



## COURSE PLAN – part 1 (Registrations in FS)

### \* Included in study programme

PhD in humanities, cultural and educational science

### \* Course name (Norwegian bokmål)

Barnehagepedagogiske konsepter, kontekster og kompleksiteter

### \* Course name (Norwegian nynorsk)

Barnehagepedagogiske konseptar, kontekstar og kompleksitetar

### \* Course name (English)

Early childhood education – concepts, contexts and complexities

### \* Course code (FS)

### \* Course level

PhD

### \* Course scope and organisation

- Number of credits: 5
- Number of semesters: 1
- Language of instruction: English and/or Norwegian
- Course organisation: Campus based (two days) /online (one day)



## COURSE PLAN – part 2

### \* Academic content in course

This course explores the concepts, contexts, and complexities in education and in early childhood education in particular. The course draws on the theories of different international scholars and provides candidates with a comprehensive understanding of the complexities and potentialities of pedagogy for early childhood.

Topics will include progressive education, pedagogical leadership as praxis and slow pedagogy drawing on John Dewey's and Donald Schön's approaches to teaching and learning together with Friedrich Froebel's ideas about education. Theoretical concepts will be put to work to investigate contemporary educational contexts and complexities. The course will include exploration of the relationship between John Dewey's concept of experience and the importance of attention to time (slow pedagogy). Examples of the temporal aspects to experience will be discussed in relation to the diverse backgrounds that children bring to the contemporary early childhood contexts.

The final part of the course considers the challenges and possibilities of this explicit engagement with educational theories in relation to methodological issues.

### Required prerequisite knowledge

The admission requirement is master's degree or equivalent qualifications in teacher education, other pedagogical education, or other education on equivalent level in subjects relevant for teacher education. We welcome candidates with varied professional academic backgrounds, to encourage interdisciplinary discussions.

Participants enrolled in a PhD programme are prioritized.

### \* Learning outcome

#### **Knowledge:**

##### *The candidate*

- is in the forefront of knowledge on theoretical approaches for teaching and learning in early childhood contexts.
- can contribute to new knowledge, new theories, new interpretations and understandings of educational theories as applied to the complexities of early childhood education in the 21st century.

#### **Skills:**

##### *The candidate*

- can formulate problems and synthesising theory as part of a drive to plan and carry out research in early childhood.



- can handle complex educational issues and challenge established knowledge and practice in the field.

### **Competences:**

#### *The candidate*

- can identify new relevant professional and ethical issues researching the field of early childhood education.
- can participate in discussions about challenges and possibilities in the field of ECE research in national and international forums.
- can communicate theoretical approaches in written assignments in relation to the course syllabus.

### \* Learning activities

Lectures, presentations, discussions, group/pair and individual work. The students must contribute actively to the discussions. There will be sessions where students will be given assignments. Students will receive feedback on their work from other students and from the course leaders.

### Supervised professional training

Not relevant.

### \* Coursework requirements

Group discussion protocol

### Compulsory activity and compulsory attendance

80% compulsory attendance

### Course expenses

Not relevant

### Forms of assessment

Home exam.

Written assignment. The minimal requirement for pass is that the essay would receive at least the grade B (very good) on a scale from A (excellent) to F (fail). The essay will be assessed by an internal and an external examiner.

### Examination support material

Any.

## Miscellaneous

### \* Literature (reading list)

- Clark, A. (2020) 'Towards a listening ECEC system: valuing slow pedagogy and slow knowledge' in Moss, P. and Cameron, C. (eds.) *Transforming early childhood in England*, London: UCL Press, 134-150. [16 pages]
- Clark, A. (2023) *Slow knowledge and the unhurried child: time for slow pedagogies in early childhood education*. London: Routledge. Chapters 1-4, pages 3-51 and Chapter 10, p. 108-122 [Total: 62 pages]
- Cuffaro, H. (1995) *Experimenting with the world: John Dewey and the early childhood classroom*. New York: Teachers College Press. Chapters 3 and 4 pp. 30-54 [Total: 24 pages]
- Dewey, J. (1938). *Experience and Education*. New York: Macmillan Company
- Kemmis, S. (2012). Phronesis, experience and the primacy of praxis. In E. A. Kinsella & A. Pitman (Eds.), *Phronesis as professional knowledge. Practical wisdom in the professions* (pp. 147- 162). Sense Publishers.
- Kinsella, E. A. (2012). Practitioner reflection and judgement as phronesis: a continuum of reflection and considerations for phronetic judgement. In E. A. Kinsella & A. Pitman (Eds.), *Phronesis as Professional Knowledge* (pp. 35-53). Sense Publishers.
- Schön, D. A. (1995). *The reflective practitioner: how professionals think in action*. Cap. 1 &2 (Total 68 p.)
- Raelin, Joseph A. (2016) *Leadership-as-practice, Part 1* (pp.19-70). Taylor and Francis
- Self-selected literature 200 p.

### \* Approved course plan

### \* Change description