Syllabus

Young Preschool Children's Linguistic, Mathematical and Aesthetic Learning

Course Code: LPGF03
Course Title: Young Preschool Children's Linguistic, Mathematical and Aesthetic Learning

Credits: 30
Degree Level: Undergraduate level
Progressive: First cycle, has at least 60 credits in first-cycle course/s as entry requirements (G2F)

Major Field of Study:

Course Approval
The syllabus was approved by the Board of Teacher Education 2019-06-13, and is valid from the Spring semester 2020 at Karlstad University.

Prerequisites
22.5 ECTS credits completed in LPGF08 or LPGF10, and VFU1 completed, or equivalent

Learning Outcomes
The aim of the course is that students acquire knowledge of the youngest preschool children's linguistic, mathematical and aesthetic progress and develop understanding of and skills in methods based on play, themes, interplay and a holistic approach to children and educational activities.

Module 1. Introduction to children's linguistic, mathematical and aesthetic learning, 7.5 ECTS cr
Upon completion of the module, students should be able to:
1. give an account of theories on children's learning in relation to language and communication, literature and mathematics, dance and music,
2. give an account of the importance of the pedagogical environment for learning and knowledge development in preschool,
3. apply some creative components in the course subject fields and discuss their educational effects on children's learning and development.

Module 2. Practical Placement, 7.5 ECTS cr
Upon completion of the module, students should be able to:
1. act in accordance with the foundational values stipulated in the Swedish Education Act and the national curriculum,
2. under supervision, plan, carry out and evaluate some activities on the basis of subject-specific pedagogy (language and communication, literature and mathematics, dance and music), theories on self-development and the life world concept and preschool curricula,
3. give an account of and arguments for how a conducive learning environment, taking the very young children's participation into account, can be planned and implemented,
4. communicate with children, all staff and care-givers on their own initiative,
5. reflect on how a norm-critical perspective can be implemented in their teaching, with special focus on equality and equity,
6. observe and document, under supervision, children's development and social interaction, and discuss how this can be communicated to colleagues and care-givers,
7. analyse their own professional development and identify improvement needs,
8. discuss how digital tools can be used in pedagogical activities,
9. reflect on children's special needs in planning activities, and
10. reflect on how conflicts can be prevented and handled in preschool.

Module 3. The theory and practice of play as pedagogy, 15 ECTS cr
Upon completion of the module, students should be able to:
1. give an account of central theories and concepts related to play and aesthetics and to children's learning and development in language and communication, mathematics, literature, dance and music,
2. give an account of selected parts of the field of children's literature and how different literary forms can be used in pedagogical activities,
3. dance expressively and create dance movements adapted to children,
4. use music playfully through voice, words and body and demonstrate understanding of the potentials of music-making for challenging children's listening and ability to interpret sound and rhythms,
5. describe and apply various pedagogical activities designed to promote children's linguistic and communicative ability,
6. describe and apply various pedagogical activities and situations in which children can discover, explore and experience mathematics,
7. plan, report and evaluate a thematic pedagogical play project designed to promote the young children's linguistic, mathematical and aesthetic learning,
8. give an account of the educational effects of play as a pedagogical approach in preschool.

Content
The course builds on previous programme courses.

Module 1. Introduction to children's linguistic, mathematical and aesthetic learning, 7.5 ECTS cr
The module introduces the theoretical development in the field and includes performing and trying out hands-on experience of dance, music, literature, language and mathematics components, and deals with the importance of the pedagogical environment for youngest children's development and learning.

The module includes:
- play, games and activities supporting and challenging children's linguistic, communicative and mathematical learning,
- studies of the pedagogical potentials of the environment and materials
- simple improvisation through song, movement, jingles and sound activities
- the five pillars of dance
- narration, reading aloud and talking with children

Module 2. Practical Placement, 7.5 ECTS cr
Students plan, organise and test practical components in language and communication, mathematics, literature, dance and music.

The module includes:
- planning, organising, implementing and evaluating activities in the course areas
- studies of preschool curricula and local workplace guidelines
- professional relations to children, care-givers and colleagues

Module 3. The theory and practice of play as pedagogy, 15 ECTS cr
The module focuses on theoretical developments in the course areas and problematises the importance of the pedagogical environment for the youngest children's learning and development.

The module includes:
- different ways of including play and aesthetics in preschool
- theories and activities involving multilingualism and a broadened view of children's communication
- games and other physical activities supporting young children's early reading, writing and linguistic understanding
- games and other activities supporting children's mathematical understanding
- multimodality and children's literature in a literacy perspective
- activities through which students develop their abilities to read, narrate and conduct a conversation with children
- the theory of dance pedagogy with a focus on children
- dance pedagogy for preschool
- expressive dance with a focus on individual experience
- music pedagogy and children's music-making in preschool
- music making with voice, body and words, sound-creating and listening play and stories.

Reading List
See separate document.

Examination
The following mandatory components are basis for assessment. Examination formats and assessment criteria for Distinction and Pass grades are made available at the course home page before the start of the course. Group presentations/reports must clearly indicate individual contributions.

Module 1
Learning outcomes 1 and 2 are assessed on the basis of an individual hand-in assignment.
Learning outcome 3 is assessed on the basis of individual and group presentations

Module 2
Learning outcomes 1, 2, 4, 5, 6, 8, 9 and 10 are assessed on the basis of completed and documented practical placement.
Learning outcomes 3, 7 and 9 are assessed on the basis of oral and/or written hand-in assignments at the university.

Attendance is required for the introduction to and for the preschool placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless special circumstances exist.
The number of examination opportunities for module 2 is limited to two.

Module 3
Learning outcome 1 is assessed on the basis of an individual hand-in assignment.
Learning outcome 2 is assessed on the basis of a group report and an individual hand-in assignment.
Learning outcomes 3 and 4 are assessed on the basis of group performances.
Learning outcomes 5 and 6 are assessed on the basis of group presentations and group reports.
Learning outcome 7 is assessed on the basis of a group performance.
Learning outcome 8 is assessed on the basis of an individual hand-in assignment.

Grades
One of the grades Distinction (VG), Pass (G) or Fail (U) is awarded in the examination of the course.

Quality Assurance
Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate
A course certificate will be provided upon request.

Additional information
The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Required course for the preschool teacher education programme.