

Course Description for Pedagogy and General Didactics (20 ECTS credits)

Purpose of the Course

The purpose of pedagogy and general didactics as a core subject is to develop the students' pedagogical and didactic judgment and capacity for action, enabling them to independently and in collaboration with pupils, parents, colleagues, and others, professionally undertake the task of educating, forming, and teaching pupils with the aim of fulfilling the purpose of primary and lower secondary within the given societal context.

The course contributes with various perspectives on society, human beings, education, socialisation, and teaching – both historically and in contemporary contexts.

Insight into these perspectives forms the basis for students to identify and analyse, as well as critically and constructively assess and take a position on questions, paradoxes, and dilemmas related to formation and learning in school and teaching.

Learning Outcomes

Upon completion of the course, the student must be able to:

- Understand and discuss key pedagogical and didactic concepts, theories, and research.
- Plan, implement, and evaluate teaching sequences that engage all pupils.
- Make informed decisions about teaching goals, content, and methods.
- Support pupils' learning and development through analysis and action.
- Collaborate effectively with pupils, colleagues, and other stakeholders.
- Act ethically and responsibly in relation to norms, values, and dilemmas in school practice.

Content Areas

The course teaching and the integrated practicum address the following areas:

- Theories and research on education, upbringing, teaching, and learning.
- Conditions for learning and formation in relation to societal factors such as technology, sustainability, and equality.
- Pedagogical and didactic dilemmas.
- Historical, cultural, and legal foundations of schooling, including children's rights.
- Pupil prerequisites and differentiation, including individual and class dynamics.
- Diverse teaching methods, including digital tools, movement, and creative elements.
- Teacher's organisation and leadership in classroom and group settings.

Course: Pedagogy and General Didactics

Progression in the Course:

In the first part of the course, students gain foundational knowledge of pedagogy and general didactics, including the role of the school and the teaching profession. This provides a basis for:

- Understanding the link between theory and practice and key pedagogical dilemmas.
- Initial experience in planning and evaluating teaching.
- Developing skills in reflection and analysis of teaching practices.
- Exploring the relationship between school and society.

In the second part, these themes are deepened to strengthen understanding of complexity and the teacher's role in a dynamic school context. Focus areas include:

- Professional responsibility and authority.
- Didactic analysis and development of teaching.
- Pedagogical judgment and action, including digital opportunities and limitations.

Teaching, Study, and Working Methods:

The course uses varied teaching methods, study activities, and guidance to provide:

- Experience with reflective and investigative approaches to pedagogical and didactic themes.
- Practice in planning and justifying didactic choices and developing teaching with attention to values.
- Opportunities to study, communicate, and apply the course's knowledge base independently and collaboratively.

Integrated Practicum and Practice

In collaboration with placement schools, the course focuses on applying and analysing school and teaching practices through pedagogical and didactic theory.

Learning alternates between proximity to and distance from practice, enabling critical reflection and supporting the development of professional judgment and pedagogical argumentation.

Evaluation and Feedback

The course includes systematic work with reflection, evaluation, and feedback throughout the course.

Continuous dialogue ensures alignment with objectives and study activities.

Selected activities agreed upon by student and lecturer serve as participation criteria.

The course concludes with an external exam after the course, and prerequisites are developed continuously.

Examination in the Course Pedagogy and General Didactics

ECTS

The student is awarded 20 ECTS credits upon passing the examination.

Course Objectives

Upon completion of the course, the student must be able to:

- understand, analyse, and discuss pedagogical and general didactic concepts, theory, and research related to the school,
- plan, implement, evaluate, and develop coherent and varied subject-specific teaching sequences that challenge and involve all pupils, based on sound reasoning,
- assess criteria for and make reflected choices regarding the aims, content, and form of teaching,
- investigate, evaluate, and initiate actions aimed at pupils' development and progression,
- collaborate with pupils, colleagues, school management, parents, and others regarding the class community and the individual pupil,
- identify and analyse, as well as act ethically responsibly in relation to norms, values, and value conflicts in school and teaching.

Examination Format

The examination consists of an oral presentation based on written material. As a general rule, the examination is conducted as a group exam with a maximum of three students, but it may also be conducted individually.

Based on written material, a teaching sequence outline, and a collage, the student unfolds pedagogical and general didactic arguments and analytical points, which may be supported by a performative element.

Time Frame for the Examination

- 1 student: 45 minutes
- 2 students: 75 minutes
- 3 students: 95 minutes

Permitted Aids During the Examination

The collage must be brought to the oral examination.

Content of the Written Material

The written material consists of three parts:

Description and Analysis of a Pedagogical and General Didactic Issue

- Based on experienced teaching described using fundamental didactic categories, the student investigates and analyses a pedagogical as well as general didactic issue, supported by sound reasoning. Finally, the student unfolds and discusses pedagogical and general didactic dilemmas related to the issue.

Outline of a New Teaching Sequence

- Based on the analyses in item 1, the student prepares a pedagogically and generally didactically reasoned outline for a new teaching sequence.

Photo of a Collage

- The written material includes a photo of a collage that visualises various situations and products from pedagogical and general didactic practice in the school. The collage aims to illustrate the complexity and breadth of pedagogical and general didactic issues and to open a pedagogical and general didactic dialogue with perspectives linked to the course objectives.

It is not a requirement that all group members have experienced the teaching that is the subject of the issue.

The written material must be submitted prior to the oral examination.

Formal Requirements

Description and analysis of a pedagogical and general didactic issue:

1 student: maximum 5 standard pages

2 students: maximum 9 standard pages

3 students: maximum 12 standard pages

Outline of a new teaching sequence:

1 standard page regardless of group size

Photo of a collage:

1 standard page regardless of group size

Assessment

External censorship and grading according to the Danish 7-point grading scale.

An overall assessment is given based on the oral performance and the written material.

Re-examination Rules

The examination format for the re-examination is the same as for the ordinary examination.

The student may revise the previously submitted written material for the re-examination.

Examination Prerequisites

For any examination prerequisites and possible remedial options, please refer to the local curriculum.