

Day	The programme of lectures and other activities
1	<p>8.00 – 10.00: Teacher meeting on overall planning of the week Dianuvitas office: V – 311)</p> <p>10:00-11:00 Opening Ceremony of IP (University of Latvia, University College Lillebælt)</p> <p>11:00-13:00 Introduction and presentation of the programme. (UC Lillebælt)</p> <p>Introduction of all participants with small socialising games.</p> <p>13:00 – 14:00 Lunch</p> <p>14:00-15:00 Introductory lecture:</p> <p>Children right convention and Salamanca statement (Leena Graffe)</p> <p>15:00 Coffee break</p> <p>15:30 – 16:30 What can be understood by inclusive education. (Leif Tvillum)</p> <p>16.30 – 18.00: Presentation of Riga university</p> <p>18.30: Dinner</p>
2	<p>Day 2. Presentation of inclusion of the 4 countries involved.</p> <p>“What is understood and what are the concepts and problems of inclusion in education in your country”.</p> <p>A presentation by a teacher of each represented country</p> <p>Each will be followed with a short work shop/discussion with the outset in the introduction.</p> <p>In total 5½ hours including break of 5 – 10 min. between introductions.</p> <p>9.30– 10.30: Latvia</p> <p>10.40 – 12.40: Finland</p> <p>11.50 – 12.50 Lithuania</p> <p>13.00 – 14.00: Lunch</p> <p>14.00 – 15.00: Denmark</p> <p>15.10 – 15:30: Coffee break</p> <p>Free time – final preparations of students’ presentations</p> <p>16.30 – 18.30 Student presentations about their countries and universities</p> <p>18.30 –19.30 Dinner</p>

Introductions to topics for workshops

Teacher from each country introduces to a selected topic in relation to inclusive education for further work in international workshop.

After each presentation, 10 min. break.

Titles will be added later.

The presentations will - among other issues – focus on:

Inclusive challenges we see as the following:

- *Different language and cultural backgrounds;*
- *Different socio-economic backgrounds;*
- *Gender differences;*
- *Individual character, temperament, and intelligences;*
- *Physical and mental possibilities and restrictions.*
 - *education (see content)*

9:30 – 10:30 Lithuania. (Topic 1) Title:

10:40 – 11:50 Finland: (Topic 2) Title:

12:00 – 13:00 Latvia (Topic 3) Title:

13:00 – 14:00 Lunch

14:10 – 15:10 Denmark (Topic 4) Title:

15:10 – 16:00 Coffee break and students´ selection of working group.

16.00 – 16:45 Break while teachers put together the groups.

16:45 – 18:00 Groups meet for first introduction and introductory talk about working topic in the groups.

All participating students divide into 4-5 groups by making 3 priorities (Choose among topics: 1, 2, 3, 4, 5). The groups will be international with representatives from each country. ("Nordic Nytte": To learn from experiences from the 5 countries) And concentrating each on one of the topics from the introductions (see above).

The aim is to provide teaching material for school and teacher education on inclusive education that also includes "Nordic Nytte". What can we learn from one another.

The working method is "project work" Characterized by:

- * Oriented towards problems**
- * managed by participants,**
- * related towards reality, ***

	<p>* relevant for the education,</p> <p>* teachers as consultants,</p> <p>18:00 – 19:00: Dinner</p> <p>19:00 – 21:00: Information about culture of countries of participating universities (“finger food”, songs, game, dance etc. etc.)</p>
4	<p>9:30 – 10:00 Evaluation</p> <p>10:00 – 15:30: Continuation of group work. Teachers are consultants for the groups</p> <p>Main tasks are in the coming days:</p> <ol style="list-style-type: none"> 1. To start of the work in the working groups, where teachers together with students work out materials on the two levels. 2. To define the aims, working procedures, communication procedures in and kind of product for the next meeting in Fredericia in week 48. <p>13:00-14:00 Lunch</p> <p>15.00 Coffee (and continued talk)</p> <p>15:30-18:30: Sightseeing walk in the old town of Riga</p> <p>18.30 – 19.30: Dinner in town</p> <p>Evening free.</p>
5	<p>9.30 – 12.00: Visit to primary school</p> <p>12:00-13:00 Continued work in groups</p> <p>13:00-14:00 Lunch</p> <p>14.00 - 16.30: Continued work in groups</p> <p>15:00 Coffee(and continued work in workshops)</p> <p>16:30 – 18:30: Information about culture of countries of participating universities (and include a fairy tale from each country)</p> <p>18:30 – 19:30: Dinner</p> <p>Evening free</p>
6	<p>9:30 – 10:00: Briefing and evaluation</p> <p>10.00 – 13.00: Work in groups</p>

	<p>13:00 – 14.00: Lunch</p> <p>14:00 – 17.30: Putting up a precise working plan for weeks between the two seminars and creation of ideas for presentation/teaching process week 48.</p> <p>15.00: Coffee and continued work</p> <p>17:30-18:30 Evaluation and status</p> <p>18.30 – 19.30: Dinner</p>
7	Departure
Week 42 - 47	<p>Work in the working groups with virtual communication: Production of teaching process for week 48, material for web page, teaching plan, list of literature, etc.</p> <p>Each group has 1 - 2 international teacher consultants</p>
Week 48	<p>Each group carries out a teaching process in different kinds of learning environments (other settings).</p> <p>The “pupils” will be the other international students and teachers.</p> <p>The teaching process can last from 1½ to 2 hours (exclusive moving to another setting).</p> <p>The group will set up questions for theoretical discussions after the teaching session.</p> <p>After each session there will be evaluation discussions with the participating students.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.” <p>“The assessment of the course will be in accordance with and in the lines of how modules are being assessed in the different universities.</p>

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