

EXCHANGE COURSE

Autumn Semester 2026.

Inclusive Practice



University College
South Denmark

Autumn Semester:

INCLUSIVE PRACTICE

24 August to 11 December 2026

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

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

The programme comprises 30 ECTS

Course Content

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

Headlines from the course

Module 1: Inclusive Teaching (10 ECTS)

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

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

Module 2: Classroom Management and Inclusion (10 ECTS)

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

Eventually, the course module focusses on classroom management conceived of as a skill of managing, organising and collaborating with classrooms in the light of differentiated teaching and inclusive pedagogy.

Module 3: English Teaching and Intercultural Communicative Competence (10 ECTS)

The starting point for this teacher-education module is the subject matter of culture, including intercultural competence and English as an international language. We focus on culture, identity, and development of intercultural competence in the perspective of a targeted age group. We work theoretically and empirically with authentic English texts and media in the widest sense and how to teach intercultural (communicative) competence, delving into the key areas below.

Competence goal included in this module:

Arguing professionally, the students can plan, implement, evaluate and develop varied English teaching using diverse text types integrating knowledge and skills dealing with society, culture, and cultural encounters.

Key Areas:

- Foreign language learning pedagogy and primary English language teaching: theories, research and
- Intercultural competence: theories, research and practice
- Culture and society in English-speaking countries and in relation to global challenges
- Theory of culture and cultural understanding
- Cultural encounters in a global perspective
- Text and media literacy
- Linguistic variation in the English-speaking world: World Englishes
- English as Lingua Franca and as an international language
- International co-operation including IT-based opportunities

Target groups

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

Aims

The student can plan, implement, evaluate, and develop inclusive teaching that integrates a focus on intercultural learning and the development of students' intercultural communicative competence.

Assessment

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

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

Requirements

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

Accommodation

University College South Denmark will help you find accommodation.

See ucsyd.dk/int for more information.

Application

Annual deadline for application:

1 May 2026

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Further information

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ucsyd.dk-inclusive-practice

Campus Esbjerg

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

Esbjerg city: visitesbjerg.dk

Student life in Esbjerg: <https://e1education.dk/>

For further information please contact

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