Module description   General teaching competence

Type of module, tick box: mono-disciplinary basic module, English		
Basic, nationally prepared: x	Specialisation, locally prepared:	Specialisation:

Module size:

10 ECTS

Module name:

General teaching competence

Brief description of the module:

The module unfolds the teacher's knowledge and competence carry out well-founded planning, (execution), evaluation and assessment of tuition in primary and lower secondary school. It focuses on didactic analysis and development of teaching, with special regard to the overall education and development of the pupil through: differentiated teaching, varied forms of learning activities, application of analogue and digital teaching aids, assessment and feedback.

Module language

English

Prerequisite(s) for taking the module

The module is approved for the following subjects, including ECTS specification

The module is approved for the main subject of 'Teacher training and professional teaching competency' within "The teacher's fundamental competences" as a 10 ECTS points module.

Subject areas (teaching subjects, Basic competences for teachers) the module is linked to:

The module is part of "The teacher's fundamental competences" and can be combined with all teaching subjects, teaching practice and the bachelor project of the program.

Knowledge basis of the module:

Central for the module are various theories concerning general didactics and pedagogy, which are based on national and international research and development within teaching.

The practical context of the module

The module is closely connected to teaching practice.

Competences contained in the module:

Teacher training and professional teaching competency, competence area 2:

General teaching competence concerns the framework for the school's and the teacher's tution, including learning environments, differentiated teaching, classroom management, the didactic potential of teaching aids, collaboration with colleagues, resource personnel and parents, and methical prerequisites to evaluate and use research findings.

Objective of competences contained in the module:	
The student can in a well-founded manner plan, implement, evaluate and develop tuition in primary and lower secondary school.	

Skills objectives: *The student can:*	Knowledge objectives: *The student is has knowledge about*
plan a lesson, including setting learning goals for both the class and the individual pupil,	the school's legal, social and cultural foundation and framework, teaching theory, different didactic fundamental positions, and lesson planning, including setting learning goals,
apply a wide repertoire of teaching methods, including	teaching methods, and the practical application of analogue and digital teaching aids and other resources, in relation to
physical activities and a variety of learning by doing teaching methods	the students' prerequisites, the ethics of teaching, and the purpose, objective and content of the teaching,
use a wide repertoire of teaching aids and other resources,	the practical application of analogue and digital teaching aids and other resources, in relation to the students' prerequisites, the ethics of teaching, and the purpose, objective and content of the teaching,
Systematically assess the pupils' learning outcome, evaluate the learning environment and the teaching, and use the results as a basis for feedback and future lesson planning and development of the teaching,	the possibilities and limitations of assessment and feedback with regard to teaching and learning,
differentiate the teaching according to the students' prerequisites and potentials,	differentiated teaching, theory on inclusion and learning environment,
lead the teaching lessons with regard to the teacher's intentions, and exercise one's own professional judgement in complicated situations,	classroom management, the teacher's conduct, the relational aspect of relations regarding the teaching, and the ethics of the teaching,
plan, implement and develop teaching that develops the pupils' imagination, innovative and entrepreneurial competences and strengthen their desire to learn and motivation to act	creativity, innovation and entrepreneurship in relation to the students' overall education, the teacher's professional development and development of pedagogical practice
develop collaboration with colleagues, other resource personnel, parents and pupils	the professional basis for communication, collaboration with colleagues, collaboration

regarding the teaching and development of the teaching,	with parents, cross-professionalism and school development,
critically assess and apply research methods and findings on teaching and learning, and	research methods, national and international research and development findings,
plan, implement and develop lessons with and on ICT and media that support the pupils' ability to become critical explorers, analytical receivers, goal-oriented and creative producers and responsible participants.	ICT and media competences.

Working methods of the module (study activity model):

The teaching in "General Teaching Competences" takes place in both teacher and student-initiated learning environments 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: 50 hours
Category 2: 100 hours
Category 3: 70 hours
Category 4: 25 hours
The numbers are guiding.

Within the module, there will be systematic guidance and feedback from the instructor to the students. The specifics regarding situation, extent, form and context of the guidance and feedback will be described in the study plan for the module.

Module assessment, including assessment criteria:

The student demonstrates, by means of a described, well-founded, analysed and developed lesson plan, knowledge, skills and reflection in relation to the module's competences and objectives.

Assessment form and product requirements for assessment:

The condition for passing the module is that the below mentioned study products are submitted on time.

Study product 1:
Work out a described, well-founded and analysed lesson plan for mid-term.
The study product will consist of the following:
▪ a written assignment, 6-8 pages that includes a described, well-founded and analysed lesson plan
▪ a short, prepared, oral presentation of selected parts of the analysis for the class and the instructor
▪ participation in feedback and presentation of the study products.

The study product must:
▪ apply didactic categories in the description of the teaching plan

- include a complete analysis of parts of the lesson plan. The analysis should take its point of departure in a research question relevant to teaching, based upon the students' own experiments from teaching practice and/or the skills and knowledge objectives for this module.

Study product 2:
Prepare a final study product, containing:
- a written assignment, 8-12 pg. that includes a described, well-founded, analysed and revised teaching lesson plan, which reflects the formation of a synthesis within the competence area.
- an oral presentation of central parts of the analysis, where the students presents and discuss the teaching lesson plan with the rest of the class and the instructor.
- participation in feedback and presentation of the study products.

The study products should ideally be conducted in study groups of 2-4 students. For individual tests, the scope of the written product and oral test will be identical to the group test

Assessment criteria:
The study product is substantially relevant to the skills and knowledge objectives, and the student:
- can account for knowledge, skills and basic processes
- can present contexts and analyse known situations and research questions through application of knowledge and skills, and on this basis, act in pedagogical practice
- can reflect upon and assess new situations and research questions, which demand independent assessment and alternative ways of acting in pedagogical practice.

The module is assessed by using the ECTS grading scale.

ECTS grading scale:

ECTS Grade	% of successful students normally achieving the grade	Definition (only of failing grades)
A	10	
B	25	
C	30	
D	25	
E	10	
FX	-	FAIL - some more work required before the credit can be awarded
F	-	
		FAIL - considerable further work is required