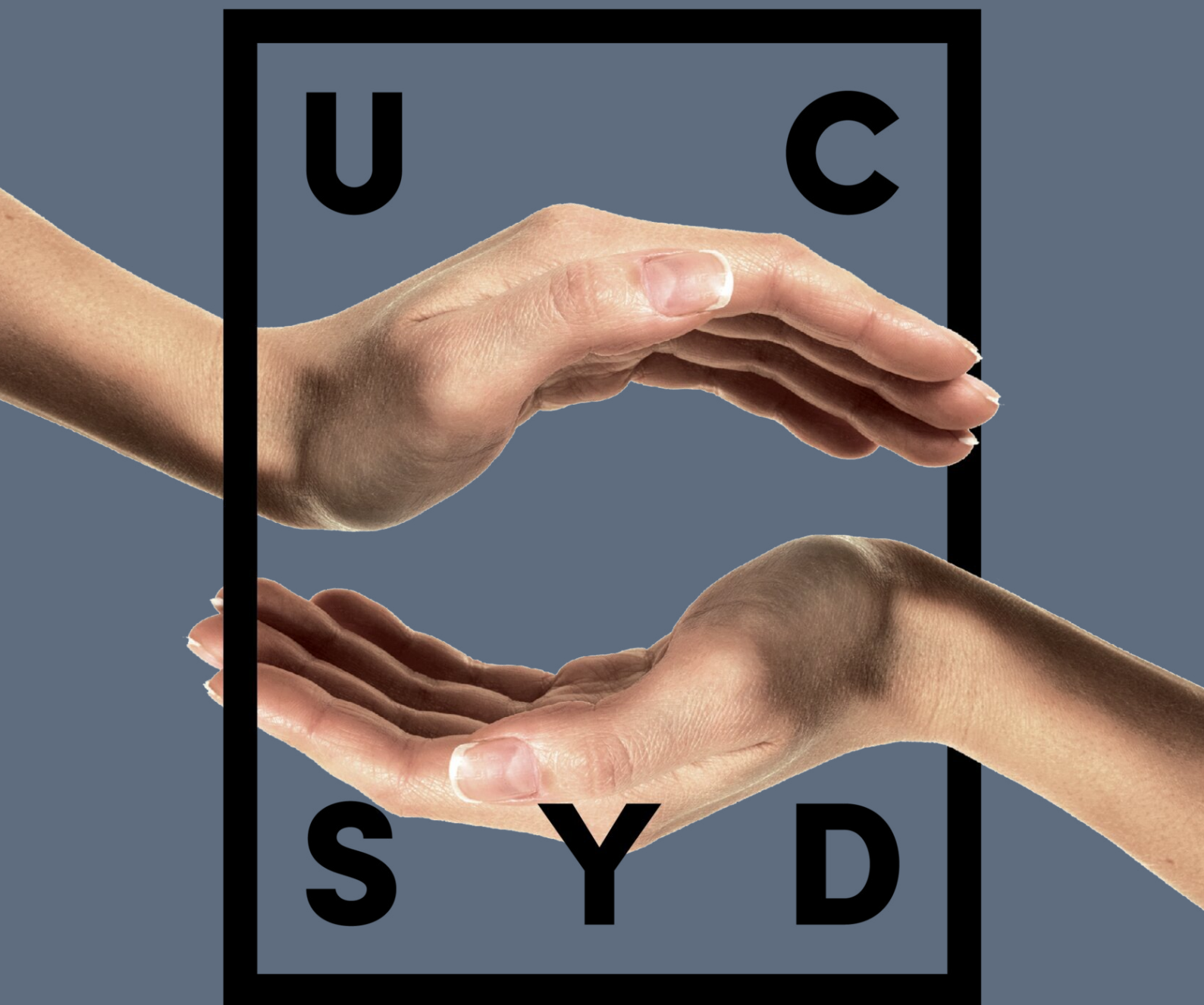


ERASMUS+ COURSE

Autumn Semester 2022.

# Inclusive Practice



University College  
South Denmark

# Autumn Semester:

## INCLUSIVE PRACTICE AND INTERCULTURAL COMPETENCES

**29 August to 16 December 2022**

The Department for Teacher Education, Campus Esbjerg, provides a 4-month modular course specially designed for both foreign and Danish students.

The classes are organised as lectures, self-studies and with a variety of methods with focus on practice-oriented exercises, case studies and research findings. As special needs education is a constantly evolving field, recent and cutting-edge research and topical debates will enter classroom discussions and other teaching and learning activities.

### The programme comprises 30 ECTS

#### Course Content

Special education needs and inclusive teaching is meant to impart to students' professional skills and a professional judgement in planning, implementing and evaluating teaching students who find themselves challenged by the learning environment of regular classrooms so as to be able to consider special needs, challenges and resources of individual learners vis-à-vis resources offered institutionally.

#### Headlines from the course

##### Module 1: Inclusive Teaching (10 ECTS)

The course module takes its point of departure in relational developmental systems / psychology in its conception the child itself, its relationships, experiences and actions vis-à-vis inclusive teaching in an effort to unravel the challenges and special needs of a child subjected to governmentally instituted inclusive classroom reforms.

Fundamental topics, knowledge and methodologies are presented from a general vantage point, which is a prerequisite for a teacher to plan, implement, and

evaluate inclusive teaching.

##### Module 2: Classroom Management and Inclusion (10 ECTS)

The course module introduces inclusive teaching with special reference to components in pedagogy, psychology and educational science of importance to planning, implementing and evaluating (the effectiveness of) teaching efforts addressing students in inclusive and differentiated learning environments. Hence, the course module introduces differentiation and other teaching principles together with a broad range of methods of how to approach inclusive teaching as a component integrated in a regular learning classroom environment as well as individual and independent inclusive teaching activities. Eventually, the course module focusses on classroom management conceived of as a skill of managing, organising and collaborating with classrooms in the light of differentiated teaching and inclusive pedagogy.

##### Module 3: Intercultural Competences (10 ECTS)

The starting point for this module is the subject matter of culture, including intercultural competence and English as an international language. We focus on culture, identity, and development of intercultural competence in the perspective of a targeted age group. We work theoretically and empirically with authentic English texts and media in the widest sense.

Key Areas:

- Intercultural competence in encounters between different cultures and in relation to one's own culture
- Culture and society in English speaking countries and in relation to global challenges
- Theory of culture and cultural understanding
- Cultural encounters in a global perspective
- Text and media literacy
- Linguistic variation in the English-speaking world

- English as an international language
- International co-operation including IT-based opportunities

We will continuously focus on the teacher student's own linguistic development in terms of the content of this module.

### Target groups

The course targets students of teachers for pre-primary, primary and secondary schools and students of social education and early childhood education.

### Aims

The student is able to plan, implement, evaluate and develop inclusive teaching sequences for special-needs learners facing severe challenges in non-adapted learning environments.

### Assessment

Each course module includes assessment based on oral and/or written presentation.

At least 80% attendance is required in each course module.

### Requirements

The course requires English language skills on a B2 level according to the Common European Framework of References for Language (CEFR). All course materials will be in English, and the language of instruction is English.

### Accommodation

University College South Denmark will help you find accommodation.

See [ucsyd.dk/int](https://ucsyd.dk/int) for more information.

### Application

Annual deadline for application:

**1 November 2021**

Nominations for participation to be send on later than November 1st to:

International Mobility Officer

Jane Klæsøe Koefoed

[jkly@ucsyd.dk](mailto:jkly@ucsyd.dk)

+45 7266 3022

### Further information

International Coordinator

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[ucsyd.dk-inclusive-practice](https://ucsyd.dk-inclusive-practice)

### Campus Esbjerg

Our campus in Esbjerg is the main campus of the university college.

Esbjerg is Denmark's 5th biggest city with a population of approx. 100,000. In Esbjerg nature meets industry, culture, art and architecture and offers various activities for over 6500 students

Esbjerg city: [visitribeesbjerg.dk](https://visitribeesbjerg.dk)

Student life in Esbjerg: [businessesbjerg.com](https://businessesbjerg.com)

For further information please contact

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Esbjerg Kolding  
Haderslev  
Aabenraa

October 2021