|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Template for course description:**  **Collecting proposals for internationalisation electives** | | | | |
| **Approved by:** | **Board of studies, School of Communication and Culture**  Click here to insert date. | | **Board of studies, School of Culture and Society**  Click here to insert date. | |
| **Course title in English:** | **To be filled in by the teacher** *– max 250 characters.*  *The English title is shown in the course catalogue and on the exam certificate.* | | | |
| **Course title in Danish:** | **To be filled in by the teacher** *– max 250 characters.*  *The Danish title is shown in the course catalogue and on the exam certificate.* | | | |
| **Semester:**   |  | | --- | | Choose from the menu |   **Year:**   |  | | --- | | Choose from the menu | | | **Assessment form:**   |  | | --- | | 7-point grading scale |   **Form of co-examination:**   |  | | --- | | Internal | | | **Language:**   |  | | --- | | English |   **ECTS:**   |  | | --- | | 10 ECTS | |
| [**Purpose** 🛈](#Formål) | | | | |
| *The purpose of the course is described in the academic regulations and in the course catalogue. Advance approval of courses from universities outside Denmark is based on the stated purpose.*  The purpose of the internationalisation electives is to provide students with the opportunity to use a foreign language in an academic setting, and to work with an academic theme within the humanities.  The purpose is also to teach the students to operate in a cross-disciplinary teaching context, thereby gaining a cross-disciplinary perspective on their own subject area.    The course contributes to the international dimension of the degree programme and improves the students’ understanding of the academic profile of their degree programme in relation to the humanities as a whole.    Detailed stipulations regarding the form, content and examination format of the individual courses are stated in the course descriptions in the course catalogue: [http://kursuskatalog.au.dk/en/](https://kursuskatalog.au.dk/da/electivegroups/10018GG001?year=2018-2019). | | | | |
| **Content** [🛈](#Formål) | | | | |
| **The teacher describes the content of the individual courses.**  *The description of content is shown in the course catalogue alongside the purpose of the course.*  For instance: *"The course covers various aspects of (...) The student is given a general introduction to (...) The course deals with the topic in practice by (…) Students are also given an introduction to the theoretical approaches within (...) The course introduces students to (...)"* | | | | |
| **[Academic objectives](#Læringsmål" \o "Beskriver de udvalgte pejlemærker ift. viden, færdigheder og kompetencer, som anvendes til vurdering af om/i hvilken grad den studerende opfylder fagets formål. Vigtigt at de kan udprøves med den valgte prøveform. Læringsmål kan aldrig dække formålet helt.)** [(eight in total) 🛈](#Læringsmål" \o "Beskriver de udvalgte pejlemærker ift. viden, færdigheder og kompetencer, som anvendes til vurdering af om/i hvilken grad den studerende opfylder fagets formål. Vigtigt at de kan udprøves med den valgte prøveform. Læringsmål kan aldrig dække formålet helt.) | | | | |
| **The teacher adds a total of three specific academic objectives under “knowledge”, “skills” and “competences”. The academic objectives written in black must always be included in the course.**  *The academic objectives are stated in the course catalogue.*  In the evaluation of the student’s performance, emphasis is placed on the extent to which the student is able to: [Knowledge:](file:///C:\\Users\\au123757\\AppData\\Local\\Microsoft\\Windows\\INetCache\\Content.Outlook\\674HKS2P\\Knowledge" \l "Viden)   * For instance: “describe (...), account for (...) or reflect on (…)” * Apply the key theoretical and methodological approaches of the course * Critically reflect on their own oral and/or written products (and those produced by others) in relation to the academic and theoretical discussions of the course     Skills:   * For instance: “analyse (...), assess (...) or present (...)” * Discuss the theme of the course in the foreign language in an academic context     [Competences:](file:///C:\\Users\\au123757\\AppData\\Local\\Microsoft\\Windows\\INetCache\\Content.Outlook\\674HKS2P\\Competences" \l "Kompetencer)   * For instance: “discuss the issue in relation to (...)” * Participate constructively in learning collaboration in a foreign language across educational and/or cultural backgrounds * Gain perspective on and compare the academic profile of the degree programme in relation to the subject areas of the humanities | | | | |
| **Comments on form of instruction** | | | | |
| **The teacher describes the form of instruction, which is aligned with the academic objectives and the form of examination.**  *Comments on the form of instruction are shown in the course catalogue.* As a part of the course, the student produces a number of assignments. The number of assignments, their form (individual and/or group-based, written, oral, product, reflection, peer feedback, set question or student’s choice of question, etc.), their length and the deadlines for submission are announced in writing in Brightspace and orally by the teacher at the beginning of the semester. The assignments can provide the basis for different forms of feedback and further development related to the teaching, but there is not a continuous evaluation of the individual assignments.  All or a selection of these assignments can provide the basis for the student’s exam. | | | | |

|  |  |
| --- | --- |
| **Form of examination** | |
| **Portfolio** | *The form of examination is shown in the course catalogue.*  **Ordinary examination:**  The exam consists of a portfolio that contains 3-8 assignments. The number of assignments in the portfolio, their form (individual and/or group-based, written, oral, product, reflection, peer feedback, set question or student’s choice of question, etc.) and their length is announced in writing in Brightspace and orally by the teacher at the beginning of the semester.  The portfolio can be completed individually or, if specified by the teacher, in groups of up to 6 students.  It must be possible to assess the student individually and therefore it is important that, for portfolios prepared in groups, it is clearly stated which sections the individual students are responsible for and which sections the group is responsible for.  The complete portfolio must be submitted for assessment in the Digital Exam system before the deadline set in the examination plan.    The total maximum lengths are:  For 1 student: 12 standard pages.  For 2 students: 18 standard pages.  For 3 students: 24 standard pages.  For 4 students: 30 standard pages.  For 5 students: 36 standard pages.  For 6 students: 42 standard pages.    Products can be included in the portfolio and can, depending on the length and the teacher’s approval, form a number of standard pages of the portfolio’s total length. The title page, the table of contents, the list of references and appendices are not included in the number of standard pages.  **Re-examination:**  The re-examination consists of a portfolio that contains 3-8 assignments of the same type and number as in the ordinary exam. The number of assignments in the portfolio, their form (individual and/or group-based, written, oral, product, reflection, peer feedback, set question or student’s choice of question, etc.) and their length is announced in writing in Brightspace at the end of the teaching period at the latest.  The portfolio can be completed individually or, if specified by the teacher, in groups of up to 6 students.  It must be possible to assess the student individually and therefore it is important that, for portfolios prepared in groups, it is clearly stated which sections the individual students are responsible for and which sections the group is responsible for.  The complete portfolio must be submitted for assessment in the Digital Exam system before the deadline set in the examination plan.    The total maximum lengths are:  For 1 student: 12 standard pages.  For 2 students: 18 standard pages.  For 3 students: 24 standard pages.  For 4 students: 30 standard pages.  For 5 students: 36 standard pages.  For 6 students: 42 standard pages.    Products can be included in the portfolio and can, depending on the length and the teacher’s approval, form a number of standard pages of the portfolio’s total length. The title page, the table of contents, the list of references and appendices are not included in the number of standard pages. |