Course unit 4: Teaching in Europe – Europe in teaching

Content

The module ‘teaching in Europe, Europe in teaching’ will focus on how the two concepts ‘teaching’ and ‘Europe’ stand in relation with each other. During these three weeks, we will analyze this symbiosis more closely by weekly changing our focus going from micro, meso to macro level.

Micro level

- Challenges for Education
- Visiting interesting spots in Copenhagen whilst combining stories, statues and materials in the influence of the society on the individual.
- Visiting a museum: art as social criticism
- City tour: The city as a gate to art, culture and society

Meso level

- The differences and similarities in teaching and school curricula will be discussed.
- Formal and non-formal education: a challenging dilemma ...
- The implementation of Erasmus+ projects for elementary and secondary schools
- The organization of International and European schools
- What does school structure and school climate tell us about perspectives on education

Macro level

- Diversity and education:
  17 sustainable development goals (United Nations) - UNESCO: Ensure inclusive and quality education for all and promote lifelong learning
  European Union: What is an European teacher?
- What is intercultural education?
- What is culture? Identity? Perceptions, avoiding stereotyping
- Intercultural attitude of a teacher
- Discovering if Copenhagen is an intercultural city (excursion)
- Interculturality in education:
  - in languages
  - in sciences
  - in teaching materials
  - in teacher’s attitude

Learning aims

Main objective:
Comparing educational systems on micro (classroom activities), meso (schools) and macro level (policy).

Knowledge aims - the student knows about:
• The history and actual situation on educational, political and societal of the student's own country and Europe as a whole. A teacher is a participant in culture and society and must be able to guide students in their discovery of the world.
• To be able to compare educational systems on micro (classroom activities), meso (schools) and macro level (policy)
• Be able to express in own words the European funded Erasmus+ possibilities regarding to international cooperation in the field of education.
• Point out the main differences between formal and non-formal learning
• Be able to explain the differences between international and European schools based on their curricula and standards

Skills aims - the students can:
• Establishing an understanding and awareness of (inter)cultural teaching
• Be aware of some characteristics of different cultures and introduce them in education
• Bridge the differences between cultures and discover the link between culture and education
• Express yourself in a relaxed and individual way using words, body and materials in order to show the previous aims
• Discover the power of art and storytelling for educational purposes.
• Be able to write out a draft for an Erasmus+ Comenius project

Literature


Burdon, M. (2014) Lifelong learning from the '70s to Erasmus for all: A rising concept. in Procedia - Social and Behavioral Sciences 116 ( 2014 ) 3005 – 3009
Assignments

Mandatory tasks and assignments

1. Pre assignments
   a. Prepare a presentation of your own educational system, which you compare with the Danish system (as well differences as similarities) in maximum 5 slides and 10 minutes. You can present the educational system in group by country. Contact your compatriots.
   b. Textbook analysis. Bring a textbook of the school subject English with you (for pupils of the age 10-12 years old). Is it suitable for intercultural education?
   c. Bring along a favorite picture book (age undefined) and bring clothes/attributes to retell/to illustrate this story so that you can play a book scene, become a character of your book.

2. assignments
   b. Cultural comparison. E.g. Comparison of at least three different European nutrition models. Create a ‘perfect nutrition model’ for Europe (add a drawing) A well balanced diet.
   c. Record yourself telling an existing story (legend) relating to an object or place in the city that reminds you of your own country.
   d. Design a poster with your group about your Erasmus+ Comenius project. At the end of the week, you will give a short presentation during the poster fair. You will also hand in your Comenius proposal.

Mandatory tasks for project days at schools

1. Observation (make a reflection in this digital portfolio):
   a. Which aspects do you consider as valuable to an intercultural school climate where students feel welcome and are stimulated to make social contacts?
   b. Which aspects do you consider as valuable to an intercultural classroom where students are stimulated to learn?
   c. Based upon your own experiences with school teachers, which aspects do you consider as valuable to intercultural teaching? What makes a teacher an “intercultural” teacher: didactical and relational aspects?

2. At the school, students will work together with pupils on storytelling. For example: students will draw a cover for a similar story, tell existing stories about themselves based on/by means of a picture..

3. Students should try to bring the outside world in the class or even better go with the schoolchildren outside to discover art at their level and try to let the children get involved with the theme or the thoughts that lie underneath.

4. Execute one of the classroom activities on a picture book.

5. Go in dialogue with your teacher and/or management of your school based on your reflections and interviews during the whole semester. Determine a subject for an Erasmus+ Comenius project that will result in a, for your internship school, filled in application form.

Assessment and grading
This course unit is graded based on students’ participation and performance.

**Participation**
- Attendance: Students must participate at least 90% of teaching hours and international practicum.
- Students must hand in all required tasks and assignments.

**Performance**
- Quality of work.: at the end of each week the students present their work to each other and to the teachers. The other students make a ranking which one was best and where do they situate themselves and way. The teachers spontaneously give feedback on this presentation.

**Progress**
- At the start of the module the teachers discuss the goals with the students and they try to formulate a personal goal for themselves. At the end of the module they give a small presentation about their progress, with examples and further need for progress in the future or formulating new goals.

Course portfolio: During the semester programme, students work on a course portfolio. At the end of the semester programme, each student chooses one aspect of his / her portfolio, which he/she reflects on and presents.

**Product from this course for the course portfolio:**
- Hands-on didactical material that can be used European wide and is electronically available.
- A poster presenting your Erasmus+ Comenius project and a, for your internship school, filled in application form.