

Excerpts of CURRICULUM

Bachelor Education in Social Education

Gedved Seminarium

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Curriculum for the social educator programme at Gedved Seminarium

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1.1 Values in the social education programme at Gedved Seminarium

Our ambition is that students at Gedved Seminarium acquire the very best prerequisites for carrying out relevant educational tasks at a highly qualified level and are able to contribute with innovative solutions to well-known educational challenges as well as any other challenges to come.

The Social Educator Programme at Gedved Seminarium builds on a holistic, broad, challenging and high-quality approach.

Totality

We work from a holistic view of man and his possibilities of learning and developing seen in a societal and social context.

Our education stands on three solid legs: Personal development, good craftsmanship and vocational knowledge. When people unite to create important learning projects and meaningful lives, the elements that matter the most are knowledge, ability and dedication. Consequently, our education aims at both education and personal development.

Broadness

We consider diversity in experience of life, ethnicity, nationality, age, background etc. as a strength, and emphasize a broad learning environment where there is room for anyone who is willing to contribute constructively. We perceive internationalism and interculturalism as methods to see the educational field from new and enriching perspectives.

We are rooted in a socio-educational learning tradition and culture. Thus, the planning of the education rests on an increased attention to socio-educational practices in relation to particularly vulnerable or marginalised groups.

Challenge

We want to prepare our students to enter into processes of change and to challenge their own limits with respect for and inspiration from the multitude of life experiences and stories the students at Gedved Seminarium hold.

We work with innovative processes and have integrated development projects in the course of the education programme so that the students are enabled to contribute to the development of their subjects and later their profession.

Our students have the possibility of choosing a special profile in their education. Therefore, social educators from Gedved Seminarium will have special competences in outdoor life, interculturalism or social innovation.

Quality

Our educators work with special vocational focus areas that support and qualify the profiles of the education.

We work continuously to develop the education and expect the students to participate actively in this innovation work through the daily dialogue with educators and management, through active participation in our evaluation system as well as through the formal works committees that are available.

The binding fellowship and cooperation are key words in the daily life of Gedved Seminarium and we set great store by developing the institution and our education jointly so that we can go on educating a professional educational staff that matches today's needs.

Organisation of the social educator programme at Gedved Seminarium

Gedved Seminarium is a place of learning that finds it very important that personal development, craftsmanship and vocational knowledge are also strengthened and evolved through the framework we create for the students' work with the learning goals of the education.

Variation

We attach great importance to enabling the students to meet a wide variety of educational- and learning methods – group and class teaching, lectures and plenum, group work, reflection groups and independent study work etc. We work systematically with learning processes and didactic questions throughout the entire education.

Coherence

We emphasize a meaningful interaction between the subject areas of the education and in the practical training so that all the vocational elements contribute meaningfully to the development of educational competences. Consequently, project work and interdisciplinary cooperation constitute an essential part of the education.

Exchange

We give high priority to initiatives that support contact and dialogue with the practice field, and aim at implicating the students to the highest possible extent in the research associated development projects the educators at Gedved Seminarium are involved in.

Experience

Study and vocational guidance – including involvement of older students' experience and the use of educational guides – constitutes an essential focus point in the education.

1.3 The goal, duration and structure of the education

The goal of the education is stipulated in the professional bachelor in social education act.

The objective of the social educator education is to give the student a theoretical and practical basis for carrying out the work of a social educator.

The education should qualify the student to be able to

- 1) enter into professional relations with children, adolescents and adult users and cooperate with, guide and support their parents and relations,*

- 2) *promote social goals and values to everybody irrespective of linguistic and cultural background,*
- 3) *obtain and make use of relevant theories and methods in educational practice,*
- 4) *plan, carry out and coordinate educationally motivated activities and processes,*
- 5) *participate in vocational collaboration, for instance with staff from adjacent areas, and*
- 6) *analyse, evaluate, document and develop educational practice and also participate in high-quality workmanship and innovation.*

The education has as its aim the entire social educational area with specialisation in a field of activity, function or vocation.

The education should contribute to furthering the students' personal development, including the interest in and ability to contribute actively in a democratic society and should provide the students with a basis for further education.

The goal, duration and structure of the education are stipulated in the Ministry of Education order for the professional bachelor education.

Through the education, the student should acquire knowledge, insight and competences as a social educator to attend to the developmental, learning and caretaking tasks involved in the work of a social educator within a broad field of activity and, furthermore, acquire the basis of further education.

The education is split up into semesters and the official duration is 3 ½ college years, corresponding to 210 ECTS-points. A college year is equivalent to the work of a full-time student for one year and corresponds to 60 points in the European Transfer System (ECTS-points).

The education must be completed no more than 6 years after study start. Here, delay in the education due to absence in connection with pregnancy, birth and adoption, according to the childbirth law, is not included.

The education entitles the graduate to the designation Bachelor in Social Education.

1.4. The legal basis of the education and the curriculum

Laws and Ministry of Education orders, as stated below, and this curriculum (here in excerpts) altogether constitute the legal code of practice for the Social Educator programme at Gedved Seminarium.

Law governing medium-cycle higher education, Law no. 481 of May 31, 2000

Law governing the Bachelor in Social Education programme. Law no. 315 of April 19, 2006

Law governing open education, Law no. 956 of November 28, 2003

Decree governing the Bachelor in Social Education programme. Ministry of Education order no. 220 of March 13, 2007.

Ministry of Education order no. 356 of May 19, 2005, governing tests and exams in vocational educations

Ministry of Education order no. 262 of 20 March, 2007, governing marking scale and other assessment (7-step scale)

Ministry of Education order no. 167 of February 22, 2007, governing admission, enrolment, leave etc. for certain further and higher educations.

1.5 Abbreviations used in the curriculum

DCC: Danish, Culture and Communication

ISS: Individual, Institution and Society

WNT: Workshop, Nature and Technology
 EMD: Expression, Music and Drama
 HBM: Health, Body and Movement
 ICT: Information, Communication, Technology
 ECTS: European Credit Transfer System
 CAK: Central Areas of Knowledge and Skills

2. ORGANISATION OF THE EDUCATION

The education is organised in such a way that its basis of knowledge is founded on vocation and development, besides being research affiliated in such a way that theoretical and practical education is combined in interplay with increasing degree of difficulty and complexity throughout the programme. Relevant national and international research-, experimental and innovative work is integrated into the education to the largest possible extent.

2.1 The extent of basic subjects and technical elements

The core subjects and vocational elements of the education have the following extent:

Educational theory and practice, corresponding to 43 ECTS-points

Danish, Culture and Communication, corresponding to 28 ECTS-points

Individual, Institution and Society, corresponding to 18 ECTS-points

One of the following main subjects according to the choice of the student, corresponding to 30 ECTS-points:

Health, Body and Movement

Expression, Music and Drama

Workshop, Nature and Technology.

Practical training, corresponding to 74 ECTS-points.

Specialisation within one of the following areas of work or activity, corresponding to 5 ECTS-points beyond elements from educational theory and practice, main subjects and practical training:

- a) *Children and adolescents*
- b) *People with reduced functional capacity*
- c) *People with social problems.*

The education involves a bachelor project, corresponding to 12 ECTS-points.

The work with the specialisation corresponds to 35 ECTS-points composed in such a way that 5 ECTS-points are aimed at the specialisation chosen, 10 ECTS-points are from the subject Educational theory and practices, 5 ECTS-points are from the main subject and 15 ECTS-points are from the practical training.

An interdisciplinary element, corresponding to 8 ECTS-points, composed of elements from the basic subjects and vocational elements, forms part of the education.

2.2 Overview of the organisation of the education

Week /Sem.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1st sem.	Learning and Practice Educ.: 5 ECTS, IIS: 2.5 ECTS, DKK: 4 ECTS, Main Subj.: 4.5 ECTS									1st practice period (47 working days) 14 ECTS (and 5 study days)										

2nd sem.	Subj./project Educ. 9 ECTS IIS: 4 ECTS	Subj./project DCC: 6 ECTS Main subj.: 6 ECTS	Interdisciplinary exam Educ.: 2 ECTS IIS: 0.5 ECTS DCC: 1 ECTS Main subj.: 1.5 ECTS	
3rd sem.	2nd practice period 10 study days			
4th sem.	Subj./project Educ.: 2 ECTS IIS: 2 ECTS	Interdisciplinary networking and inter-professional cooperation Profiles: Intercultural understanding Social innovation Outdoor life Educ.: 5 ECTS, DKK: 4 ECTS, IIS: 3 ECTS, Main subj.: 2 ECTS	IIS incl. exam: 6 ECTS	Cultural production and cultural communication DCC: 2 ECTS Main subj.: 3 ECTS
5th sem	DCC + exam: 11 ECTS	Specialisation: Children and adolescents People with reduced functional capacity People with social problems Educ. 13 ECTS, Main subj. 6 ECTS		
6th sem	3rd practice period including 10 study days Specialisation: 15 ECTS			
7th sem	Report specialisation: 5 ECTS	Education + exam: 7 ECTS. Main subj. + exam: 6 ECTS	BA-project: 12 ECTS	BA-exam Graduation

2.3.1 Organisation of the first semester

Objective of the semester

The objective of the semester is to introduce the students to the education and to provide them with knowledge of the educational work. In the practical training, the focal point is the concrete educational relation.

Structure of the semester

The semester consists of three periods: A project on learning, a theme period aiming at the first practice period and the first practical training lasting approx. 11 weeks.

A. Discovering the universe of learning

Objective of the period

The objective of the period is to make the student acquire basic knowledge of and skills in

- working with own and other people's learning processes
 - communicating consciously and purposefully in different connections
 - working with project-specific assignments
 - studying actively and methodically

Organisation of the period

The period is organised as an interdisciplinary project of 4 weeks' duration. The project combines the subjects: *Educational theory and practice* and *Danish, Culture and Communication*. The students work in project-organised groups with a problem that was formulated beforehand.

B. On their way into the educational field of activity

Objective of the period

The objective of the period is to provide the student with qualifications to be able to carry out the training practice.

Goal of the period

The goal of the period is to provide the student with basic knowledge of

- the institution's social tasks
- the educational relation
- the educational task in the practice institution

and that the student achieves skills in

- initiating activities within the main subjects
- using observation methods as an educational tool

Organisation of the period

The period is organised as thematic subject tuition in the subject *Individual, Institution and Society* and the *Main Subject* chosen with selected interdisciplinary focal areas.

C. 1st practice period

Goal and organisation of the first practice period is described in chapter 4 in the curriculum and in the Practice Handbook.

The themes of the study days in the practice period are observation and educational relation.

2.3.2 Organisation of the 2nd semester

Objective of the semester

The objective of the semester is to provide the student with basic knowledge and skills within the subject areas of the education, thus empowering the student to illustrate and solve educational problems.

The structure of the semester

The semester consists of three periods: A first period with the subjects *Educational Theory and Practice* and *Individual, institution and society*. Then, a second period with *Danish, Culture and Communication* and *Main Subject*, and, finally, a third period where the student works with a project that is evaluated at the first year's exam.

A. Educational Theory and Practices and Individual, Institution and Society

Objective of the period

Firstly, the objective of the period is to provide the student with methods and skills to analyse own and other students' educational practices via the angles provided by the two subjects individually but also across the disciplines.

Goal of the period

The goal of the period is to provide the student with knowledge of

- educational core concepts and core values
- interplay between society, institution and individual

and to provide the student with skills in

- using vocational language
- analysing own and other students' educational practices
- conveying vocationally well-founded points of view in writing

Organisation of the period

The course of events is organised in an alternation between subject learning and work in study groups. Thus, there is a continuous alternation between acquisition of new vocational material and concepts in addition to the students' own work when dealing with and qualifying their own experiences. Throughout the period, the students work with written presentations of their own professionally founded views using IT.

B. Impressions and Expressions – Danish, Culture, Communication and Main Subject

Objective of the period:

The objective of the period is that throughout the period the student works with concepts, methods and skills in the *Main Subject* and *Danish, Culture, Communication*, respectively. The common theme of the subject, *Impressions and Expressions*, is the student's focal point when working to think and act across disciplines.

Goal of the period

The goal of the period is to provide the student with basic knowledge of and skills in

- using and developing educational, technical and esthetical creative processes
- inspiring and motivating joy at and display of great activity
- involving the culturally created physical world and nature, leaving room for experience and providing opportunities for self-expression
- transferring knowledge into educational and competent scope for action
- working with languages, both the student's native tongue and the languages used by various user groups, and also language acquisition
- basic understanding of the cultural concept.

Organisation of the period

The period is organised as a combination of subject tuition with practical sequences and work in study groups. The student takes both his main subject and DCC throughout the entire period.

A. The professional social educator

Objective of the period

The objective of the period is to take stock of the student's experiences from the second practice period with special reference to the social educator's personal professional identity and the function of the educational profession.

Goal of the period

The student acquires knowledge and skills with a view to

- the social educator's professional identity and competences, at the present time and historically
- accounts of practice and analysis of cases

Structure of the period

The period is structured with tuition in the subjects *Individual, institution and society* and *Educational theory and practices*

B. Vocational profiles and multi-vocational cooperation

Objective of the period

The objective of the period is that the student develops a special professional profile and is qualified to take part in inter-professional cooperation.

Goal of the period

The goal of the period is to provide the student with knowledge of and skills in

- the culture and organisation of different sectors and groupings

And that the student acquires skills in

- creating and taking action in inter-professional and cross-sectional working partnerships and networks
- facilitating multi-vocational processes of development and projects

Structure of the period

The student chooses one of the following profiles: *Outdoor life, Intercultural Competences* or *Social Innovation*. The period is structured as three independent profiles where all compulsory subjects and the main subject of the student's choice form part of the profiles with vocational perspectives. A compulsory study tour abroad or within the borders of the country is part of the period. Besides, the student works with inter-professional processes of development or projects crowned by a report.

C. Interplay between individual, institution and society

Objective of the period

The objective of the period is to prepare the student for the final exam in *individual, institution and society*

Goal of the period

The goal of the period is that the student acquires knowledge of

- the interaction between individual, institution and society with special focus on the social perspective
- the development and importance of the welfare society for the social educator's tasks
- different views of human nature and society
- international conventions

Structure of the period

The period is structured as subject tuition in *Individual, Institution and Society*

D. Culture creation and culture dissemination

Objective of the period

The objective of the period is that the students acquire skills in aesthetical ways of expressing themselves in the *Main Subject* and *Danish, Culture and Communication*

Goal of the period

The goal of the period is that the students acquires skills in

- aesthetical ways of expressing themselves
- cooperation with a view to aesthetical production
- working with or for different target groups

Organisation of the period

The students work with specific projects and the period comprises some form of culture dissemination

2.3.5 Organisation of the 5th semester

Objective of the semester

The objective of the semester is that the student acquires knowledge of and skills in culture, communication and languages besides acquiring knowledge of and skills in the specialisation of their choice.

Structure of the semester

The semester consists of two periods: In the first period the subject *Danish, culture and communication* is finished and in the second period, the students work with their specialisation involving *Educational theory and practices* and *Main subject*.

A. Danish, culture and communication

Objective of the period

The objective of the period is that the student acquires knowledge of culture, communication and languages and develops personal vocational skills in transforming the knowledge of the subject into educational practice.

Goal of the period

The goal of the period is that the student acquires

- knowledge of verbal and nonverbal communication
- knowledge of and skills in analysis of fiction

and that the student acquires skills in

- supporting the communication and expressions of users
- creative writing

Organisation of the period

The period begins with 3 weeks' subject tuition followed by 3-4 weeks' exam project before the exam. The project is attached to a user group and is made in groups. The exam is individual.

B. Specialisation

Objective of the period

The objective of the period is that the student acquires knowledge, theory and method within a specific field of activity in such a way that the qualification of the student can be transferred to other fields of activity and function in the profession. The immersion should further the student's ability to professionalise knowledge from the other subjects and periods of the education.

Goal of the period

The goal of the period is that the student acquires knowledge of and skills in

- the educational work with the specific user group
- the user group's own culture and the role of the social educator in that culture
- organising, carrying out and evaluating cultural activities in cooperation with the user group
- internationality in cooperation with the users
- ethical reflexion and action
- searching for, employing and criticising educational methods, ideas and research

Organisation of the period

The student chooses one out of three specialisations: *Children and adolescents*, *People with reduced functional capacity* or *People with social problems*.

The period is organised with tuition in the specialisation of the student's choice, respectively the student's *Main subject*. The student also works with a project-organised investigation of the specialisation as well as the combination of the *Main subject* and the specialisation. The specialisation is attached to the 3rd practice period and the period finishes in the 7th semester with a report.

Organisation of the 6th semester

The goal and organisation of the 3rd practice period is described in chapter 4 in the Curriculum and in the Practice Handbook.

The themes of the study days in the practice period are the educational profession and the 3 specialisations.

2.3.7 Organisation of the 7th semester

Objective of the semester

The objective of the semester is to provide the student with knowledge, skills and competences in the educational field of activity at a bachelor level through the work with the final exams and the bachelor project.

Structure of the period

The semester consists of three periods: In the first period, the work finishes with the specialisation. The second period contains tuition and exam in *Educational theory and practices* and *Main subject*, respectively. In the third period, the bachelor project concludes the education.

Specialisation – report

Objective of the period

The objective of the period is that the students conclude the immersion in the specialisation by documenting the knowledge, theory, and method acquired in the specific field of activity-, function- or subject of their choice.

Goal of the period

The goal of the period is that the students acquire knowledge of and skills in

- summarising their theoretic and practical work with the specialisation
- documenting knowledge in essential CAK areas in the specialisation

Organisation of the period

The period is a 3-week conclusion of the specialisation the student has worked with in the 5th and 6th semesters. During this period, the specialisation report is written, either in groups or individually. If a group report is chosen, the report should clearly demonstrate what sections the individual student contributes with. The students receive counselling in connection with the report writing.

B. Educational theory and practice and Main subject

Objective of the period

The objective of the period is that the students finish tuition activities and prepare for an exam in *Educational theory and practice* and *Main subject*, respectively

Goal of the period

The goal of the period is that the students:

- are able to take a comprehensive view of their knowledge and competences in the two subjects
- gather and treat knowledge with a view to being able to document competences within the two subjects

Organisation of the period

The period stretches over 6 weeks and consists of tuition, guidance and tests preparing the student for the exam. The student makes a synopsis as the basis of the exam in each of the two subjects. In *Educational theory and practices*, the student makes the synopsis individually, whereas the synopsis can be made individually or in groups in the *Main subject*, and the presentation in the *Main subject* may be made in groups.

C. Bachelor project

Objective of the period

The objective of the period is to enable the students to communicate their own professionally founded views by means of independent work.

Goal of the period

The goal of the period is to enable the student through independent work to:

- acquire special insight into a limited central area or problem of theoretic as well as practical character in the educational field
- acquire skills in gathering, treating and employing relevant knowledge and data
- demonstrate knowledge of scientific theory and method
- include surveys and experiences or other knowledge about practice
- communicate own professionally founded points of view

Organisation of the period

At the beginning of the 7th semester, the bachelor project is introduced. The bachelor project concludes the 7th semester and is a 10-week project. The bachelor project must be in writing and can be made in a group consisting of up to 4 students, but the exam is individual. In the bachelor project, the student deals with a self-elected problem that is relevant to the vocational field and that must be approved by the educational institution. Methodical guidance is provided, and lessons given by guest lecturers are used in this period.

8. TEACHING– AND WORKING METHODS

The teaching methods chosen in the education should support the work with the learning and competence goals and, at the same time, support the student's possibility of personal development and professional autonomy. Gedved Seminarium emphasises that knowledge and action competences are respected to the same degree, and that is reflected in the framework of learning in the education.

The college strives to vary the methods of working and teaching in such a way that the vocational mediation is optimal and the student's different learning potentials are challenged. Overall, we endeavour to create a study environment – both in the physical framework and in the human presence and contact – that furthers the student's learning.

Class teaching

As a student at Gedved Seminarium your firm base will be in a class where subjects and themes can be planned as class teaching. Here the educator's communication of the material is given high priority. Still, we aspire to obtain a high extent of involvement on part of the students in the planning, the discussion as well as in the working up of the material communicated.

Group work

As a student, you are continually involved in group work, either in ad hoc groups that work with specific assignments or over a long period of time where the students are doing research into specific projects.

Project work

Project organised work is given high priority at Gedved Seminarium. We strive to achieve progression towards a higher degree of problem-based learning where the student's responsibility and independence are qualified and grow through the education. The project work method is used both in internal projects at the college and in exams; however, project work is also an essential framework when students cooperate with institutions and users outside the college.

Team teaching

Team teaching is chosen when the knowledge that is to be conveyed is suitable for this lecture method. Here we are talking about short sessions with a high extent of one-way communication typically followed by a dialogue among students in group work.

Independent work

An independent contribution is a necessary supplement to the tuition planned by the college. Thus, the student is expected to be able to work independently and responsibly towards the competence

goals of the education. This is done with support from the student counselling and vocational counselling that is always available at the college.

14. ASSESSMENTS AND EXAMS

14.1 General rules governing assessments and exams

The exams involved in the education are structured and carried out according to the rules at force in: the Ministry of Education order for the social education programme”, “Ministry of Education order for exams and assessments in vocational education”, “The Ministry of Education order on the marking scale and other forms of assessment” and, finally, “The Ministry of Education order for the external examiners’ institution at certain higher educations”.

Internal and external exams and evaluation of practice periods form part of the education.

1 st semester:	Evaluation of 1 st . practice period
2 nd semester:	Internal exam after the 1 st year of study
3 rd semester:	Assessment of the 1 st salaried practice period
4 th semester	External or internal exam in the subject <i>Individual, institution and society</i> Internal exam in inter-professional element
5 th semester	External or internal exam in the subject <i>Danish, Culture and Communication</i>
6 th semester	Assessment of the 2 nd salaried practice period
7 th semester	Internal exam in specialisation External exam in the subject <i>Educational theory and practices</i> External exam in <i>Main Subject</i> External exam in Bachelor project

14.3 Exam in *Individual, institution and Society*

Form of exam

The exam takes as its starting point a problem formulated by the team of teachers.

The student makes a short synopsis consisting of 3 standard pages that forms the basis of the oral exam.

The exam consists of a presentation and a discussion followed by discussion of the examinee’s performance.

Presentation:	5 minutes
Discussion:	20 minutes
Discussion of Performance:	5 minutes

The exam is marked according to the 12-scale.

The exam is oral with internal or external marking. If the exam is marked internally, the exam in *Danish, Culture and Communication* for the individual student must be marked by an external examiner, and vice versa.

Objective

The objective of this form of exam – the combination of written and oral presentation – is to

provide a broad foundation for marking in relation to the learning and competence goal of the subject, in the same way as the work with a problem that was formulated in advance is in continuation of the method of education used at the college

The specific Ministry of Education orders governing the specific conduct and foundation of the exam can be seen from the examination regulations that are a supplement to the curriculum.

The basis of the exam is the learning goal of the period and the competence goals for the subject *Individual, Institution and Society*.