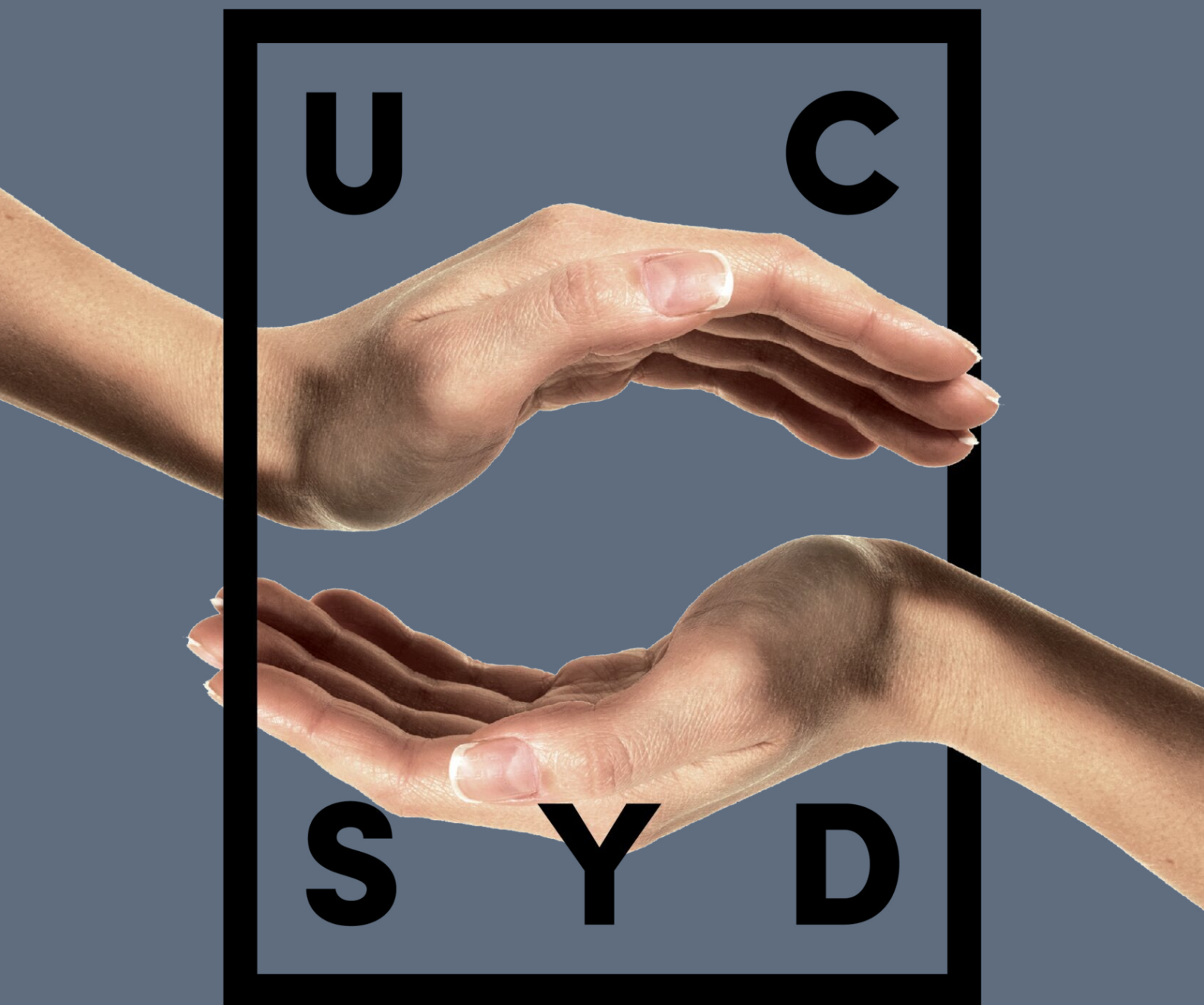


EXCHANGE COURSE

Autumn Semester 2024.

Inclusive Practice



University College
South Denmark

Autumn Semester:

INCLUSIVE PRACTICE AND PLAYFUL LEARNING

26 August to 13 December 2024

The Department for Teacher Education, Campus Esbjerg, provides a 4-month modular course specially designed for both foreign and Danish students.

The classes are organised as lectures, self-studies and with a variety of methods with focus on practice-oriented exercises, case studies and research findings. As special needs education is a constantly evolving field, recent and cutting-edge research and topical debates will enter classroom discussions and other teaching and learning activities.

The programme comprises 30 ECTS

Course Content

Special education needs and inclusive teaching is meant to impart to students' professional skills and a professional judgement in planning, implementing and evaluating teaching students who find themselves challenged by the learning environment of regular classrooms so as to be able to consider special needs, challenges and resources of individual learners vis-à-vis resources offered institutionally.

Headlines from the course

Module 1: Special Education Needs (SEN) and Inclusive Learning Processes (10 ECTS)

The course module takes its point of departure in relational developmental systems / psychology in its conception the child itself, its relationships, experiences and actions vis-à-vis inclusive teaching in an effort to unravel the challenges and special needs of a child subjected to governmentally instituted inclusive classroom reforms. This includes aesthetic learning processes, playful learning, and outdoor teaching.

Fundamental topics, knowledge and methodologies are presented from a general vantage point, which is a prerequisite for a teacher to plan, implement, and evaluate inclusive teaching.

Module 2: Inclusive Practice (SEN) Diagnose and Classroom Management (10 ECTS)

The course module introduces inclusive 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 inclusive teaching as a component integrated in a regular learning classroom environment as well as individual and independent inclusive teaching activities. The module also focusses on diagnoses and the concept of normality and diversity, as well as diagnosis understood as a cultural phenomenon. Knowledge of specific diagnoses and children in vulnerable positions is necessary in relation to planning, implementing, and evaluating special educational efforts and thereby contribute to increased evidence-based knowledge and competences within the special educational field and inclusive practice. A significant paradigm shift and element in this module is also to look at diagnoses from a relational and contextual perspective rather than just from an individual one.

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 inclusive pedagogy.

Module 3: Playful Learning (10 ECTS)

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.

Target groups

The course targets students of teachers for pre-primary, primary and secondary schools and students of social education and early childhood education.

Aims

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.

Assessment

Each course module includes assessment based on oral

and/or written presentation.

At least 80% attendance is required in each course module.

Requirements

The course requires English language skills on a B2 level according to the Common European Framework of References for Language (CEFR). All course materials will be in English, and the language of instruction is English.

Accommodation

University College South Denmark will help you find accommodation.

See ucsyd.dk/int for more information.

Application

Annual deadline for application:

1 May 2024

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Further information

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ucsyd.dk-inclusive-practice

Campus Esbjerg

Our campus in Esbjerg is the main campus of the university college. Esbjerg is Denmark's 5th biggest city with a population of approx. 100,000. In Esbjerg nature meets industry, culture, art and architecture and offers various activities for over 6500 students

Esbjerg city: visitesbjerg.dk

Student life in Esbjerg: [study in Esbjerg](https://study.in.Esbjerg)



For further information please contact

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