

<b>Type of module: interdisciplinary specialisation module, English</b>		
Basic, nationally prepared:	Specialisation, locally prepared:	Specialisation:
	X	
<b>Module size: 10 ECTS credits</b>		
<b>Module name:</b>		
<b>Culture, English and Sports - Are You Game?</b>		
<b>Brief description of the module:</b>		
<p><b>Purpose</b>  The purpose of the module is for students to acquire competences, knowledge and skills in an interdisciplinary and cultural combination of the subjects English and physical education.</p> <p>The birth of modern sports is English and has had an influence on the English-speaking countries' culture, traditions, history, educational system and, particularly, the role of sports in popular identity, social cohesion, joy, the concept of fair play and dilemmas.</p> <p><b>Teaching and learning context</b>  The background of the module is English as a world language and sports as one of the globalised world's biggest cultural activities. In many ways, English and sports are common to people throughout the world and can thereby contribute to greater cultural understanding.</p> <p><b>Objectives</b>  The students will acquire insight and academic skills in the interdisciplinary combination of the subjects, with a focus on English as a cultural subject and physical education as culture. Students will also learn to plan, implement and assess courses in English and physical education, where the language is incorporated into physical education and physical education into the language.</p> <p>Students will also gain competences and practical skills in selected areas of English sports culture, including modified and inclusive games and activities for use in both physical education and English.</p> <p><b>Contents</b>  The students work with interdisciplinary projects regarding sports and culture in the English-speaking world, with a special focus on athletics, ball games and English as a cultural subject.</p> <p>The module's instruction is physical/practical, historic and cultural.</p> <p><b>Product</b>  The students must produce an interdisciplinary project in which they demonstrate an enriched cooperation between the subjects. The product must have an oral/written and a performative element.</p> <p><b>Study-trip and school-internship.</b>  This module runs separately in both the Spring and the Autumn term.  During the module foreign / international students are expected to join 2 weeks of school-internship (teacher placement) at a Danish boarding school or a public school. Payment for transportation and food is app. DKK 1000 per student.  In the Spring-semester Danish students are expected to participate in a study trip to the British Isles. The objectives of the trip include meeting and experiencing British sports and culture first hand.  The trip will cost approximately DKK 3.000 per student.</p>		

<b>Module language:</b>	
English	
<b>Students' prerequisites for taking the module</b>	
The students must be enrolled in the subjects English or physical education.	
<b>The module is approved for the following subjects, including ECTS specification:</b>	
Physical education and English	
<b>Subject areas (teaching subjects, basic competences for teachers) the module is linked to:</b>	
Language and globalisation	
<b>Knowledge basis of the module:</b>	
<p>The module is based on humanistic theory and research related to culture in English-speaking countries and the importance of – and relationship between – physical activity and learning. The module is also based on research regarding teaching and learning in general, as well as research and study results of a more specific nature regarding the importance of teaching for students' learning in, about and through physical education and English.</p>	
<b>The practical context of the module:</b>	
<p>Some children can have different, extroverted/introverted learning approaches to the two subjects. We will take advantage of how the link between the two academic approaches can facilitate learning, i.e. how the physical and linguistic can support and complement each other. This will support differentiation and research on different learning styles.</p>	
<b>Competences contained in the module:</b>	
<p>English: competence area 3 Physical education: competence area 4</p>	
<b>Competence objectives contained in the module:</b>	
<p><b>Competence objectives from English:</b> <u>Competence objectives from module 3:</u> The student can plan, execute, assess and develop varied English instruction with the use of various types of texts and with the integration of society, culture and cultural encounters in the linguistic work.</p> <p><b>Competence objectives from physical education:</b> <u>Competence objectives from module 4:</u> The student can execute and integrate physical forms of work and expression into the teaching across genres, disciplines and physical activities, both cultural and sub-cultural, with the aim of developing perspective on the subject and to develop the subject creatively, innovatively and industriously.</p>	
<b>Knowledge objectives:</b> The student has knowledge of	<b>Skill objectives:</b> The student can
<ul style="list-style-type: none"> <li>• culture and cultural encounters, including pragmatic competence and the interaction between language, culture and identity</li> </ul>	<ul style="list-style-type: none"> <li>• plan, execute and assess teaching with examples of various cultural practices and cultural encounters</li> </ul>
<ul style="list-style-type: none"> <li>• culture and society in the English-speaking world, and matters relevant to globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• explain content regarding language, culture and society of relevance to teaching English</li> </ul>

<ul style="list-style-type: none"> <li>creativity, innovation and enterprising spirit in the teaching</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess teaching and projects that strengthen the students' mastery expectations, drive and initiative</li> </ul>
<ul style="list-style-type: none"> <li>sport as a culture-generating factor, the cultures and sub-cultures of sport, classic and new sports</li> </ul>	<ul style="list-style-type: none"> <li>develop forms of movement, movement contexts, movement cultures and physical education instruction</li> </ul>
<ul style="list-style-type: none"> <li>the ideals of sport, fair play, tolerance, ethics/morals and inclusion/exclusion</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess physical education teaching that supports, develops and challenges students' learning environments and learning communities</li> </ul>
<b>New knowledge objectives:</b>	<b>New competence objectives:</b>
<ul style="list-style-type: none"> <li>interdisciplinary teaching</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess interdisciplinary teaching with English and physical education</li> </ul>
<ul style="list-style-type: none"> <li>didactic relationship between English and physical education</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess projects where the students experience how the two subjects mutually complement each other</li> </ul>
<ul style="list-style-type: none"> <li>teaching associated with the physical and the cognitive</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess activities that encourage learning in motion</li> </ul>
<ul style="list-style-type: none"> <li>progression and continuity</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess differentiated teaching that encourages progression in both subjects</li> </ul>
<ul style="list-style-type: none"> <li>selected ball games (e.g. cricket and softball) and athletic disciplines from the English-speaking world, including rules, techniques and didactic and cultural possibilities in the teaching of both subjects.</li> </ul>	<ul style="list-style-type: none"> <li>plan, execute and assess the teaching of ball games and athletics for use in both subjects</li> </ul>
<b>Working methods of the module (study activity model):</b>	
<p>The teaching in "Culture, English and Sports - Are You Game?" takes place in both teacher- and student-initiated learning communities involving, among other things, project work, exercises, group work, dialogue, presentations and independent contemplation and reflection.</p> <p>Category 1: 45 (teaching)  Category 2: 90 (e.g. study group work and project work)</p>	

<p>Category 3: 40 (supervision and presentations/demonstrations)  Category 4: 65 (independent studies)</p>
<p><b>Evaluation of the module, including evaluation criteria:</b></p>
<p>The module culminates in the design of an interdisciplinary teaching course that can be tested in connection with internships.</p> <p>The students must produce an interdisciplinary project in which they demonstrate an enriched cooperation between the subjects. The product must have an oral/written and a performative element.</p>
<p><b>Module type B:</b></p>
<p><u>Requirements for the test:</u>  Based on the module's knowledge/competence objectives, the student must demonstrate that he/she has fulfilled the outlined objectives through the design and assessment of teaching courses in practice.</p> <p><u>The test consists of:</u>  Workshop where children receive teaching. The workshop is planned and executed by the students in groups and concludes with a reflection assignment.</p>
<p><u>The student fulfils his/her compulsory attendance through:</u>  Participation in and delivery of the student projects listed in the curriculum, including oral presentations.</p>
<p>The module is completed with a passed internal test.</p>