

MIELESTONE

Date	The programme of lectures and other activities
Sunday, November 28	<p style="text-align: center;">Arrival of all participants</p> <p>18:00 – 19:00 Welcome Dinner</p>
Monday, November 29	<p>07:00-08:00 Breakfast</p> <p>08:15-11:45 Visit to a local school.</p> <p><i>Please, remember warm clothes! We are going to observe out-door classes.</i></p> <p>Bøgeskov skole Bøgeskovvej 37, Bøgeskov 7000 Fredericia</p> <p>12:30 – 13:30 Lunch break.</p> <p>13:30-14:00 Introduction to a program.</p> <p>14:00 – 16:00 Presentation to the town of Fredericia by Jan Terp</p> <p>16:00-16:15 Tea/Coffee</p> <p>16:00 – 18:00 Group work/Free time</p> <p>18:00 – 19:00 Dinner</p>
Tuesday, November 30	<p>07:30-09:00 Breakfast</p> <p>09:00 – 12:30 Work in Groups. Preparation of teaching</p> <p>12:30-13:30 Lunch</p> <p>13:30 – 14:45 Work in Groups. Preparation of teaching/Counseling</p> <p>14:45-15:00 Break</p> <p>15:00 – 16:00 Continuation of work in groups</p>

	<p>16:00-16:15 Tea/Coffee</p> <p>16:00-18:00 Free time</p> <p>18:00-19:00 Dinner</p>
<p>Wednesday, December 1</p>	<p>07:30-09:00 Breakfast</p> <p>09:00 – 12:30 Last preparations of presentations</p> <p>12:30 – 13:30 Lunch</p> <p>13:30 – 16:30 Presentation by group 1</p> <p>16:30-16:45 Break. Tea/Coffee</p> <p>16:45 – 17:45 Meet in your groups to put down thoughts about the group presentation of Wednesday and prepare feedback for the group. Each group meets to discuss the presentation of group 1. Counselors meet to discuss the presentation.</p> <p>17:45-18:00 Break</p> <p>18:00- 19:00 Dinner</p> <p>19:00 – 20:00 Group 1 presents didactical considerations and self evaluation (max 30 min.) – feedback from groups and counselors.</p>
<p>Thursday, December 2</p>	<p>07:30-09:00 Breakfast</p> <p>09:00 – 12:00 Presentation by group 2</p> <p>12:00-12:30 Break</p> <p>12:30 – 13:30 Lunch</p> <p>13:30 – 16:30 Presentation by group 3</p> <p>16:30-16:45 Break. Tea/Coffee</p> <p>16:45 – 18:00 Meet in your groups to put down thoughts about the group presentations of Thursday and prepare feedback. Counselors meet to discuss the presentations</p> <p>18:00 – 19:00 Dinner</p>

	<p>19:00-21:00 Groups 2 and 3 present didactical considerations and self evaluation (max 30 min. per group) – feedback from groups and counselors</p>
<p>Friday, December 3</p>	<p>07:30-09:00 Breakfast</p> <p>09:00 – 12:00 Presentation by group 4</p> <p>12:00-12:30 Break</p> <p>12:30 – 13:30 Lunch</p> <p>13:30 – 14:30 Groups meet to put down thoughts of the group presentation of Friday. Counselors meet to discuss the presentation.</p> <p>14:30 – 14:45 Break</p> <p>14:45-15:45 Group 4 presents didactical considerations and self evaluation (max 30 min.) – feedback from groups and counselors.</p> <p>15:45-16:00 Break. Tea/Coffee</p> <p>16:00 – 18:00 Free time for students/Lecturers meet for planning new intensive course</p> <p>18:00 Dinner/Christmas arrangement by UCL at Danhostel</p>
<p>Saturday, December 4</p>	<p>07:30-09:00 Breakfast</p> <p>9:00-12:30 Meeting of all participants for evaluation of the course. Individual evaluation of participants. Certificates.</p> <p>12:30-13:30 Lunch</p> <p>13:30 – 18:00 Free time for students/Lecturers meet for planning new intensive course</p> <p>18:00 –19:00 Dinner</p>
<p>Sunday, December 5</p>	<p>08:00 Breakfast (please make an agreement with the reception if breakfast should be earlier).</p> <p>Departure of all participants</p>
<p>Notes for week 48</p>	<p>Notes for teaching presentation:</p> <p>Each group carries out a teaching process in different kinds of learning environments</p>

(other settings).

The “pupils” will be the other international students and teachers.

The teaching process can last from 1½ to 2 hours (exclusive moving to another setting).

The group will set up questions for theoretical discussions after the teaching session.

After each session there will be evaluation discussions with the participating students.

The goals for the project and what has to be assessed must include the following. The student must demonstrate competences in meeting the following goals:

- To identify types of diversity in a classroom;
- To recognise different intelligences of pupils;
- To demonstrate knowledge and raise awareness of our responsibility towards nature, environmental sustainability, climate issues;
- To choose different learning environments to enhance pupils’ learning possibilities;
- To share experiences that give the possibility to mirror their own theory and practice within the Nordic-Baltic countries;
- To be able to work inclusively in nature and other learning environments, using multiple intelligences.”

“The assessment of the course will be in accordance with and in the lines of how modules are being assessed in the different universities.

Students therefore must expect a diversity of assessments approaches in connection with this project.