

# Children in a Multicultural Context

Spring 2012

Mondays

Theory: 10:00-13:00

Practicum Dialogues (implanted into class time)

Location: Vestergade 10-A32

## Course Information and Purpose

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### 1) Instructor Information

#### Instructor:

***Maja Sbahi Biehl***

Email: [msb@dis.dk](mailto:msb@dis.dk)

Cand. com. in Communication and Educational Studies from Roskilde University (2004). Specialized in Intercultural Communication and pedagogy. BA in Speech and Communication from San Francisco State University. International Student Advisor at Roskilde University, Communication Department (2001-2002). Interpreter and pedagogical supervisor for Turkish youth in Farum municipality (1999-2000). Substitute teacher at Bybækskool (prep class for minority students) and playschool teacher at International Bernadotte school (1998-2000). Experience working with children in daycare center- Sofiegårdens vuggestue (1998) and for an ethnic youth project for Copenhagen municipality (1999-2000). Experience as a volunteer for the Danish Red Cross Asylum center - Culture House and aided in the upstart of a Mother and Child group "Mamatu" (2002). Volunteer work with Danish-Turkish parent association and inner city schools (2008). With DIS since 2005.

Consultation: Office Hours by appointment

#### Practicum instructor:

***Subhi Sbahi Biehl***

Cand. Pæd. 2011 Material Culture and Didactics from Århus University. BA Multicultural Education 2004 University College Capitol. Project manager for Culture House for Asylum Seekers at Danish Red Cross, has worked with the Danish Refugee Council, Save the Children and Minority youth and children at different childcare institutions and at the International Bernadotte school. With DIS as guest lecturer since 2008.

#### Child Diversity and Development Program Director:

***Carla Caetano***

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#### Associate Child Diversity and Development Program Director:

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## 2) Course Description

This course is made up of 2 parts: Part 1 theory (pp. 2-5) and part 2 practicum (pp. 11-14). The course schedule (pp. 5-11) and the course literature (pp.15-16).

### Theory

In Denmark today, approximately 9% of the total Danish population is of another ethnic background than Danish with the highest representations from Turkey, former Yugoslavia, Iraq, Poland, Germany, Afghanistan, and Somalia<sup>1</sup>. This, in many ways, mirrors global transformations and instigates the growing multiculturalism in Danish schools and childcare institutions. Are the long standing childcare traditions in Denmark being challenged? How are Danish childcare institutions, schools and programs influenced by Danish integration policies? And how is multicultural discourse examined in a Danish context? How are children in Denmark influenced by these processes?

To examine these questions, this course implements Nordic childhood as our entry point. Through this window we will reflect on and investigate complex multicultural processes. We will delve into the terms of multiculturalism, childhood, inclusive education, pedagogy and different learning paradigms and make an effort to enhance nuanced reflections from diverse theoretical and personal perspectives.

### 3) Core Concepts

We will explore how the concepts of *multiculturalism, globalization, multilingualism, diversity, dual socialization, education* and *the good childhood* in Danish childcare and educational settings influence each other.

The course will incorporate both theory on culture and multicultural competence as well as writings, activities and public debates. We will question and look upon our own reflection, ways of knowing, meanings, and discourses. Furthermore we will stress the connection between the class and the practicum sites by asking students to take notes on issues, themes, questions, successes and challenges that emerge in the practicum site and reflect on what the field experience can add to theory. Students will acquire knowledge about intercultural learning, cross-cultural dialogue and multicultural pedagogy.

## 4) Course Objectives

### Theory

- To *visualize* the dynamic processes in childhood discourse
- To *question, reflect and critically analyse* multicultural discourse in a Danish context
- To *explore* Danish integration and educational policies and the most influential concepts in Nordic childcare practices
- To *apply* a variety of definitions of the following core concepts: childhood, integration, diversity, culture and multicultural competences
- To *analyze, compare and contrast* different perspectives in the public debates, policy and your practicum experience, drawing on your theoretical inspirations
- To *synthesize* these gained perspectives and the core concepts of the class, analysing your comparisons in order to pursue best practice
- To *evaluate* different perspectives, concepts, practices, and their consequences as well as contributions to the themes discussed and dealt with throughout the course; this kind of evaluation will enable students to take responsibility for their own learning and will motivate them to think at a higher level

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<sup>1</sup> [www.statistikbanken.dk](http://www.statistikbanken.dk)

- To make cross-cultural comparisons of early childhood values, attitudes and practices between the U.S., Denmark and other countries visited
- To develop reflective and analytical skills

### Course Format and Components

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#### **THEORY**

##### **Teaching methods:**

This course applies experiential learning. There will be a combination of lectures, class activities, group work, debates, students presentations, exercises, fieldwork and cases. Students will be expected to complete all reading assignments thoroughly and critically prior to coming to class so that they can contribute to class discussion and group activities. Students should draw upon and apply their practicum experiences, interactions with children and observations from daily life in Denmark to the theory about multicultural pedagogy and education that you learn in class. Students are expected to be able to work independently and to be active in group work.

##### **For all CMC theory classes, students are expected to:**

- Be active participants in class discussions
- Study the readings for each class
- Bring your logbook to class and write in it frequently
- Discuss readings and prepare presentations with an assigned study group outside of class
- Relate the course to personal experiences in practicum
- Develop and exercise critical thinking throughout the course
- Take an active part in creating a sincere, interesting, and safe classroom environment where different perspectives are presented and discussed

Be prepared to discuss your reflections in class and complete assigned readings that will be assigned in each class or communicated to you via blackboard.

#### **Assignments and Evaluation- THEORY**

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**Full Year Students (Spring only):** If you are a full year student from the CDD department (example: you took a course on Children with Special needs in the Fall semester) certain assignments will be **replaced** by more relevant assignments in collaboration with Maja. Please see below in the assignment section. Full year students will choose a topic for research; complete a research synopsis, paper and presentation for 25 % of your Theory course grade and for 25% of your practicum grade. You will have meetings with Maja during the semester in order to discuss your paper and receive guidelines.

<b>Class attendance and participation</b>		<b>25%</b>
<b>Interview assignment</b> <i>(full year research draft)</i>	Due date: March 30	<b>15%</b>
<b>Research assignment</b> <i>(full year synopsis)</i>	Due date: February 8	<b>15%</b>
<b>Turkey tour assignment</b>	Due date: March 19	<b>15%</b>
<b>Multicultural project and presentations</b>	Due date: May 7	<b>30%</b>
<b>Total</b>		<b>100%</b>

**Assignments:** Assignment guidelines will be given in class prior to deadlines.

**Participation: (25%)**

Attendance in class, field studies, and on study tours is mandatory. Students are expected to participate in class and enter into dialogue with fellow students and the instructor. Required readings should be completed so that students can take part in related discussions and lecture presentations. Active participation also includes writing reflections in logbooks about what you learn as the semester unfolds.

*If a student misses class without either prior notification or a written statement from a doctor, the student must hold a meeting with the instructor and risks being marked down one grade in participation.*

**Interview assignment (15%)**

This paper (4-6 pages) will introduce students to qualitative methods of research within childhood and youth studies. Students will choose a topic of interest, write a list of questions (recommended text Kvale for questions), find an interviewee, complete an interview, analyse the interview and thereafter write a cohesive paper relating theory to practice. Interviews must be included in the back of the paper as an appendix (either typed or neat hand writing). Students should integrate critical reflections resulting from working with the readings, class lectures/discussions, and preparation and completion of an interview. More information will be provided in class. *(CDD Full Year students will write a first draft of their research paper).*

**Research assignment (15%)**

This is an assignment that will introduce students to theoretical perspectives in early childhood studies. Students will choose a theoretical, pedagogical or psychological perspective (ie. Reggio Emilia, Gardner, Vygotsky, Brofenbrenner, Freinet, A.S. Neil, Stern etc.) They will investigate and collaborate on research about the chosen perspective and write a cohesive paper (4-6 pages). The paper must relate to different themes relevant to early childhood and education. Students are welcome to work in groups. The knowledge gained from this assignment will serve as a theoretical backbone and lens for student's practicum, field study and short tour experiences. More guidelines will be given in class

**Long study tour assignment (15%)**

This assignment will be linked to the Long study tour to Istanbul. It will be in two parts; the first is that students will collaborate on research about early childhood and education in Turkey prior to the tour, students will be encouraged to take notes, converse and discuss their experiences while on study tour. The second part is that when students return from the tour they will write a reflective and analytical essay/journal about their reflections (2-3 pages). Students are encouraged to write about the academic and cultural visits from the long study tour. *(CDD Full year students will turn in a 2 page synopsis which presents their research topic and their methodology.)*

**Multicultural Project and presentations (30%)**

This will be final assignment for this class. Students will in groups of 4-6 students collaborate on a topic of interest within Multiculturalism and Child development. Students will be asked to submit a thorough synopsis (2-3 pages) of their project and prepare a poster presentation to the class in groups (presentations must be no longer than 15 minutes per group and include time for Q&A). Posters will be available to students prior the deadline. The presentation should include academic insights and critical personal reflections. In the presentations creative ideas and the use of different media are strongly encouraged. Both the paper and presentation should draw upon and integrate readings, class lectures/discussion, practicum and study tour experience, and additional research. (More specific information will be handed out in class).

**Policies**

**Attendance**

You are expected to attend all DIS classes when scheduled. If you miss multiple classes the Director of Teaching and Learning, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

### Academic Honesty: Plagiarism and Violating the Rules of an Assignment

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

**Disability and resource statement:** Any student who has a need for accommodation based on the impact of a disability should contact Sean Green at [sgr@dis.dk](mailto:sgr@dis.dk) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

### COURSE SCHEDULE

Date	Time Slot	Topics and Readings
<b>Thursday, January 26</b>	9:00 – 11:00 and 12.00- 13.00	<p><b>Practicum Orientation 10-B25</b> <b>Instructors:</b> Maja and Subhi</p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Introduction to the practicum placement by Practicum Coordinator Mia Gottlob. Practicum sites will be assigned and you will plan a route to get there using a Danish travel Website</li> <li>❖ Instruction on how to introduce yourself to the practicum site</li> <li>❖ Practical information and Introduction to practicum consortium and dialogues</li> <li>❖ Creation of individual learning goals and objectives</li> <li>❖ Students will receive their logbooks, practicum binder, and core course syllabus</li> <li>❖ Introduction to Research and Practicum consortium assignment</li> </ul> <p>The Work of the Pedagogue: Roles and Tasks, BUPL April 2006, <a href="http://www.bupl.dk/iwfile/BALG-7X4GBX/\$file/The%20work%20of%20the%20pedagogue.pdf">http://www.bupl.dk/iwfile/BALG-7X4GBX/\$file/The%20work%20of%20the%20pedagogue.pdf</a></p>
<b>Monday, January 30</b>	8:00- 14:30	<p><b>Topic 1: Introduction</b> <b>Instructor: Maja Sbahi Biehl</b></p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Visit to University College Capitol</li> <li>❖ Nordic Childhood philosophy, psychology and education</li> </ul>

<p><i>This will be an all day field study to a Danish forest Kindergarten and University College where Early Childhood professionals are educated.</i></p>		<ul style="list-style-type: none"> <li>❖ Early Childhood education in Denmark</li> <li>❖ Theoretical and pedagogical perspectives</li> </ul> <p><u>Readings:</u> Wagner, J. T. (2006): "Fishing Naked – Nordic Early Childhood Philosophy and Practice" in <i>Nordic Childhoods and Early Education</i>. Information Age Publishing. ISBN: 978-1593113506 (324p.)</p> <p>Wagner, J. T. (2006): An Outsider's Perspective: Childhoods and Early Education in Nordic Countries. In: <i>Nordic Childhoods and Early Education</i>. Information Age Publishing, 289-306 ISBN: 0-59311-350-1. (324p.)</p>
<p><b>Thursday, February 2</b></p>		<p>First day at practicum</p>
<p><b>Monday, February 6</b></p> <p><i>Research assignment due Wednesday February 8 (no later than 8 pm) by e-mail to <a href="mailto:msb@dis.dk">msb@dis.dk</a></i></p>	<p>10.00 – 13:00</p>	<p><b>Topic 2: Workshops in Intercultural Competence, Non-verbal Communication</b> <b>Guest lecturers: Subhi Sbahi Biehl</b> <i>Main points of attention for your preparation to class</i></p> <ul style="list-style-type: none"> <li>❖ Introduction short tour assignment</li> <li>❖ Cultural competence</li> <li>❖ Navigating through cultures</li> <li>❖ Working with multicultural children</li> <li>❖ How to analyze institution culture</li> <li>❖ The surroundings and the contexts</li> <li>❖ What are the different cultures: collectivistic and individualistic</li> </ul> <p><u>Readings in Compendium:</u> Le Roux, Johann (2002): Effective educators are culturally competent communicators, Johann Le Roux, <i>Intercultural Education Journal</i>, Vol 13, No. 1, Carfax Publishing, Taylor &amp; Francis Group.</p> <p>Hofstede, Geert. (2005). Intercultural Cooperation and Its Importance for Survival. In: <i>Culture and Organizations</i>. The Successful Strategist Series. 49-79. ISBN: 0-0714-39595 (429).</p>
<p><b>SHORT STUDY TOUR</b> <b>February 9 -11</b></p>		
<p><b>Monday, February 13</b></p>	<p>10.00-12.00</p>	<p><b>Topic 3: Multicultural Discourse</b> <b>Instructor: Maja Sbahi Biehl</b> <i>Main points of attention for your preparation to class</i></p> <ul style="list-style-type: none"> <li>❖ Terminology explored - ECC</li> <li>❖ The competent child</li> </ul>

		<ul style="list-style-type: none"> <li>❖ Statistics</li> <li>❖ Multilingualism</li> <li>❖ Election of class representatives</li> <li>❖ Homework: visit <a href="http://www.nyidanmark">www.nyidanmark</a>.</li> <li>❖ Practicum Consortium meeting</li> </ul> <p><u>Readings:</u> Kvale, S. (2002) <i>InterViews</i>. Sage Publications. Pp. 1-13, 88, 94-98, 124-135.</p> <p>Parekh, B. (2000) <i>Rethinking Multiculturalism. Cultural Diversity and Political Theory</i>. Hampshire: Palgrave Macmillan, chapter 5, pp.142-178. ISBN: 0-333-60882-8 (379p.)</p> <p>Hedetoft,Ulf (2006): Multiculturalism in Denmark and Sweden, DIIS</p>
<b>Thursday, February 16</b>		Second day at practicum
<b>Monday, February 20</b>	10.00-12.00	<p><b>Topic 4: Practicum Dialogue and assignments</b></p> <ul style="list-style-type: none"> <li>❖ Short tour assignment due in class</li> <li>❖ Practicum dialogue</li> <li>❖ Discussion of theory of science and its importance to pedagogy and education (Foucault, Bourdieu, Robinson)</li> <li>❖ Full Year synopsis due</li> <li>❖ Introduction to observation assignment</li> </ul> <p><u>Readings:</u> Cohen, Louis, et al. (1994) Chapter 5- Being a Careful Observer. In: <i>Research Methods in Education</i>. Routledge, pp. 94-111. ISBN: 0-415-10235-9. (416p.</p>
<b>Wednesday, February 22</b>	8.30-12.30	<p><b>Topic: Field Study</b> <b>Place: DIA School and TBA</b></p>
<b>Thursday, February 23</b>		Third day at practicum
<b>Monday, February 27</b>	10.00-13.00	<p><b>Topic 3: Educational systems in Denmark and Turkey</b> <b>Instructor: Maja Sbahi Biehl</b> <i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Reflections on field studies</li> <li>❖ Discussion of the education system</li> <li>❖ Turkish Education and Early Childhood</li> <li>❖ Preparation for study tour to Istanbul and introduction to Long study tour assignment.</li> <li>❖ Observation assignment due</li> </ul> <p><u>Readings:</u> <u>Handouts</u></p>

		<p>Kezer, Zeynep article.</p> <p>PISA – The OECD Programme for International Student Assessment (2007). <a href="http://www.pisa.oecd.org/dataoecd/51/27/37474503.pdf">http://www.pisa.oecd.org/dataoecd/51/27/37474503.pdf</a></p> <p>Principles and Issues in Education (1997). The Ministry of Education. <a href="http://eng.uvm.dk//publications/1prin/hel.htm">http://eng.uvm.dk//publications/1prin/hel.htm</a></p>
<b>Thursday, March 1</b>		<p>Fourth day at practicum</p> <p>Mid-term evaluation due in class Monday</p>
<p><b>LONG STUDY TOUR</b> <b>March 4-9</b></p>		
<b>Monday, March 12</b>	10.00-12.00	<p><b>Topic: Study tour reflection and qualitative methodology</b></p> <ul style="list-style-type: none"> <li>❖ How was Istanbul</li> <li>❖ Reflections on the study tour</li> <li>❖ Introduction to Interview Assignment and qualitative research skills.</li> </ul> <p><u>Readings in Compendium:</u></p> <p>Hashmi, Nadia: Immigrant children in Europe: Constructing a Transnational Identity in Arab Society and Culture (2009), eds. Samir and Roseanne Saad Khalaf, Saqi Books, London, (pgs. 314-322).</p> <p>Kvale, S. (2002) <i>InterViews</i>. Sage Publications. Pp. 1-13, 88, 94-98, 124-135. ISBN: 978-0803958203 (344p.)</p>
<b>Thursday, March 15</b>		<p>Fifth day at practicum</p>
<b>Monday, March 19</b>	10.00 – 13.00	<p><b>Topic: Pedagogy Workshop and practicum consortium meetings</b></p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Long study tour assignment due</li> <li>❖ Being a practicum student, Inclusive education, Nordic ideology and innovative pedagogy.</li> <li>❖ Practicum consortium meetings</li> <li>❖ Long study tour assignment due.</li> <li>❖ Cross-cultural perspectives</li> </ul> <p><u>Readings:</u></p> <p>Gulløv, Eva. (2004). Creating a Natural Place for Children. In: Children's Places: Cross-cultural Perspectives. Routledge, pp. 23-38. ISBN: 978-0-415-29641-0. (264p.)</p>
<b>Thursday,</b>		<p>Sixth day at practicum</p>

<b>March 22</b>		
<b>Monday, March 26</b>  <i>Interview assignment due Friday March 30 to <a href="mailto:msb@dis.dk">msb@dis.dk</a></i>	10.00 – 12.00	<p><b>Topic 5: Play, Learning and Nature</b></p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Play and learning in a cross-cultural perspective</li> <li>❖ Nature and environment</li> <li>❖ Innovative pedagogy and social entrepreneurship</li> <li>❖ Visit to playground</li> <li>❖ Practicum consortium report due</li> <li>❖ Introduction to Multicultural projects and Portfolio assignment</li> </ul> <p><i>Readings: (handout)</i> Lindon, Jennie. (2001) Ways to Study Children’s Play. In: Understanding Children’s Play. Nelson Thornes, pp. 25-46. ISBN: 074873970X. (194p)</p> <p><i>Further reading:</i> Louv, Richard (2008) <i>Last Child in the Woods: Saving our Children from Nature-deficit disorder</i>, <a href="#">Algonquin</a> Books, Chapel Hill.</p>
<b>Thursday, March 29</b>		Seventh day at practicum
<p><b>TRAVEL BREAK</b> <b>March 31 – April 15</b></p>		
<b>Monday, April 16</b>	10.00-13.00	<p><b>Topic 6: Multicultural discourse</b></p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ The competent child</li> <li>❖ Ethnic minority children</li> <li>❖ Work on multicultural projects</li> </ul> <p><i>Readings: (handout)</i></p> <p>Gitz-Johansen, T.: The Incompetent Child: Representations of Ethnic Minority Children in Danish Schools. In: H. Brembeck, B. Johansson og J. Kampmann (eds.). <i>Beyond the Competent child – Exploring Contemporary Childhoods in the Nordic Welfare Societies</i>. Roskilde University Press. ISBN: 87-7867-288-0 (342p.)</p>
<b>Wednesday, April 18</b>	8.30 – 12.30	<b>Field Study</b> TBA – <i>may be used as an extra practicum day</i> (ask Maja)
<b>Thursday, April 19</b>		Eight day at practicum
<b>Monday, April 23</b>	10.00 – 12.00	<p><b>Topic 7: Multilingualism</b></p> <p><i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Multilingualism</li> </ul>

		<ul style="list-style-type: none"> <li>❖ The culture of children and youth in Denmark</li> <li>❖ Reflection exercise</li> <li>❖ Creative work with children, visual artifacts</li> <li>❖ Work on poster presentations</li> </ul> <p><i>Readings in Compendium:</i></p> <p>Holmen, A. et. Al.: "Language and Culture Teaching. Foreign Languages and Danish as a Second Language". <i>Int'l. J. Soc. Lang.</i> 159, 2003. Pp. 93–108.</p> <p>Mørck, Yvonne (2007): Multicultural Upper Secondary School life in Denmark: Identifications, Solidarity and Citizenship, <i>Journal of Life Sciences, Science Publications</i>, 3(2): 69-77.</p>
<b>Thursday, April 26</b>		<b>Ninth day at practicum</b>
<b>Monday, April 30</b>	10.00-13.00	<p><b>Topic 7: Diversity</b>  Instructor: Maja Sbahi Biehl  <i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ The migrant child</li> <li>❖ Ethnic diversity and social classes</li> <li>❖ Well being and nurture</li> <li>❖ Critical analysis of current theoretical viewpoints.</li> <li>❖ Introduction to portfolio assignment</li> <li>❖ Full year research paper due.</li> </ul> <p><i>Readings: Compendium</i>  Gulløv, E. and Bundgaard, H.: "Children of Different Categories". <i>Journal of Ethnic and Migration Studies</i>, 32:1, 2006. Pp. 145-155.</p> <p>Le Roux, Johann (2001): Social Dynamics of the Multicultural Classroom, in <i>Intercultural Communication: A Reader</i>, Wadsworth, UK</p>
<b>Thursday, May 3</b>		<b>Tenth day at practicum</b>
<b>Monday, May 7</b>	10.00-14.00	<p><b>Instructor: Maja Sbahi Biehl</b>  <b>Topic 10: Student projects and presentations</b>  <i>Main points of attention for your preparation to class:</i></p> <ul style="list-style-type: none"> <li>❖ Poster Presentations</li> <li>❖ Comparative elements</li> <li>❖ Bringing it back</li> </ul>
	18.00-21.00	<b>Child Diversity and Development Reception 18:00-12:00</b>
<b>Thursday, May 10th</b>		<b>Last day at Practicum</b>

### **Child Diversity and Development practicum**

The practicum works in conjunction with your theory course, Children in a Multicultural Context. We will have practicum dialogue sessions and consortiums throughout the semester and incorporate your reflections and experiences from practicum.

Students are placed in a Danish Vuggestue (infant -toddler center), Børnehave (pre-school) or Fritidshjem (after school program). Students will observe and interact with children each week, working under the guidance of a supervising pedagogue.

At the practicum site, each student will have the experience of working and playing with children in a Danish childcare facility. This experiential, hands-on learning process supplements the educational, social, developmental, and psychological theories presented in your core class. You will observe and interact with students and examine concepts such as “the good childhood”, “multicultural competence”, and “the competent child”. You are required to go to your site at least 10 times and conduct between 45 -55 hours of practical experience. You are strongly encouraged to make **one** visit to a fellow student’s site in order to experience the differences between practices in Danish childcare facilities.

### **Practicum objectives**

- To develop reflective and analytical skills by linking theoretical knowledge from core classes and seminars with practice from institutions visited or worked in
- To acquire skills and become an asset to the workplace:
  - Demonstrate independence, commitment and responsibility by coming to work on time, participating in the daily routines, taking initiative and interacting with children and staff
  - Develop cooperation and empathy skills by working with a group toward a collective goal
  - Take responsibility for self-directed learning and development
- To acquire experience working with children:
  - Demonstrate active participation at practicum site; interact with children, parents, staff
  - Care for children and learn how to nurture them for optimal development
  - Plan and execute activities at the practicum site
  - Describe and analyze the practices of the practicum sites worked in and places visited
- Develop and illustrate theoretical and practical knowledge of children and childhood
- Acknowledge, develop and augment one’s own pedagogical practice
- To acquire experience observing children, staff and parents in a daycare or educational facility
- Observe and record children’s, staff and parents activities in child care settings
- Practice using a logbook

### **Practicum Site visit expectations**

At the practicum site students are expected to participate actively with the children: observing, playing and interacting. This experience will form the core values and lessons of the course. Students will be appointed to a practicum supervisor at the practicum site but are **also expected** to consult the other staff to ask for help, instruction and guidance when needed.

- **Log books:** You will record all of your observations in your **log book**. A log book is a professional journal in which you may collect material for classroom discussions, group work, assignments and exams. It is a resource for self-reflection and for personal and professional growth. The log book should contain observations, thoughts and reflections about what you see and experience in relation to your own background, culture and education and should note your participation, activities and innovation with the children, parents and staff at your practicum site. You are encouraged to write in your log book every day. **Students must bring their log book to practicum,**

**practicum seminar, core class, field studies and both CDD study tours! Logbooks are for students own reflections and journal writing, students may incorporate reflections from logbooks to assignments but are not required to turn them in.**

Students must write about the following topics in their logbooks:

1. Learning goals and personal objectives for practicum
  2. Issues regarding multiculturalism and diversity
  3. Childhood and pedagogical or psychological theories
  4. Environment and play issues
  5. Educational philosophy and practice
  6. Language and communication
  7. Interactions – between children, pedagogue–child, parent-child, parent-pedagogue
  8. Field trips and Study Tours
  9. Own learning, social and emotional development
- **Time Sheets and Attendance:** Through their time sheets, students are required to show 45 to 55 hours of work at the practicum site. The time sheet is initialed by the practicum supervisor or other staff after each session at the site. Time sheets must be handed in at the PCD office to Maja's box after the last day of work at the practicum site or can be included in your portfolio assignment as an attachment.

Students are strongly encouraged to visit another student's practicum site and can arrange the visit beforehand with the student at the site and her/his supervisor. When visiting the site you can get a signature from staff on your time sheet and it will count toward your 45 to 55 hours.

- **Make-up hours:** Visits to the sites will take place on 10 scheduled Thursdays; however, if you need to make up hours, **you** are responsible for scheduling them with your site.

**Full Year Students (Spring only):** If you are a full year student from the CDD department certain assignments will be **replaced** by more relevant assignments in collaboration with Maja. Please see below in the assignment section. Full year students will choose a topic for research; complete a research synopsis, paper and presentation for 25 % of your Theory course grade and for 25% of your practicum grade. You will have meetings with Maja during the semester in order to discuss your paper and receive guidelines.

#### **Assignments and Evaluation- PRACTICUM**

<b>Practicum Participation</b>		<b>40%</b>
<b>Practicum consortium</b>	Due date: April 26	<b>15%</b>
<b>Short tour assignment</b>	Due date: February 20	<b>10%</b>
<b>Observation Assignment</b>	Due date: March 2	<b>10%</b>
<b>Final reflection and portfolio assignment</b> <i>(Full Year in the CDD program will write a Research paper instead)</i>	Due date: May 12 (after last practicum visit)	<b>25%</b>
<b>Total</b>		<b>100%</b>

**Practicum Participation (40% of final course grade)**

Students are expected to participate fully at their practicum site, interacting with children, parents, and staff. Students must conduct 45-55 field hours over the course of the semester. Additionally, students must use their logbooks frequently and thoughtfully. Throughout the semester students are responsible for filling out practicum related assignments.

Practicum assignments include:

Assignments	Comments	Date Due
Contract signed by practicum supervisor.	Keep in <i>practicum binder</i>	First visit at practicum site
Hand over Criminal Clearance to Hannah and supervisor at practicum site.		Practicum Orientation and first visit at practicum site
Written observation assignment	Guidelines will be provided at practicum orientation.	Due in class March 2
Midterm self-evaluation	The form is in your binder. Fill it out and bring your binder with you to practicum seminar	Due in practicum seminar March 24 to PCD office practicum shelf.
Written Synthesis assignment	Follow both the guidelines listed in the syllabus as well as the explanation given in practicum seminar.	Due in PCD office Tuesday, May 8th
Hand in signed time sheet		Due in PCD office after your last day at practicum.

**Practicum consortium (15%)**

Students will be grouped according to the location of their practicum placement, will be asked to meet two times during the semester and discuss the theoretical perspectives from their research assignment. This assignment will be based on meetings and students will be requested to write a collaborative report.

**Short tour assignment (15%)**

This assignment will highlight your short Western Denmark study tour. You will be asked to prepare presentations in groups in class based on specific pedagogical/psychological or educational perspectives that you researched and that were experienced during your short study tour. Subhi will give further information about the presentations in class prior to the study tour.

**Observation Assignment (10%)**

Students will make an observation at their practicum sites and will be given guidelines in class about how to prepare to do so.

**Final Reflection and Portfolio assignment (25% of final grade)  
(6-8 pages)**

Your synthesis will draw upon materials and readings from your theoretical core course in order to critically analyze, substantiate, support and broaden your reflections and experiences from practicum, study tours and field trips. You must include reflections on the following questions and topics:

- How does the theoretical course material and class discussions support and substantiate your practicum experience?
- How do Danish, American, or other educational philosophies and psychological approaches towards child care practice and policies differ? – How are they similar?
- What is your own pedagogical standpoint and with that what do you think are the strengths and weaknesses of the practicum site?
- What have you accomplished and learned about yourself throughout your experiences this semester (refer to your personal objectives and excerpts from log book)?

You must also include your practicum hours and incorporate journal entries from your logbook to this final portfolio. You will receive more information as well as a grading matrix for this assignment in the course.

**Privacy: Remember to change names of children, parents, staff and other recognizable information in your paper and observations according to the Danish rules of confidentiality when working with children. And do not include pictures of children without permission from staff and parents at your practicum site.**

**Course Literature in the Compendium**

1. Hofstede, Geert. (2005). Intercultural Cooperation and Its Importance for Survival. In: *Culture and Organizations*. The Successful Strategist Series. 49-79. ISBN: 0-0714-39595 (429).
2. Wagner, J. T. (2006): An Outsider's Perspective: Childhoods and Early Education in Nordic Countries. In: *Nordic Childhoods and Early Education*. Information Age Publishing, 289-306 ISBN: 0-59311-350-1. (324p.)
3. Parekh, B. (2000) *Rethinking Multiculturalism. Cultural Diversity and Political Theory*. Hampshire: Palgrave Macmillan, chapter 5, pp.142-178. ISBN: 0-333-60882-8 (379p.)
4. Gulløv, Eva. (2004). Creating a Natural Place for Children. In: *Children's Places: Cross-cultural Perspectives*. Routledge, pp. 23-38. ISBN: 978-0-415-29641-0. (264p.)
5. Kvale, S. (2002) *InterViews*. Sage Publications. Pp. 1-13, 88, 94-98, 124-135. ISBN: 978-0803958203 (344p.)
6. Cohen, Louis, et al. (1994) Chapter 5- Being a Careful Observer. In: *Research Methods in Education*. Routledge, pp. 94-111. ISBN: 0-415-10235-9. (416p.)
7. Louv, Richard (2008) *Last Child in the Woods: Saving our Children from Nature-deficit disorder*, [Algonquin](#) Books, Chapel Hill.
8. The Work of the Pedagogue: Roles and Tasks, BUPL April 2006, [http://www.bupl.dk/iwfile/BALG-7X4GBX/\\$file/The%20work%20of%20the%20pedagogue.pdf](http://www.bupl.dk/iwfile/BALG-7X4GBX/$file/The%20work%20of%20the%20pedagogue.pdf)
9. Gulløv, E. and Bundgaard, H.: "Children of Different Categories". *Journal of Ethnic and Migration Studies*, 32:1, 2006. Pp. 145-155.
10. Holmen, A. et. Al.: "Language and Culture Teaching. Foreign Languages and Danish as a Second Language". *Int'l. J. Soc. Lang.* 159, 2003. Pp. 93-108.
11. Le Roux, Johann (2001): Social Dynamics of the Multicultural Classroom, in *Intercultural Communication: A Reader*, Wadsworth, UK
12. Hashmi, Nadia: Immigrant children in Europe: Constructing a Transnational Identity in Arab Society and Culture (2009), eds. Samir and Roseanne Saad Khalaf, Saqi Books, London, (pgs. 314-322)
13. Mørck, Yvonne (2007): Multicultural Upper Secondary School life in Denmark: Identifications, Solidarity and Citizenship, *Journal of Life Sciences*, Science Publications, 3(2): 69-77.

**Further Reading:**

Education of ethnic minority children in Denmark: monocultural hegemony and counter positions, by Christian Horst & Thomas Gitz-Johansen, *Intercultural Education*, (2010), 21: 2, p. 137-151. (URL: <http://dx.doi.org/10.1080/14675981003696271>)

Brostrøm, Stig. (1998) Kindergarten in Denmark and the USA. In: *Scandinavian Journal of Educational Research*. Taylor and Frances, pp. 109-122. ISSN: 0031-3831. (431p.)

Brostrøm, Stig. (2006) Children's Perspectives on their Childhood Experiences. In: *Nordic Childhood and Early Education*. Age Publishing, pp. 223-255. ISBN: 1593113501. (310p.) To be handed out in class.

Lindon, Jennie. (2001) Ways to Study Children's Play. In: *Understanding Children's Play*. Nelson Thornes, pp. 25-46. ISBN: 074873970X. (194p)

Ellegaard, T.,(2004). Self-governance and incompetence: Teachers' construction of "the competent child. In *Beyond the Competent Child* Eds. Bremback, Johansson & Kampmann, Roskilde University Press, 177-197.

*PISA – The OECD Programme for International Student Assessment* (2007).

<http://www.pisa.oecd.org/dataoecd/51/27/37474503.pdf>

*Principles and Issues in Education* (1997). The Ministry of Education.

<http://eng.uvm.dk//publications/1prin/hel.htm>

<http://dspace.mah.se:8080/dspace/bitstream/handle/2043/8201/The%20construction%20of%20the%20competent%20child.pdf;jsessionid=1F300F2750EB71E6EDEA0498C6B0488D?sequence=1>

[http://rucforsk.ruc.dk/site/en/publications/understanding-and-theorizing-modern-childhood-in-denmark\(5fd57260-52af-11db-ae81-000ea68e967b\).html](http://rucforsk.ruc.dk/site/en/publications/understanding-and-theorizing-modern-childhood-in-denmark(5fd57260-52af-11db-ae81-000ea68e967b).html)