

Type of module: interdisciplinary specialization module, English

Basic, nationally devised.

Specialization locally devised X

Internationalization and Entrepreneurship in the Danish primary and lower-secondary school

Brief description of the module:

The semester course «Internationalization and Entrepreneurship in the Danish primary and lower secondary school» is an international module which is offered to both international and Danish students.

The students will cooperate across nationalities, and at the end of the course they will be able to contribute to the development of the international dimension in the Danish Folkeskole. The course introduces a theoretical framework to understand and to work with globalization, intercultural understanding and entrepreneurship, and through qualitative research methods and the development of an entrepreneurial mindset, the students will be able to transfer this knowledge into actual actions implementable in everyday life at a Danish school.

The course is based on the students' studies of relevant theories and their curiosity and courage to investigate ideas and possible actions based on individual experiences and innovative ideas. The course is organized as lectures, exercises and group work at the college closely combined with empirical research at a Danish school.

Purpose

The purpose of the module is to acquire knowledge and skills to be able to act in an innovative way and thereby create suggestions for changes in the school promoting pupils' intercultural competences, global awareness and enterprising mindset.

Hereby the students get the opportunity to specialize their teacher profile, so that they can function as initiators and developers of the international dimension at a Danish school.

The teaching and learning context

The international dimension is an interdisciplinary dimension, which has to be taken into account in all subjects and be included wherever it is relevant. According to Rådet for Internationalisering af Uddannelserne¹ (Translation: The Council for Internationalization of Educations), it is required that future teachers hold a number of competences which supports the pupils in obtaining international vision, knowledge, understanding and ability to act in a multicultural environment.

At the same time, the school faces current challenges in creating a creative, innovative and entrepreneurial learning environment in the subjects, across subjects and across organizations.

The vision for the school is to promote the pupils' creative, innovative and entrepreneurial mindset and actions to the benefit of the future society and the individual pupil's quality of life.

The consequence is that the school has to facilitate the pupils' ability to create new and sustainable solutions, which encompasses all the differences that human beings represent.

¹ Rådet for Internationalisering af Uddannelserne/CIRIUS (2008):
Læreruddannelse med internationalt perspektiv. P. 4.

<p>Content and product Based on empirical research at a Danish school, the students work with real life challenges related to development of the international dimension through entrepreneurial processes.</p>
<p>Module language : English</p>
<p>Students' prerequisites to study the module The student must be enrolled in English, German or Social Studies modules</p>
<p>The module is approved for the following subjects incl. ECTS specification: English, German or Social studies - 10 ECTS</p>
<p>The module targets the teacher profile: Language and Globalization</p>
<p>Knowledge basis of the module:</p> <p>The module is based on a social constructivist as well as a pragmatic theory of science building on educational anthropology, theory of globalization and intercultural communication and innovation/ creativity/ entrepreneurship as academic disciplines.</p> <p>The content of the course is taught through theoretical understanding of central concepts connected to the academic fields, and through qualitative research with a clear focus on anthropological methods such as participant observation and interviews.</p> <p>Furthermore, the course emphasizes pedagogical questions related to the connection between creativity/innovation/entrepreneurship and the pupils' learning process/social formation.</p>
<p>Competence areas incorporated into the module: English: Intercultural competences in language teaching German: Communication, culture and internationalization Social studies: Globalization</p>
<p>Competence objectives in the module:</p> <p>The student is able to make and justify choices in connection with planning, implementing, evaluating and developing a varied English tuition using a variety of different texts and by an integration of society, culture and culture meetings by working with the language. (English)</p> <p>The student is able to analyze explicit cultural and societal phenomena in a didactic context related to the specific subject and to communicate about this in a reasonable way both orally and in writing. (German)</p> <p>The student is able to make and justify choices in connection with planning, implementing, evaluating and developing tuition about globalization in social studies in 8. - 10. grade in the Danish Folkeskole. (Social studies)</p>

Skills: The student has the ability to	Knowledge goals: The student has knowledge about
– understand a school as a field of cultural diversity and define the analytical frames of their actual project.	- different definitions of the concept of culture with a specific focus on cultural complexity interpreted from a social constructivist position
– Plan, implement and evaluate tuition which contributes to the pupils’ language, cultural and societal awareness and intercultural competences.	– The connection between language, culture and society as well as other factors relevant for globalization and intercultural competences.
– Create a learning environment that strengthens the pupils’ conditions of life, creative, innovative and entrepreneurial mindset and actions.	– Theory about creativity, innovation and entrepreneurship; including knowledge about differences in different teaching paradigms, processes, methods and tools.
– Include pupils’ everyday life in a historical and societal perspective.	– Sociological and cultural connections between norms, values, way of life and participations forms
– Create a learning environment based on thoughtfulness and professional ambition, making room for experiments and absorption and inspire to learn while going beyond organizational, physical and professional frames.	– The value of relations, social network and partnerships across different professions.
– Investigate the actual needs in a specific cultural context paying attention to possibilities, ideas, visions and passions.	– Qualitative research methods focusing on participant observation and semi-structured interviews.
Methods of working in module (Study Activity Model):	
<p>The course is problem based and value real-life related learning processes. The students are trained to handle different innovative and entrepreneurial methods and tools which they can use didactically in a variety of target groups.</p> <p>The students will participate in lectures as well as social learning processes; including participation in an innovation camp where students from different fields of studies cooperate about a real life challenge drawing on the professional differences.</p> <p>The teaching takes place in both teacher and student-initiated learning communities with particular emphasis on dialogue, presentations, exercises and independent contemplation. In relation to the study activity model, the students' learning activities are divided as follows: Category 1: 43-49 hours (58-65 lessons) Category 2: 93-110 hours Category 3: 95 hours Category 4: 22-33 hours (30-44 lessons)</p>	
Evaluation of the module including assessment criteria:	

The course will be evaluated through two oral performances in groups.

The oral performances:

Study product 1:

The first oral performance is based on a Pecha Kucha presentation of their research at a Danish school combined with theoretical knowledge.

You work in the first phase of your final project, and the product in this phase is a **defined and well-argued problem statement**.

You are going to frame a project that gives opportunities to “... *create suggestions for changes in the school promoting pupils’ intercultural competences, global awareness and enterprising mindset*”.

The student must document professional skills with regard to:

Abilities:

Understand a school as a field of cultural diversity and define the analytical frames of their actual project.

Investigate the actual needs in a specific cultural context paying attention to possibilities, ideas, visions and passions.

Include pupils’ everyday life in a historical and societal perspective.

Knowledge:

Qualitative research methods focusing on participant observation and semi-structured interviews.

The connection between language, culture and society as well as other factors relevant for globalization and intercultural competences.

Theory about creativity, innovation and entrepreneurship; including knowledge about differences in different teaching paradigms, processes, methods and tools.

Oral feedback from instructors from LIA and fellow students with regard to the knowledge objectives above.

Study product 2:

You must make a 15-minute video-presentation which must be uploaded to “My video” at Studynet or to Youtube approximately 1 week before the final exam (see exact dates in the study plan).

Students elaborate on the problem statement defined in study product 1.

The students work in groups or pairs in order to solve a real life challenge that relates to the competence objectives. The challenge will be based on theoretical studies and fieldwork at a Danish school. The teacher trainers from LIA and possibly representatives from the school will evaluate the result of this work.

The student must document professional skills with regard to:

Abilities:

Create a learning environment based on thoughtfulness and professional ambition, making room for experiments and absorption and inspire to learn while going beyond organizational, physical and professional frames.

Create a learning environment that strengthens the pupils' conditions of life, creative, innovative and entrepreneurial mindset and actions.

Plan, implement and evaluate tuition, which contributes to pupils' language, cultural and societal awareness and intercultural competences.

Knowledge:

Sociological and cultural connections between norms, values, way of life and participations forms

The value of relations, social network and partnerships across different professions.

Oral feedback from instructors and possibly external collaborators with regard to the skill objectives above.

The students will also receive an individual grade at the end of the module. The grade will be based on the student performance in both study product 1 and study product 2.

Type of module: A

Requirements for the study products:

- 1) The first oral performance is based on a Pecha Kucha presentation of their research at the boarding school combined with theoretical knowledge.
- 2) The second oral performance is a video presentation combined with dialogue in the class. The students presents a prototype for tuition, which promotes the international dimension and pupils' entrepreneurial mindset.

The student meets the compulsory attendance requirements through:

That the students have completed the two study products mentioned above and participated in the innovation camp.

The module is completed as a module type A.