Tuesday, 18 February 2025

Study guide

Early Childhood Education:

Explorative Learning

First cycle, Full time, 6 credits

Course codes: UB308F

Spring semester, 2025

March 12th – April 6th

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About the course

Welcome to the course, “Early Childhood Education: Explorative Learning”. The course includes study visits to preschools, early childhood education settings and museums. In this study guide you will find information about the course, including schedule, literature lists, grading criteria, information about course assessment along with other details of a practical nature.

All courses at the Department of Child and Youth Studies have their own course website, where you will find all the information you need regarding the course; as e.g. the course syllabus, schedule, course literature and study guide. You can find the course web site here: www.su.se/coursecatalogue/UB308F

This course will also be using Stockholm University's common digital collaboration and learning environment ATHENA https://athena.itslearning.com as a means of collective communication. On registering onto the course, you will be able to log onto the Athena course site with your university username and password, browsing for the course code. It could take up to 24 hours after the web registration for ATHENA to become accessible.

The course starts March 12th at 13.00 in BUV 129 at Svante Arrhenius väg 21 A. The course is a full-time course.

Schedule

An updated schedule is put on the course website: www.su.se/coursecatalogue/UB308F

Please look at the schedule for time and place and note that in addition to the seminars there will be group assignments, not included in the schedule.

Registration for the course

We use web-registration for this course. All necessary information is found in your Welcoming letter.

You are also required to attend the first scheduled seminar for the course. If for whatever reason you miss the first seminar of the course, please contact the administrator by email to state that you still intend to participate.

Attendance

All seminars in the course and the study visits are compulsory. In case of absence, contact the course leader for make-up assignments.

Literature

The course literature is listed on the course website, and in the end of this Study guide. In addition, required reading before lectures is shown in Athena.

Most of the literature is available on-line at Stockholm University Library. Some of these references are also put directly on the Athena course site. Optional and additional literature may be chosen by students and teachers in collaboration.

The reference system in the course follows the Harvard system, and there are manuals available in Athena.

Additional information

Other important information about being a student at Stockholm University can be found at the following web site: www.su.se/newstudent

We also advise you to take some time to read about your rights and responsibilities as a student at Stockholm University.

Intended Learning Outcomes

Upon completion of the course, students are expected to be able to:

- give an account of Swedish preschools' social duty, with a focus on the concepts of exploration, learning, play and care;
- discuss and reflect on the pedagogical implications of children's influence and participation, as well as the preschools' core values;
- discuss and analyze different ways of using locations, rooms and materials in learning contexts in order to enable children to explore;
- discuss the environment's practical-aesthetic significance for children's opportunities to explore and play.

Examination

The course is examined on the basis of:
Oral group presentation, Grades: Pass/Fail
Individual paper, Grades A-F

Study visits

During the course you are going to make study visits to preschools, museums and other early childhood education settings etc. on several occasions. More information about the study visits will be published in Athena.

You will visit a museum, science center or similar institution together with your study group (see Oral group presentation). The study group choose collaboratively which museum/science center/institution you are going to visit, organize the study visit together and present the outcomes of the visit orally during a seminar on April 2nd. Note that the study visit to the optional museum could be a virtual/online visit that you make individually and then discuss in your group. Suggestions are listed in the main page at Athena. The information from the films, study visits and the museum visit are to be used in your Individual paper, see Athena.

During the study visits at preschools/early childhood settings, your mission is to make observations and collect information to be used in the Individual paper with special focus on explorative learning (see Athena).

Examination

The course is examined on the basis of:
Oral group presentation, Grades: Pass/Fail
Individual paper, Grades A-F

Grade for the whole course

To get a grade for the whole course, all examinations must be finished with at least the grades Pass (G) or E and all tasks presented in this Study guide as well as all make-up assignments must be fulfilled. The grade of examination Individual paper, where a criterion-based scale from A-F is used, will also become the final grade for the course.

Oral group presentation

The students in the study group present collaboratively, using ICT tools such as film, slide show etc., from a museum, science centre or other institution open to the public, focusing on the possibility for children to explore and experience. A detailed instruction for the oral group presentation will be published in Athena in the beginning of the course (March 7th) see headline Plans – Examinations.

The oral presentation is graded according to the scale Fail/Pass (G/U).

The group work will be presented during **the seminar on April 2nd .**

Individual paper

The instruction for the individual paper will be published in Athena in the beginning of the course (see headline Plans – Examinations.)

The written examination is graded according to a criterion referenced seven-point scale: A-F**.**

Instructions for writing the individual paper:

The individual paper should be 2000 – 2500 words long, written in Times New Roman 12 p.

References: Be sure to make references in your text to the course literature. It is important that you do this in a scientific and correct way and that you add a reference list at the end of your work. The reference system recommended in the course follows the Harvard system (see links in Athena).

The paper (approximately 2000 – 2500 words) should be uploaded on Athena/Examinations (via the content comparison database Urkund) in the folder Individual paper **not later than 4th of April at 5 pm.**

Plagiarism and regulations for disciplinary matters

As a student you have to be conscientious about clearly accounting for the material used in the texts that are submitted for examination. To use other people's expressions or ideas without stating where they are from is plagiarism. To translate and/or change some words in someone else's text and present them as one's own is obviously also a form of plagiarism.

Plagiarism is considered to be cheating and if discovered in an exam or paper, the exam or paper will immediately be failed and disciplinary measures may be taken.

Any student who is caught cheating or disrupting academic activities can be suspended from lectures and exams for a period of up to six months. The Vice-Chancellor or the Disciplinary Council decides whether the student is to be subject to any disciplinary measures.

Re-examination and Fail

The rules for re-examination are found in the syllabus.

A student who has received a grade of E or higher may not take a re-examination for a higher grade. In addition, a registered passing grade may not be altered to Fail.

A student who receives the grade Fx, once has the possibility of complementing the exam within one weeks after receiving the grade. If improvements are not done in the time allotted, the student is required to retake the examination.

A student who has received the grade of F, Fx or U twice on a given examination and by the same examiner may apply and be granted a new examiner. The application should be addressed to the director of studies.

There are two exam opportunities offered for all examinations during the relevant semester.

The next opportunity to hand in a re-examination will be during the period May 9th 2025 until June 2nd 2025 at 5 pm. On May 9th the folder Re-examination Individual paper will be opened in Athena under the headline Plans - Examinations. The re-examination should be uploaded **no later than 5 pm June 2nd 2025.** The re-examination will be graded within 15 work days after the submission dead-line.

If you are a student who took the course during the autumn semester 2024 or earlier you need to email the course administrator at the latest April 10th in order to be re-registered and to get access to the Athena site where you will hand in the re-examination.

Assessment criteria

Oral group report

G. Pass. The oral group report is presented by all the study group members in collaboration. The presentation is fulfilled in accordance with the instructions and includes use of ICT tools such as for example film or slide show.

F. Fail. The oral group report is not presented in accordance with the instructions.

Individual paper focusing on explorative learning

The assessment criteria for the individual paper (A-F) will be published in Athena in the beginning of the course (March 12th) see headline Plans – Examinations.

Evaluation

Students are invited to participate in discussions about the course and are free to bring up suggestions for changes during the course. An on-line evaluation form will be distributed to all students at the end of the course.

Appendix

Course Literature

Pettersson Elfström, K. (2015). Children's participation in preschool documentation practices. *Childhood*. 2015;22(2):231-247. (26 p.) *

Harju, A., Balldin, J., Ekman Ladru, D. & Gustafson, K. (2021). Children's education in 'good' nature: Perceptions of activities in nature spaces in mobile preschools. *Global Studies of Childhood*. 2021;11(3):242-251.(10 p.) *

Korpi, Barbara Martin (2007). *The Politics of Pre-school - intentions and decisions underlying the emergence and growth of the Swedish Pre-school.* Stockholm: The Ministry of Education and Research. (88 p.) *

Lenz-Taguchi, Hillevi (2006). Reconceptualizing Early Childhood Education: Challenging Taken-for-granted Ideas. In Einarsdottir, Johanna & Wagner, Judith T. (Eds.) *Nordic Childhoods and Early Education. Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway and Sweden*. Greenwich, CT: Information Age Publishing, pp. 257-287. (31 p.) *

Liljestrand J, & Hammarberg A. (2017). The social construction of the competent, self-governed child in documentation: Panels in the Swedish preschool. *Contemporary Issues in Early Childhood.*18(1):39-54. (15 p.) *

Löfdahl, A. & Folke-Fichtelius, M. (2015). Preschool's new suit: care in terms of learning and knowledge, Early Years, 35:3, 260-272. (12 p.) *

National Agency for Education. (2018). *Curriculum for the pre-school, Lpfö 98. Revised 2016*. Stockholm: Fritzes. (16 p.) *

Olsson, Liselott Mariette (2013). Taking Children's Questions Seriously: the need for creative thought. *Global Studies of Childhood*, 3(3), pp. 230-253. (25 p.) *

United Nations (1989). *The UN convention on the rights of the child*. New York: United Nations. (15 p.) *

Vallberg Roth, Ann-Christine. (2014). Nordic Comparative Analysis of Guidelines for Quality and Content in Early Childhood Education. *Journal of Nordic Early Childhood Education Research*, 8(1), 1-30. (30 p.) *

Änggård, Eva (2011). Children's Gendered and Non-Gendered Play in Natural Spaces. *Children, Youth and Environments*, 21(2), pp. 5-33. (28 p.) *

Additional course literature such as articles, reports etc. as assigned by the teacher (approximately 50 pages).

*Available as electronic resource