

## TITLE: Learning English Beyond the Classroom – locally and globally

<b>Type of module:</b>		
Basic, nationally prepared.:	Basic, locally prepared	Specialization: X
<b>Size of the module:</b> 10 ECTS credits		
<b>Title of the module:</b> Learning English Beyond the Classroom – locally and globally		
<b>Brief description of the module:</b>		
<p><b>Purpose.</b> Students acquire knowledge and skills that enable them to plan, carry out, evaluate and develop English lessons in learning environments and through activities that break free of the framework of the classroom, i.e. by exploring natural and cultural environments in the school's local area as well as through international cooperation globally.</p> <p>Bringing teaching and learning out of the classroom, as it is the basic idea of outdoor teaching, provides an opportunity to work with other didactic principles for both teacher and student. Among these are key principles such as: exploration in and of practice, actor-based forms of collaboration, problem-oriented knowledge development, innovative competence development, transformative learning processes.</p> <p>Students must be able to link English subject didactics with the general pedagogical field by examining how varied forms of work, other forms of learning and extended learning arenas promote the pupils' motivation and learning as well as what opportunities it provides for the teacher. Students must be able to reflect and justify their didactic choices these extended contexts of teaching English.</p> <p><u>Teaching and learning context of the Danish school</u> Today there is a lot of focus on opening the school to different teaching and learning arenas. The requirement in the Folkeskole Act (2014) is e.g. that all subjects must:</p> <ul style="list-style-type: none"><li>• Combine theory with practical working methods</li><li>• Involve the surrounding community in the form of, for example, local cultural institutions, associations and companies</li><li>• Focus on the student as an actor in exploratory approaches and application-oriented approaches</li><li>• Develop actor-based competencies to navigate meaning-creating fields between global, national, local and individual conditions</li></ul> <p>There is also a strong focus on globalization in the context of authentic communicative teaching with real language experiences outside the school. This makes it possible to use the language in real communication through e.g. international cooperation.</p> <p>The current focus on modern forms of change, which is typically themed as innovation, transformation, adjustment is accompanied by new perceptions of subjectivity and the modern subject as a knowing and learning human being. At the same time, it connects to different perceptions of sociality, communities, context and reality, which describe the</p>		

contexts that are learned about, in and from. It focuses on both the learning environment and the learner, the student as an actor in new and changing contexts.

It opens up for different teaching and learning methods that make it possible to work with teaching methods and teaching aids in a more application-oriented form and taking into account the individual student's special prerequisites and motivation.

This adds to the importance of the teacher's didactic competence and professional judgment, just as it paves the way for an actualizing work with the students' imagination and creativity, which forms the basis for the development of the students' innovative and critical-constructive action competence. It also allows the teacher to work with different inclusion environments and processes.

In a broader perspective, it raises questions about both the framework that shapes the school as an institutional field of practice and a profession as a basis for the teacher's formal and ethical responsibility.

**Aims.**

The students must acquire knowledge and skills in working with the extended classroom in an interconnection of general didactic and English-subject didactic elements in the school, respectively.

**Content.**

We need to get out of the classroom both locally and globally. We can e.g. go for a walk in the woods, in the city or by the beach or we can visit a museum. We must experience something, which is then reworked linguistically, e.g. by writing poems or other texts about the experience.

Globally, there is an opportunity to investigate how international collaboration provides opportunities for real linguistic experiences: e.g. through study trips, school visits, presentations on international collaboration by guest teachers and virtual teacher and student collaboration.

We use a theoretical perspective to analyze and reflect on the theory-practice relationship.

We have to do field studies, where we observe classes and develop, test and evaluate teaching courses.

**Product.**

A comprehensive catalog of all the teaching sequences for pupils that have been planned during the module.

**Module Language:**

English

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

English grades 1st – 6th and  
English grades 4th – 10th  
10 ECTS

<b>Knowledge foundation of the module:</b>	
The module is based on recent research within professionally relevant fields.	
<b>The module's relation to the practical dimension at school</b>	
<ul style="list-style-type: none"> <li>• The module includes field studies, where we observe classes and develop, test and evaluate teaching sequences</li> <li>• Other partnerinstitutions can also be involved in the practice dimension</li> </ul>	
<b>Competence areas, included in the module:</b>	
<p>Competence goal 2 from English: The student can plan, implement, evaluate and develop teaching based on students 'learning prerequisites and potentials, including the pupils' use of communication and learning strategies and processes.</p> <p>Competence goal 3 from English: Primary school: The student can plan, implement, evaluate and develop varied English lessons with the use of different text forms and with the integration of society, culture and cultural encounters in the language work at primary and the intermediate level.</p> <p>Secondary school: The student can plan, implement, evaluate and develop varied English lessons with the use of diverse text forms and with the integration of society, culture and cultural encounters in the language work at the intermediate and secondary level.</p>	
<b>Competence objectives in the module:</b>	
<ul style="list-style-type: none"> <li>• The student teacher is able to make and professionally justify choices in connection with planning, implementing, evaluating and developing English teaching, using differentiated teaching and aiming at specific areas of the pupils' learning.</li> <li>• The student teacher is able to make and justify choices in connection with planning, implementing, evaluating and developing English teaching based on the prerequisites and potentials of the pupils, including the pupils' use of communicative and learning strategies and processes</li> <li>• The student teacher is able to make and justify choices in connection with planning, implementing, evaluating and developing English teaching based on his or her own practice and recent research-based knowledge of language methodology and pedagogy</li> </ul>	
<b>Skills objectives:</b> The student teacher can	<b>Knowledge objectives:</b> the student teacher has knowledge of
<ul style="list-style-type: none"> <li>• plan and carry out international co-operation and intercultural projects</li> </ul>	<ul style="list-style-type: none"> <li>• international cooperation, including digital opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>• develop, carry out, evaluate English language teaching that makes use of learning spaces outside the classroom - in the school's local area and globally</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of the use of other learning spaces</li> </ul>
<ul style="list-style-type: none"> <li>• work with a wide range of the pupils' interests and abilities through a variety of work forms</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge of sensory-based cognition, problem-oriented teaching</li> </ul>

	and the body's significance for learning
<ul style="list-style-type: none"> <li>organize teaching that develops pupils' imagination and innovative skills as well as strengthens their desire to learn and their desire to use language.</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of creativity and innovation in relation to the pupils' personal formation.</li> </ul>
<ul style="list-style-type: none"> <li>plan and implement teaching with a focus on communication processes and strategies</li> </ul>	<ul style="list-style-type: none"> <li>communication processes, including receptive and productive processes and strategies, discourse and communication strategies</li> </ul>

#### **Working methods according to the Study Activity Model:**

The student teachers' study activities are organized in a variety of ways, including field studies. The study activities should encourage the student teachers' acquisition of knowledge and support their active participation and collaboration in class in a spirit of commitment. The student teachers will work individually, in groups and in class according to the Study activity Model.

Work is done individually, in groups and with group teaching according to categories of the study activity model:

- Category 1: 58- 65 lessons of 45 min. - corresponding to 44-48 hours of 60 min.
- Category 2: 81 - 101 hours.
- Category 3: 71- 91 hours of 60 min.
- Category 4: 30-40 lessons of 45 min. - corresponding to 23-30 hours of 60 min.

#### **Evaluation of the module including evaluation criteria:**

Evaluation criteria regarding the student teacher's learning outcome:

The student must demonstrate knowledge and skills in relation to the module's competence objectives.

#### **Forms of evaluation:**

Obligatory participation in the module activities.

The student fulfills the obligation to participate through:

Participation in the module as stated in the study plan, ie. Participation in lessons, preparation, compulsory oral presentations, compulsory submission of study product, compulsory field studies.

**The module is completed as type B and assessed by using the ECTS grading scale.**