

EXCHANGE PROGRAMMES IN TEACHING • PEDAGOGY • SOCIAL STUDIES

FACULTY OF EDUCATION AND SOCIAL STUDIES VIA University College, Denmark

■ ■ ■ COMBINED THEORY AND PRACTICE

■ ■ ■ DURATION: 3 TO 5 MONTHS

■ ■ ■ TEACHING LANGUAGE IS ENGLISH

■ ■ ■ NO TUITION FEE
for Erasmus bilateral partners of
VIA University College

■ ■ ■ YOU OBTAIN ECTS POINTS



THINK

Practice-oriented learning
Critical thinking
Analytical skills
Project-oriented learning

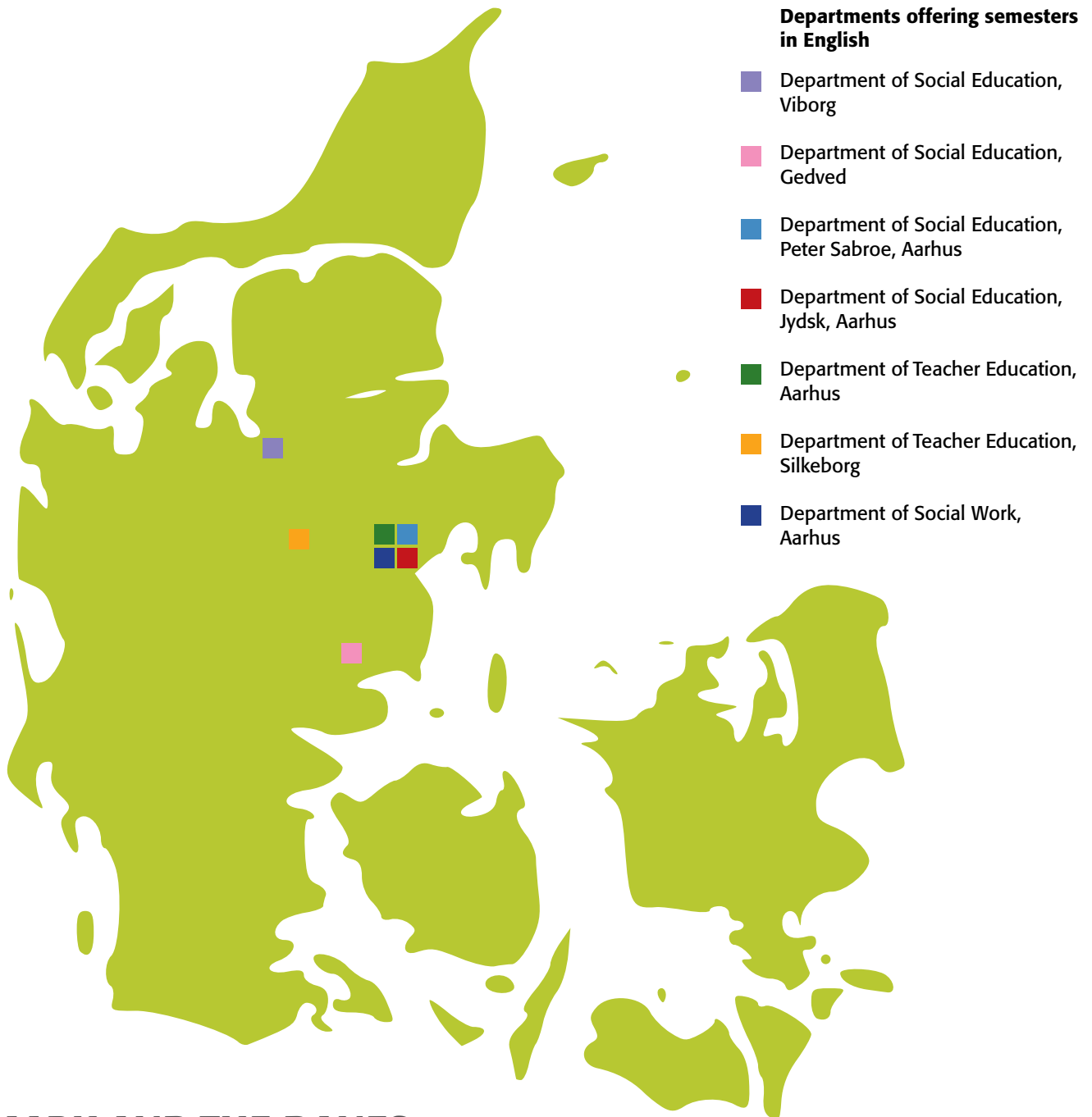
PLAY

Informal learning environment
Creativity
Field work
Innovative learning

PARTICIPATE

Dialogue
Group-oriented learning
Initiative
Responsible for own learning

VIA University College gathers all professional Bachelor Degree Programmes in the Central Denmark Region in the heart of Scandinavia. It has a student body of approx 17.500 students and is Denmark's largest University College.



DENMARK AND THE DANES

Denmark is an oasis located in Northern Europe. Denmark offers more than 7300 km of coastline and you are never more than 50 km from the coast. Distances are short and this gives you the opportunity to experience both city life and the beautiful Danish countryside no matter where you chose to study. Clean beaches and green forests are seldom more than a half hour's drive away. Denmark is a very clean country and is well known for its high personal safety. It is a modern welfare state with an international outlook and the Danish knowledge-intensive economy is highly developed.

The Danes are generally well educated and informal. They have a relaxed and often humorous attitude to authorities and life itself. The tone between Danes is relaxed. In the schools for instance, the pupils call their teachers by their first-name. A very large part of the population speaks English. For more information about Denmark, please visit: www.Denmark.dk



Faculty of Education and Social Studies

Faculty of Education and Social Studies offers five Professional Bachelor Programmes: Social Education, Teacher Education (1st – 10th grade), Social Work, Public Administration and Christianity, Culture and Communication (expected to commence August 2010). All Programmes train students to address central tasks in the welfare society. The following courses are taught in English and all combine theoretical and practical studies. Some are only open for exchange students; others are a mixture of Danish students and students from all over the world. The courses take three to five months to complete.

Cultural encounters, identity and competences

Name of course: International Class
Department of Teacher Education, Aarhus
ECTS points: 30

This course aims at qualifying you to communicate with different cultures by improving your ability to establish mutual understanding between different cultures and by developing your cultural competences professionally as well as personally.

Danish Education, Culture and Teaching

Name of course: DanECuIT
Department of Teacher Education, Silkeborg
ECTS points: 30

This course aims at offering you the opportunity to acquire a thorough knowledge of values and ways of thinking within education, art, literature, and politics in Denmark, past and present. Focal points are school and education in Denmark, Danish history and society, democracy, politics, Danish language, literature, philosophy, art and drama.

Animation as a learning tool

Name of course: Animation as a Learning Tool
Department of Social Education, Viborg
ECTS points: 30

Learn how to use animation as a pedagogical tool in your professional work with children and youngsters. Using animation as a tool to encourage and develop children's learning skills in areas such as visual communication, cognition, emotional and ethic aspects, observation and sensitive aspects, concentration and problem-solving.

Creative subjects as a method in pedagogical work

Name of course: Heart – Head – Hands
Department of Social Education, Peter Sabroe, Aarhus
ECTS points: 30

This course combines heart, head and hands in Social Education. Creativity is used as a facilitating tool in creating relations. You gain knowledge; understanding and practical skills in social pedagogy with children, youths or disabled people at all ages. The course alternates between creative subjects, theoretical subjects and practical work.

Collection, analysis and interpretation of data

Name of course: Investigating Practices
Department of Social Education, Viborg
ECTS points: 30

Using the methods of fieldwork enquiry, this course allows students to investigate areas of social practice. It provides you with different approaches to educational enquiry and develops your skills in collection, analysis and interpretation of various data material and in didactic planning.

Social entrepreneurship and outdoor life

Name of course: Social Education: Participation, Welfare State and Social Entrepreneurship. Outdoor Life & Cultural Production
Department of Social Education, Gedved
ECTS points: 30

The course is the 4th semester of the Danish social educator program. The subjects are:

1. Introduction to Danish Education and Culture; Individual, Institution and Society.
2. Inter-professional cooperation and personal profile.
3. Project and tuition period: Outdoor life education and Social entrepreneurship; Personal professional profile and cooperation with practise.
4. Cultural communication and production – music and drama.

Social Development Work North and South

Name of course: Social Development Work
Department of Social Work, Aarhus
ECTS credits: 18 / 30

With a focus on development and social change, the course gives students the opportunity to expand their professional profile and competencies by studying development work approaches and methods on 3 modules:

1. Conceptualising development.
 2. Competencies of social community development.
 3. Complex emergencies, conflict, conflict interventions and development.
- Visiting students are welcome to add a 4th module in the form of project work.

Nature, Health and Democracy

Name of Course: Nature, Health and Democracy
Department of Social Education, JYDSK, Aarhus
ECTS points: 30

Danish pedagogy traditionally focuses on stimulating children and youth through inspiring surroundings in a democratic context, leading to free and self-governed individuals. The course provides students with relevant knowledge, competencies and skills to understand and work with nature, health, and physical activity. This way, students become able to support children and youth in exploring and experiencing their physical surroundings and heighten their body awareness, pleasure in activity, performance and health.



THINK • PLAY • PARTICIPATE

VIA University College offers you an innovative teaching approach that combines theoretical studies with a strong emphasis on practical training. Learn how to work with for instance drama or animation as a learning tool - then use it in practice in a Danish institution. The exchange programmes provide you with the opportunity to study independently as well as working group and project-oriented. The programmes are a mixture of lectures, practical field work and discussions in both smaller groups and in the class.

You are encouraged to play an active role in your learning process and take responsibility for planning and carrying out your projects. You will be expected to continuously develop your critical thinking and analytical skills. For exchange students, this Danish approach to teaching and learning can introduce a whole new way of studying and thinking, which will challenge you and provide you with an excellent platform for your future career.

For more information about VIA University College, please visit:

www.viauc.com

The international coordinator and staff

Every department that offers courses has an international coordinator and a team of teachers and administrative staff on location that are established to assist you in any way possible during your stay.

Housing

Your local international staff will assist you in finding a place to live.

Tuition fees

There are no tuition fees for Erasmus bilateral partners of VIA University College. For students from institutions without a bilateral partner agreement there is a tuition fee. Please see the individual descriptions of the courses for further information.

Residence and work permit

There are several practical matters to deal with either prior to the stay or during the first days in Denmark. You may need a residence and/or a work permit during your stay. The rules are different depending on your nationality.

For further information, please visit: www.newtodenmark.dk or contact the specific institution that offers the course you wish to follow. Please see contact information on the individual descriptions of courses.

For further information on studying in Denmark, please visit:

www.studyindenmark.dk



SOCIAL DEVELOPMENT WORK

Modules taught in English at the Department of Social Work in Aarhus,
VIA University College, Denmark



Contents

With a focus on development and social change in North and South contexts, the course gives students the opportunity to expand their professional profile and competencies by studying development work approaches and methods. Independently of the broad target group, the course content is anchored in social work.

The course contains a series of 3 modules over 3 months:

1. Conceptualising development.
2. Competencies of social community development – North and South.

3. Complex emergencies, conflict, conflict interventions and development.

These modules are integrated on the 6th semester of the International Bachelor of Social Work Programme in Aarhus. Incoming students are therefore studying alongside 3rd year students from Aarhus.

Incoming students who wish to spend a full semester in Aarhus may add a 2 months' module to their course:

4. Individual assignment.

Modules	Learning outcomes	Weeks	ECTS
1. Conceptualising development <ul style="list-style-type: none"> • Competing theories of development • Strategies and policies of development • The relationship between theories of power relations, poverty, class, gender, ethnicity and the broader theories of development • Social work and development • Assignment 	Knowledge of concepts of development. Ability to identify the actors of development based upon a combination of theoretical knowledge and skills in applying the knowledge to contextual situations. Ability to reflect upon positions in development work and in social work and to describe and analyse development issues.	4	6
2. Competencies of social community development – North and South <ul style="list-style-type: none"> • The value and normative base of development • Mapping tools and modelling situations and interventions • Forms of community intervention • Participation and tools for designing interventions • Assignment 	Knowledge of value bases and normative positions of development. Application of mapping tools and skills in modelling situations and interventions. Application of tools for designing interventions with participatory approaches. Application of knowledge and skills in relation to a given situation.	4	6
3. Complex emergencies, conflict, conflict interventions and development – threatened groups and communities <ul style="list-style-type: none"> • Understandings of conflicts, including the right to intervene • Understandings and models of conflict resolution • The continuum between conflict resolution and development • Assessment Relating development and conflict intervention to social work	Knowledge of the concept of conflicts and theories of conflict. Knowledge of forms of conflict resolution. Skills in conflict resolution. Critical reflection upon the roles of mediators and forms of conflict resolution. Knowledge of the interplay between conflict and development and the movement from humanitarian interventions towards sustainable development.	4	6
4. Individual assignment The additional module is in the form of project work: The student chooses a subject that s/he wishes to study in-depth. S/he studies the chosen subject and writes an assignment with the support of teachers who give individual tuition.	The specific learning outcomes are decided in agreement between the individual student, the home university and The Department of Social Work in Aarhus.	8	12

A mix of learning forms are applied, e.g.

- Introductory lectures supported by guided reading of text materials and articles.
- Case-related seminar discussions based upon short papers or other input produced by students and led by teaching lecturers.
- Short reflective assignments based upon a case study reader or other materials.

- Individual learning forms and group work with access to continuous tutoring during the learning process, especially in phases of acquiring applicatory skills.

Assessments are based on e.g. written assignments and participation in seminars and workshops.





Period

Spring semester: February – April (modules 1 to 3) and May – June (module 4)

Place

Socialrådgiveruddannelsen i Århus
Department of Social Work, Aarhus
VIA University College
Nobelparken
Jens Chr. Schous Vej 2, Building 1485
DK - 8000 Aarhus C
Denmark

Entry requirements

3rd or 4th year Bachelor students.
Students must have sufficient oral and written English language skills.

Student profile

Students of Social Work and related professions, e.g. Nursing, Social Pedagogy, Social Education, Teaching, Law, Human Resource Management and Economics.
Students with a particular interest in cross-national and cross-disciplinary approaches to development work in western and non-western contexts.

Application

Students from partner universities:

A student application for exchange must be forwarded by the International Coordinator or The International Office of the student's home university. Prior to the student's arrival in Aarhus, the home institution must have approved the exchange visit, as well as reached a decision on credit transfer.

Free movers:

Students from other universities are strongly advised to seek approval within their home university before applying for entry to the course.

Application deadline: 1 November.

Contact persons:

Anke Beuck, International Coordinator: anbe@viauc.dk
Bolette Hansen, International Secretary: bhan@viauc.dk

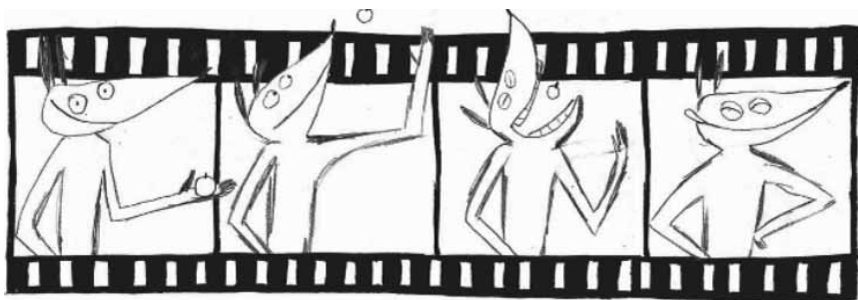
Tuition fees

There are no tuition fees for students from partner universities of VIA University College within the framework of Erasmus, Nordplus or similar student mobility programmes.
For students from institutions without a bilateral partner agreement with VIA University College, the tuition fee is € 3200.

Other semesters taught in English

For other semesters within the fields of e.g. Social Education, Social Pedagogy, Social Entrepreneurship, Teaching and Animation, please visit the website of the Faculty of Education and Social Studies at www.viauc.com/programmes





International semester in animation as a method of learning

Spring semester: February – May, 30 ECTS. Autumn semester: September – December, 30 ECTS

Location: Department of Social Education, Viborg

Childhood has changed rapidly over the past few years – and the methods that we use as teachers and educators of children and young people should reflect these changes. Children learn best and most when they enjoy what they are doing. Using animation as a tool to encourage and develop children's learning is not only fun but effective! By using animation children develop skills and competencies in:

- Story telling
- Visual communication
- Cognition, emotional, ethic and aesthetic aspects
- Observation and sensitive aspects
- Concentration
- Problem-solving and innovative aspects



In this module, animation is being used in the sense of bringing character to life. The module is designed for students who wish to study in Denmark and use animation as a pedagogical tool in their professional work with children and youngsters.

Aims of the module

- To explore the possibilities of animation as a method of learning to develop children and young people's skills and competencies
- To acquire skills in using ICT/multimedia in pedagogical learning
- To develop an understanding for aesthetic, alternative and inclusive learning methods and didactics

- To learn to work in groups and develop personal and professional skills in cooperation
- To acquire basic animation skills and learn the processes behind an animated film
- To obtain experience in the pedagogical uses of animation through fieldwork – observations, interviews, data collection and analysis
- To widen the theoretical knowledge of alternative educational and learning approaches and to understand these approaches in comparison with more traditional approaches.

The module will include the following learning aspects

Theme 1. Introduction

- Theatre Sport
- Pixilation
- A broad introduction to a guide in how to animate
- Short film productions
- "Getting to know each other" and field trip

Theme 2. Narrativity

- Danish art and culture
- Picture composition
- Character design
- Storyboarding
- Story-telling
- Narrative technique
- Constructivist perception

Theme 3. Learning theory

- Overview of Theory of Science
- Language and concept formation
- Language and identity
- Language and thinking
- Children's development

Theme 4. Didactic considerations

- Applied didactics
- Didactic theory
- Didactic perspectives in linguistic development work
- Drawing: Life modelling and drawing for animation

Theme 5. Film analysis and production

- Analysis of film
- Visual Communication
- Knowledge of genres
- Comparative media analysis
- Introduction to various animation techniques
- Software and technical set-up

Further
info



Theme 6. Aesthetic learning

- Aesthetics and learning
- Creative processes
- Drama and drama theory
- Children and young people contributing actively to culture

Theme 7. Alternative methods of learning and intercultural meetings

- Cultural challenges in a learning situation
- Visiting schools
- Presentations of intercultural meetings
- Student presentation of culture, learning and learning traditions
- Options with animation in a learning situation

Theme 8. Preparation of field work

- Planning of field work, didactical considerations
- Field work

Theme 9. Evaluation

- Evaluation of practical training and the chosen didactic and animation techniques etc.
- The children's films and evaluation

Theme 10. Preparation of final report and final Film production

- Advise of productions
- Production of final film
- Work with written assignment based on the final film production, practice and curriculum

The module will be a mixture of lectures and self studies such as exercises related to the lectures.

Learning outcomes

Students will have acquired:

- Awareness of language development through aesthetic learning processes and how these relate to other learning processes
- Knowledge of how to produce a storyboard, create characters and background in film and, various animation techniques
- Understanding of the processes related to animation and how these stimulate children's motor functions, cognitive, emotional and social competences
- Knowledge of how to use metaphors, symbols and contrasts in animation and how these stimulate children's development and learning
- Understanding of how to apply theories in a teaching and learning situation
- Educational tools to use in inclusive teaching and in the teaching of children with special needs



Skills in using computer animation techniques in their future work with children as a method of developing their language competencies

- Ability to work collaboratively in group-based activities
The module content is balanced between theoretical studies and practical activities, so students will experience not only the WHY of learning, but also the HOW

Assessment

The student's are assessed through the submission of a written report that illustrates their theoretical reflections and understandings of the pedagogical possibilities of offering children the opportunity to produce animated cartoons and a short animation film. All students who complete the semester will receive a Diploma and a detailed Transcript of Records with specification of the 30 ECTS.

Fees

There are no tuition fees for Erasmus bilateral partners of VIA University College. For students from institutions without a bilateral partner agreement with VIA University College the tuition fee is € 3.200.

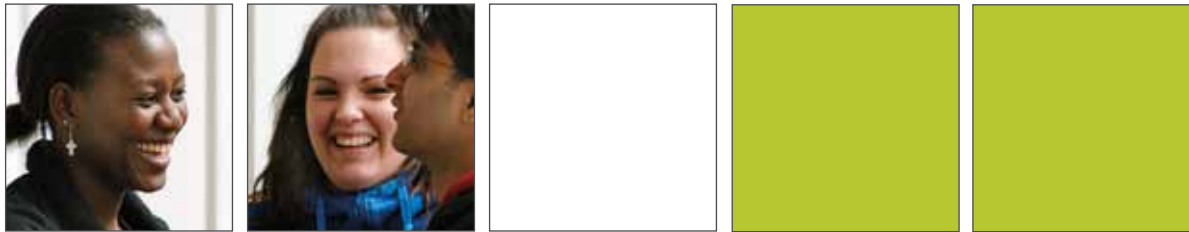
VIA University College can offer accommodation within walking distance from the campus. The monthly rent per student is approx. € 250. Please note that the monthly rent may be subject to change.

Contact information

Boerge Pugholm, International Coordinator and Module Director: bpu@viauc.dk. Application and housing reservation form online at: <http://viauc.com/exchange/tools/Pages/tools.aspx>

Or you may contact the International Department (Birgitte Vigsø Henningsen and Birrit Stensgaard, International Project Coordinators): viborg.international@viauc.dk

SOCIAL ENTREPRENEURSHIP AND OUTDOOR LIFE



An international semester in Social Education:

- **Participation, welfare state and social entrepreneurship.**
- **Outdoor life & cultural production**

Spring semester: February – June, 30 ECTS

Location: Department of Social Education, Gedved

Meeting and working with people from other cultures not only qualifies you to be a competent social educator, it is also fun and challenging to you as a person. The encounter makes all of us more competent in being present and flexible in the human contact – even though it might be demanding. The intercultural encounter therefore is a very important focus in the education of social educators in Gedved, and we would very much like to invite you to participate!

Tuition periods

Introduction to Danish Education and Culture; Individual, Institution and Society; Inter-professional cooperation and personal profile: 10 ECTS

Project and tuition periods

Outdoor life education and Social entrepreneurship; Personal professional profile and cooperation with practise; Cultural communication and production – music and drama: 20 ECTS

Assessment

Students will be assessed through the products and assignments that are asked. And there will be one internal oral exam in the subject: Individual, Institution and Society.



A chronological overview of the semester:

Week/	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	20
	Status Education & IIS (multi-vocational period)			Interdisciplinary networking, inter-professional cooperation (<i>multi-vocational project</i>) Profile: • Social Innovation and Outdoor life Field work is part of this period									IIS incl. exam (tutorial period and exam)				Cultural production & Cultural communication. (interdisciplinary period)			
ects	4 ects			15 ects									6 ects				5 ects			

IIS = Individual, Institution and Society , Education = Educational issues





The first weeks (week 1-3) will be an introduction period with focus on narrative skills. Methods in education and the narrative will be introduced and enforced.

The next period (week 4-12) has its focus on Interdisciplinary networking, interprofessional cooperation and problem based project working. At the same time you as a student work with your personal profile as a social educator. Your profile as international student will be Outdoor Life and social entrepreneurship. You will go on field trips as well as work together with institutions in the professional field.

Third period (week 13-16) is a tuition period and will be focused on the subject Individual Institution and Society and will end with an oral exam.

You work with the relation between the individual, the institution and the society. You will acquire knowledge about the Danish welfare system and its limits and possibilities.

Last period (week 17-20) focus on one of the central issues in the education: Cultural production and cultural communication. Main subjects are aesthetic expression, cooperating on aesthetic productions and cooperating with different groups of human beings: children, persons with learning disabilities, social problems etc. Music and drama will be the main aesthetic choices. It is a tuition period but you also get to try out your own ideas in practice creating a cultural event together with fellow students. The period is terminated with an assignment where you document your process.

Learning outcome:

- A personal founded theoretical and practical understanding of working with social pedagogy in Denmark as well as in other contexts
- An understanding of the interprofessional cooperation that is part of the social educator's job situation
- Knowledge and skills in using Outdoor Life as a facilitator in education, growth and inclusion
- Knowledge and skills in aesthetic processes in social education
- Understanding of the interaction between individual, institution and society and how this may evolve supported by the social educator in a welfare state
- Competences in project based problem solving and social entrepreneurship
- Competences in planning, performing, reflecting, documenting and presenting processes of social education
- Coherence between theory and practice
- Consciousness and strengthening of own professional identity

Contact information

Anne Eijgendaal, International coordinator: ane@viauc.dk
Lone Drescher, International secretary: ldr@viauc.dk
www.viauc.dk/paedagogigedved





Creative Subjects as a Method in Social Pedagogical Work

Spring semester: February – June, 30 ECTS

Autumn semester: August – January, 30 ECTS

Location: Department of Social Education, Peter Sabroe, Aarhus

Social pedagogy with children, youths and adults - an approach in social pedagogy / social education focusing on creative subjects

An 18 week module for international and Danish students
Language of instruction: English

You can study social education / social pedagogy in Denmark at BA level at VIA University College, Department of Social Education, Peter Sabroe, Aarhus.

The module is conducted in English and alternates between the following three areas:

- Theories and methodology of social pedagogy / social education.
- Creative subjects, e.g. drama, arts, music.
- Field work and field studies.

During the module you will develop your competencies in reflecting and carrying out social pedagogical care work and you will develop competencies in using creative subjects as a method in pedagogical work.

The module is partly integrated in the 4th semester at VIA University College, Department of Social Education, Peter Sabroe, Aarhus and will be open for both Danish and foreign students.

The duration of the module is 4 months which constitute 30 ECTS points.

Social pedagogy / social education

Social pedagogy/social education provides a unifying concept of work with people in many formal or informal institutional settings. The social pedagogical approach in Denmark is closely linked to the development of the welfare state and can be understood as a process of nurturing the development of human beings. Pedagogues/social educators work with people at all ages: newborn, kindergarten children, youths, old people, as well as physically or mentally disabled people.

The module in social pedagogy is based on the notion of the social pedagogue as an important participant in the inclusive process of people, i.e. children, young people, adults, who, in one way or another, are at risk of exclusion.

One aspect that will be of particular focus during the module in social pedagogy is the way pedagogues work towards cultivating

personal creativity and towards enhancing the capacity for strong, easy relationships.

The module in social pedagogy alternates between creative subjects: drama, music, movement, arts and craft; theoretical subjects: theories and methodologies of pedagogy, sociology and psychology; and practical work: field work and field studies. The training enables the pedagogue to share in many aspects of people's daily lives. Through participation in creative activities the pedagogue develops the ability of seeing her/himself as a person in relationship with the people he or she is working with. The creative subjects are, therefore, some of the key elements in the module in social pedagogy.

The philosophical approach and training of the pedagogue/social educator is based on a holistic approach to other people. The training of the pedagogue is based on pedagogy of relationship, reflection and a practical pedagogy.

Learning outcome

The students will have:

- Gained theoretical understanding and practical skills in working with social pedagogy in a Danish and an international context
- Gained theoretical understanding of exclusion and inclusion and the significance of participation as an approach in care work and social pedagogy.
- Improved their understanding of society and cultural values and their influence on social pedagogical work and care work
- Developed competencies in planning and carrying out, documenting, analyzing and evaluating social pedagogical processes.
- Developed competencies in using creative subjects as a method in pedagogical work with children, youths and adults.
- Developed their professional and personal competencies and identities as reflective practitioners

Methods

The social pedagogical approach will be reflected in the learning methods. This means that the teaching will be based on dialogue and participation.

The learning activities will be a variation of teaching, field work, instruction, guidance, monitoring and training in the class and in the pedagogical work field and will be organized as individual work or group work.

The learning processes will be based mainly on problem orientated project work. The module requires student commitment and student participation in reflections and discussions as well as in written and oral presentations.

Further
info



Syllabus in headlines

- The welfare state model.
- Philosophy and history of social pedagogy in a Danish and European context.
- Inclusion - exclusion in a social pedagogical perspective.
- Democracy and participation as a main concept in society and in social pedagogy.
- The pedagogy of relationships.
- Skills and craftsmanship in drama, music, physical movement, art or nature.
- Pedagogy and learning; understanding didactics in pedagogical work.
- Concepts of culture, intercultural understanding.
- Communication theories and the creative subjects as a means of communication.
- Aesthetical processes in social pedagogical work.
- Appropriate strategies, methods and techniques of field studies and comparative analyses.

Duration and credits

Spring semester: February – June, 30 ECTS.

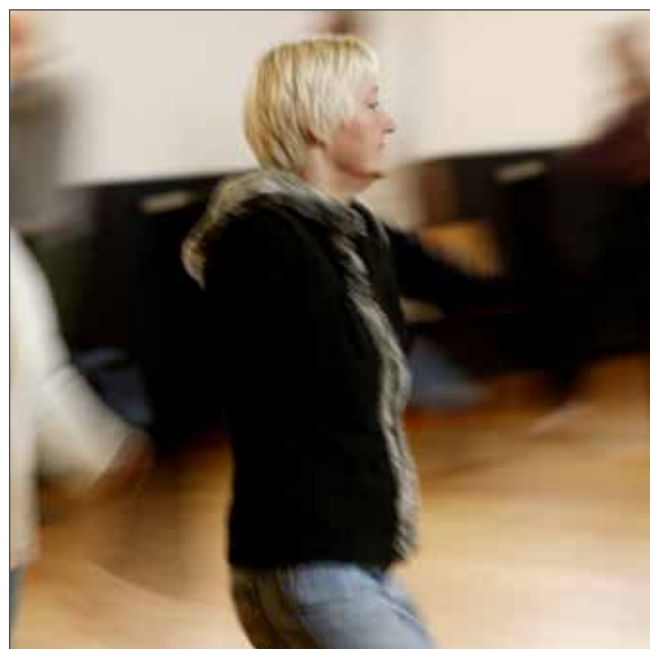
Autumn semester: September – January, 30 ECTS.

Application

Deadline for application for the spring term: January 10th

Deadline for application for the autumn term: June 1st

Download application form from this website:
www.petersabroe.dk/menu/forside-uk.html



Participants

The international module is open for students of similar programmes at partner colleges or universities, and for postgraduate students who would like to gain competencies in Danish social pedagogy. The students must be able to communicate in English at an appropriate academic level. Documentation of student proficiency in English must be included in the application just as an oral interview may be required.

Final assessment

Students will be assessed during the module via written and oral assignments; at the conclusion of the course there will be an exam presentation.

Contact information

International office: +45 8755 3406

International secretary Anne-Mette Nystrøm

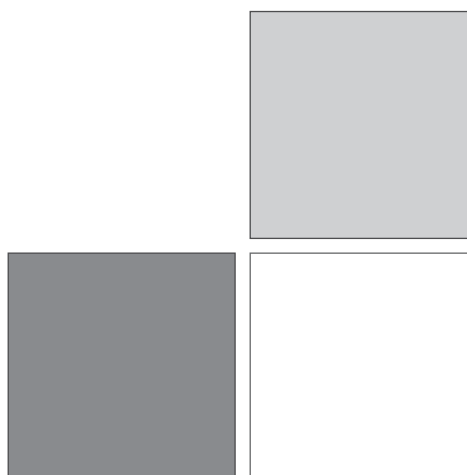
E-mail: amsj@viauc.dk

International coordinator Susanne Stein

E-mail: sste@viauc.dk

International coordinator Gert Oluf Hansen

E-mail: ghan@viauc.dk





SPRING SEMESTER: FEBRUARY – JUNE

Location: Department of Social Education JYDSK, Aarhus.

This international course focuses on how children and youth can benefit from exploring and experiencing their physical surroundings and heighten their body awareness, pleasure in activity, performance and health.

The Danish pedagogical tradition strongly emphasises the free and self-governed child and youth that must be stimulated through inspiring surroundings in a democratic context. This course will provide students with relevant knowledge, competencies and skills in order to understand and work with nature, health, body and physical activity.

The duration of the course is 4 ½ months which constitute 30 ECTS points.

The course is conducted in English with the following learning situations:

- Theories and methodology focusing on pedagogy in an outdoor and democratic context
- Theories and methodology focusing on health, body and life quality in a pedagogic perspective
- Individual practical placement in a professional setting
- The course is open to both foreign and Danish students on the fourth semester at VIA University College, Department of Social Education JYDSK, Aarhus.

MODULE 1:

Danish pedagogy and democracy in theory and practice: 7 ECTS points

The module will investigate how the pedagogical work for children and youth is based on supporting children's and young people's learning, development, cultural formation, care and socialization. Theories on pedagogy and pedagogical practice will be examined and discussed.

The module will examine how the pedagogical approach to children and young people embodies an ideal of a free and competent individual that acts in close interaction with other human beings. The students will investigate the relationship between the individual, the group and the wider society and the ideals and practical implications of active citizenship, rights and participation.

The module will focus on the following issues:

- Understanding of pedagogical practice
- Child-centred pedagogy
- Democracy and active citizenship
- The Welfare State

Learning outcomes:

Knowledge of and skills in:

- Pedagogy and pedagogical work as learning, development, up bringing, cultural formation, care and socialization
- Views of human nature and understanding of democracy in pedagogical work as in society in general
- Pedagogical work seen in the context of the Nordic Welfare State
- Theory and practice on active citizenship and participation of children and young people

Competencies in:

- Analytical and critical reflections on pedagogy and pedagogical work
- Understanding the significance for the connection between the pedagogical work and the democratic society in general

MODULE 2:

Outdoor approach to the pedagogical practice: 7 ECTS points

The module will investigate how different types of outdoor excursions can be used as pedagogical projects, how nature and experiences in nature can attribute importance in pedagogy, and how social educators can carry out field trips with an emphasis on experience, learning and nature-specific formation.

Students will examine different types of nature activities, visit specialist outdoor institutions and test different kinds of outdoor activities with children. There will be a field trip in canoes/kayaks and the students will have the opportunity to stay overnight in nature during the module. Some of the areas the module will investigate are:

- The development and testing of nature activities targeted at children and youth
- Experimental, scientific and environmental ways of working in nature
- The discussion and practical experience of how domestic animals and pets can be part of pedagogical work
- Wild animals and plants in their natural surroundings

Learning outcomes:

Knowledge of:

- The pedagogical possibilities in selected biotopes
- How different groups can learn and develop in nature

Skills in:

- How to carry out outdoor activities with a focus on the Nordic concept of "friluftsliv"
- How to organise learning activities for selected groups in nature

Competencies in:

- Carrying out different kinds of pedagogical activities in nature with children and youth
- How to focus on nature-specific formation as part of the pedagogical work in nature

MODULE 3:

Health, body and movement in pedagogical practice: 7 ECTS points

The module will focus on subjects such as health, physical ability, nutrition, movement, sports, water activities, dance and play. In these contexts, the social educator is an important, skilled professional who by means of his/her

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knowledge, skills, practical abilities and general reflection can initiate learning processes, which will encourage immediate health and well-being as well as a long-term motivation for a healthy lifestyle.

The module will focus on:

- Physical activities such as play, games, dance, swimming and other water activities
- Motivating and encouraging physical activities
- Fitness training, movement exercise and theory of training
- The importance of body expression in relation to health
- Learning through aesthetics and creativity

Learning outcomes:

Knowledge of:

- The pedagogical opportunities in relation to physical activities
- How do physical activities increase body-consciousness, state of health and need for physical activity and expression

Skills in:

- Carrying out physical activities
- Organizing learning activities in consideration of physiological, health and social conditions

Competencies in:

- Understanding the importance of physical as well as creative processes in relation to human development and life conditions
- Substantiating and expressing health; the potentials of educational movement, experience, culture and health

MODULE 4:

Practical Placement: 7 ECTS points

This module gives the student the possibility to choose an individual practical placement at a specific pedagogical facility focusing on outdoor activities or health and physically orientated pedagogical activities.

Fees and Housing:

There are no tuition fees for Erasmus bilateral partners of VIA University College.

For students coming from institutions without a bilateral partner agreement with VIA University College and for all non-European students the tuition fee is € 3,200.

Department of Social Education JYDSK, Aarhus, will assist in finding housing.

Application:

Deadline for application is 15 November. The course starts 1 February and is of 4½ months' duration. Send applications to Senior Lecturer Helle Johnsen hjo@viauc.dk

Download the application form from this website: www.viauc.dk/jydsk

The international course is open to students attending similar programmes at colleges and universities and to postgraduates who wish to acquire knowledge of and skills and competencies in pedagogical theory and practice of nature, health and democracy in pedagogy.

Focus will be on the student's abilities to observe and participate in pedagogical activities.

Before and during the placement, the student will receive guidance from a member of the staff at the faculty. This person is overall responsible for the placement. The student will also be supervised by a member of the staff at the pedagogical facility.

Before the placement period starts, the student will write down both personal and professional objectives, which include the knowledge, skills and competencies he/she aims to acquire. These objectives will provide a basis for the assessment that is carried out between the two supervisors at the end of the practical placement.

Learning outcomes:

Knowledge of:

- The nature and style of the work carried out at the placement facility as well as knowledge of the physical environment and social climate of the workplace
- The people attending the facility and their particular needs as a group

Skills in:

- How to observe, describe and analyse pedagogical work in practice
- How to plan and carry out pedagogical work in relation to a specific group of people

Competencies in:

- Developing practical and theoretical know-how about pedagogical work
- Planning, carrying out and evaluating pedagogical activities

MODUL 5:

Assessment: 2 ECTS points

Based on the experiences from the practical placement, the student will write a report which the student defends at an individual oral examination.

Academic and practical questions

If you have academic and practical questions please contact Senior Lecturer Helle Johnsen hjo@viauc.dk or contact Project Secretary Ulla Røjmer Nordstrøm, the International Department, urn@viauc.dk, International Office: 00 45 87 55 35 18.

About Aarhus

With a population of more than 300,000, Aarhus is Denmark's second largest city. It is at heart, however, also Denmark's youngest city when you consider the average age of its inhabitants which is far lower than anywhere else in the country. At the University of Aarhus and VIA University College alone, there are nearly 40,000 students, and there are a total of 25 educational and research institutions in the city. But Aarhus is also a city with clearly visible roots, founded, as it was, by the Vikings in the 8th century. Aarhus is close to the sea and forests.



INVESTIGATING PRACTICES EDUCATION, HEALTH AND SOCIETY



An international module

Spring Semester: February – May, 30 ECTS credit points
Location: Department of Social Education, Viborg

Investigating Practices is a multidisciplinary international module for students from the fields of education, social education, health and sport. The module includes studies in Danish society and Danish educational traditions relating to physical culture, health and movement.

A similar module has been successfully given by VIA University College, Department of Education and Social Studies in Viborg (the former Viborg-Seminarier) for the past 7 years, attracting students worldwide and achieving excellent student evaluations. The language of instruction is English.

The module also includes one week of practice in an educational/social/caring institution.

Aims and Learning Outcomes

- That the students achieve insight into and ability to evaluate the relationships between health and social conditions, lifestyle, and identity, in order to gain an understanding of the significance of pedagogical activities and the role of educational institutions in these relationships;

- That the students identify and analyse problems and opportunities for development in the Danish institutional and educational system; and
- That the students achieve insight into the various physical culture movements and an understanding of the relationships between play, sports, movement and exercise, and people's development, learning and well-being.

Outline Syllabus

- Account for the significance of the social and institutional context for the individual, the pedagogical environment and the social education profession in a democratic society.
- Identify and analyse problems and opportunities for development in an individual, institutional and social perspective.
- Account for differing views on health and differing theories regarding the relationships between health and living conditions, lifestyles and identity, drawing on theories and methods in the health sciences and social education.
- Analyse people's everyday life, social conditions and development from a health education perspective.
- Show an understanding of social education practice as it relates to health educational issues.
- Account for the connection between the senses and physical coordination.
- Analyse movement and sports activities for their contribution to physical, personal and social competences and opportunities for development.
- Make use of different movement activities that strengthen and challenge the physical development of people and promote their joy in movement.



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info



Assessment

The students will work in groups each of which will carry out two projects. The first project involves studying Danish social education practice as it relates to Danish society. The second project deals with the connection between the students' practical experience in and their theoretical knowledge of health, physical culture and body movement.

Fees and Housing:

There are no tuition fees for Erasmus bilateral partners of VIA University College and for all non-European students the tuition fee is EUR 3,200.

VIA University College can offer accommodation within walking distance from the campus. The monthly rent per student is approx. EUR 250. Please note that the monthly rent may be subject to change.

Application

Deadline for application is in November.

Academic Questions

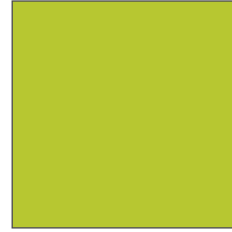
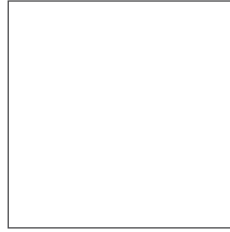
If you have academic questions, please contact Senior Lecturer in Education, Ms. Amela Pacuka: amsl@viauc.dk.

Contact Information

Amela Pacuka, Module Director/Senior Lecturer in Education: amsl@viauc.dk. The application and housing reservation form is available online at: www.viauc.com/practices

Or you may contact the International Department (Birgitte Vigsø Henningsen and Birrit Stensgaard, International Project Coordinators): viborg.international@viauc.dk





Danish Education, Culture and Teaching

Autumn semester: September – December, 30 ECTS

Location: Department of Teacher Education, Silkeborg

“DanECult” is a three-month course open to students at the Department of Teacher Education, Silkeborg and its network partner colleges and universities in other countries.

The course is to be recognized as an integrated element in teacher training in the students’ own countries. The working language of the course is English.

The aim of the course

is to offer student teachers the opportunity to acquire a fairly thorough knowledge of values and ways of thinking within education, art, literature, and politics in Denmark, past and present. The methods of the course range from lectures, seminars, group work, to visits to museums, excursions, and teacher practice.

The content of the course

will concentrate on four main areas of study:

1. Danish History and the Way Danish Society Works.
A brief survey of Danish history from The Viking Age to the present seen in its interaction with especially the other Nordic countries.
Danish society with special emphasis on the democratic traditions peculiar to Danish politics and mentality.
2. Danish Language.
There will be an intensive “survival” course in everyday Danish at the beginning of the three months in order to enable the students to decipher Danish culture through deciphering the language.
3. Danish Literature, Philosophy, Art and Drama.
There will be a specific description of the contents at the beginning of the course. Prominent figures like H.C. Andersen, N.F.S. Grundtvig, S. Kierkegaard, and Asger Jorn will be included.
As an extra course the international students will be introduced to and given the opportunity to participate in the cultural theatre project “In the Company of Shakespeare: A Work in Progress”.

4. School and Education in Denmark.

There will be an introduction to the thinking behind the Danish school system also concerning children with special needs. This part of the course will include visits to schools and teacher practice at both “Folkeskoler and Efterskoler”.

The final assessment

for “DanECult” will be expressed in a single mark, based on the following:

1. A group project written during the course of the programme. Groups are to consist of two to four with students of different nationalities in each if possible. The project must be of at least 10 type-written pages and must be connected to one of the four main areas of study and be approved by a member of staff.
Counselling will be available for the students.
2. An oral examination at the end of the course.
Participants will be the individual project group, their tutor, and an external examiner.
The oral examination will last 30 - 60 minutes (15 minutes per student).
The mark (which mirrors a combined evaluation of 1. and 2.) will be given, but on request an equivalent to any official, described system, e.g. the ECTS., can be afforded. The ECTS credit value of the course totals 30 credits. Students passing the course will be awarded a course diploma.

Practical information

Application: Please apply as soon as possible and no later than May. **Accommodation:** There are no student residencies on campus, but the international office will help foreign students find accommodation.

Transportation: The train station is situated 10 minutes from the college and the closest airport is 40 minutes away. The international office will arrange to meet foreign students on arrival.

Contact information

Department of Teacher Education, Silkeborg
Nattergalevej 1 • DK 8600 Silkeborg
www.silkeborgsem.dk

Phone +45 8755 3100 • E-mail: lisil@viauc.dk

International office:

Alice Hindsgavl: ahin@viauc.dk, Phone +45 8755 3114

Graphical representation of the weeks of DanECult

1	2	3	4	5	6	7	8	9	10	11	12
	Survival Danish			Teacher practice		Semester Break		Teacher Practice	Project (groupwork)		Final preparations,
	Danish history								Education in DK		Oral examinations,
	The way Danish society works								(seminars)		Assessment
	Danish literature, philosophy, art and drama										
	Education in DK (lectures, seminars, excursions)										



Study at the Department of Teacher Education, Aarhus

Autumn semester: August – December, 30 ECTS
Location: Department of Teacher Education, Aarhus

The Department of Teacher Education, Aarhus, VIA University College came into existence in 1989 through a merger of two independent colleges of education. The department houses 150 employees and app.1600 students and is situated at Trojborgvej 82 close to the centre of Aarhus.

The Department of Teacher Education, Aarhus educates teachers for the Danish comprehensive school (municipal school combining primary and lower secondary education) as well as teachers of adult education. The duration of the teacher education is four years during which there are several periods of mandatory teaching practice in local comprehensive schools.

Students take four main subjects during their teacher education, and pedagogical studies are offered throughout the four-year period. During the final semester, students write a bachelor

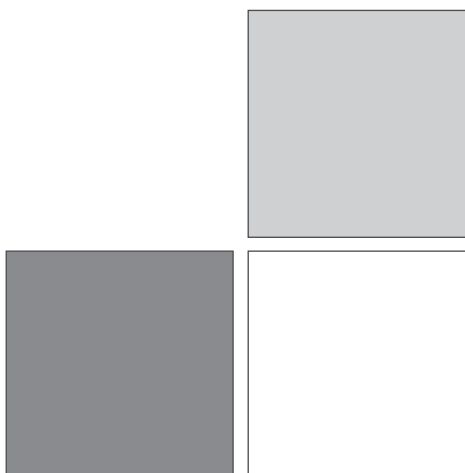
paper focusing on one of their four main subject areas. In this paper theory is combined with practice as this is done in close cooperation with the pedagogical subjects. Furthermore experience from various teaching practice periods is included.

Many contacts at home and abroad

The Department of Teacher Education, Aarhus emphasises the importance of maintaining contacts to comprehensive schools, colleges and universities in the local area as well as in Europe and the rest of the world.

Teaching Methods

The Department of Teacher Education, Aarhus accentuates and promotes different and varied work and study forms, such as lectures, discussions, student presentations and group activities. Collaboration between teachers and students takes its departure in the appreciation of the students' individual initiative and independent work.



Further info



International class

The international dimension at the Department of Teacher Education, Aarhus aims at establishing mutual understanding with foreign cultures, societies, values, and aspects of professionalism in order that students and teachers may develop cultural competence, professionally as well as personally, qualifying them to communicate with different cultures.

In 2005 the international class was established.

The goal of the international class is:

- To develop international and intercultural aspects of the teacher training course.
- To develop an international study environment.
- To create a favourable setting for exchange students during their stay at the Department of Teacher Education, Aarhus.

Management and organisation

- The international class is placed in the third year of the teacher-training course as a self-contained unit made up by 15 local students and maximum 15 exchange students.
- A reasonable proficiency in English and a high level of motivation to engage in the community of an international class are prerequisites for the course.

- All lessons will be conducted in English during the three months of the 5th term when the exchange student are studying in Aarhus.

Procedure for admission

- Exchange students are admitted on a first come first served basis.
- The general application deadline is 15th May.

ECTS

Exchange students will obtain 30 ECTS points for the course at the Department of Teacher Education, Aarhus.

Contact information

Bjørn Laigaard
E-mail: BL@viauc.dk
Phone +45 8755 3003
www.aardassem.dk



VIA UNIVERSITY COLLEGE, DENMARK

Faculty of Education and Social Studies



CONTACT INFORMATION

VIA University College, Denmark

Faculty of Education and Social Studies

Skejbyvej 1

8240 Risskov – DK

Phone: +45 8755 0000 • Web: www.viauc.com • E-mail: paedsoc@viauc.dk