

Anthropological field studies of the Danish Education System

Type of module		
Basic, national module:	Basic, local module:	Specialization module: X International students
Module credits: 10 ECTS		
Title of the module:		
Anthropological field studies of Danish education system		
Brief description of the module:		
<p>The module is based on the students acquiring basic knowledge about the objectives, values and organization of the Danish Teacher Education, as well as the objectives of the Danish Primary and Lower Secondary School and the implementation of the objectives.</p> <p>Through anthropological field studies in different types of schools, the focus will be on the teacher's role and professional work, the pupil-teacher relationship, the class teacher's function, didactic approaches in teaching and other relevant topics that are characteristic of teaching in Danish schools.</p> <p>Students will be challenged through reflections and discussions of their own educational background, understanding of school, best learning practices and on their understanding of education for democratic citizenship, equality, respect.</p> <p>The learning context is the Danish school, which plays a unique and important role in the Danish welfare model, as a result of longstanding consensus-oriented political choices.</p>		
Purpose of the module.		
<p>The purpose of the module is that the students, through new pedagogical and didactic knowledge and anthropological field studies, acquire knowledge and competencies in relation to their future professional teaching work as well as personal and social development. The combination of studies at the teacher education and anthropological field studies in various school forms will open up for reflections, openness, visions and new knowledge for qualified discussions, and not least how to implement teaching concepts such as progression, inclusion, motivation and democratic perspectives in the students' future teaching practices.</p>		
Objective.		
<p>The students acquire insight and professional competencies in the module so that they achieve a broader educational, school knowledge and viability approach to their professional work.</p> <p>This in a way so that the students, through their acquired knowledge, knowledge and experience of Danish teacher education and school culture, can translate this knowledge both during the module and when they continue in their teacher education program at their domestic universities.</p>		
Content.		
<p>The students work comparatively through anthropological field studies both practically and theoretically with the understanding of Danish teacher education and school culture, this comprises of how the following three areas of competence carry weight in the Danish schools:</p> <p>Didactic competence, Classroom management competence, Communication / relationship competence</p> <p>The students develop, analyze, reflect on, compare and discuss education and school conditions both in Denmark and in an international perspective.</p>		

Product.

The students must observe, assist, complete and participate in the lessons that the Teacher Education lecturers plan for the module.

Presentation and discussions with feedback in the form of a delimitative theoretical presentation of elements from a teaching sequence with the participation of the other students.

Module language : English**Subjects associated with the module:**

The module is part of the Teacher Education Program's international modules where subject areas such as the General Teaching Competence, History, Social Studies are embedded.

The knowledge base of the module:

Teacher in school, The pupil's professional, social and personal learning.
The Danish understanding of democracy and education.

The module's relation to the practice dimension in school:

The module supports a knowledge of the Danish educational tradition, including Folkeskolens main objective paragraph 1, 2 and 3 in both theory and practice.

Competence areas of the module:

Didactic competencies. Classroom management competencies. Relationship competencies / Communicative competencies.

Teacher in school, the teacher's organization of teaching, the pupils' professional, social and personal learning and development.

Progression, differentiation and special needs educational perspectives.

Competence objectives of the module:

The student can alone and in collaboration with others create communities and facilitate pupils' learning and development, lead learning processes that take into account the development of individual, social and communicative competencies as well as conflict management in diverse social contexts.

Evaluation of the module; including the evaluation criteria:**Evaluation for module type A**

The module is completed through fulfillment of the participation obligation. The student fulfills his obligation to participate through:

- Participation in the study, as organized by the Teacher Education Program in Aarhus, and as stated in the study plan
- Duly execution of study activities in accordance with the intentions of the module.