# Crossing Borders: Cultural Diversity in Education

## Overview of this period:

<table>
<thead>
<tr>
<th>2 Weeks</th>
<th>13 Weeks</th>
<th>3 Week</th>
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<tbody>
<tr>
<td>Crossing Borders 5 ECTS</td>
<td>Cultural diversity in education 20 ECTS</td>
<td>Practical training period 5 ECTS</td>
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</tbody>
</table>

*Autumn Course: Week 42 is Autumn Holiday  
Spring Course: Easter Holiday*

## Learning outcome:

<table>
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<tr>
<th>Module</th>
<th>Competence goals</th>
<th>Knowledge and proficiency aims</th>
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| Crossing Borders        | The students is able to reflect upon contrastive elements in early years education in different societal and cultural contexts | The student has knowledge about:  
  - contrastive elements in attitudes to childhood, education and learning  
  - organisation of early years education in a comparative perspective, including legislation and curriculum  
  - Denmark and the Danish-German border region (history, culture, society)  
  
The student can:  
  - Identify, compare and contrast attitudes to childhood, education and learning in own culture and other cultures  
  - Describe and explain differences between organisation of early years education in Denmark and own country  
  - Describe and explain issues in relation to Danish history, culture and society |
| Cultural diversity in education | The student is able to reflect upon and act in relation to cultural differences, cultural meetings and cultural conflicts and is able to make use of cultural diversity as a participant perspective and a resource in educational practice. | The student has acquired knowledge about:  
• The significance of cultural, multicultural and intercultural conditions for the individual, the group and the society  
• Different cultures and the relationship between culture and educational practice  
• Theory of culture, analysis of culture and communication  
• Pedagogical methods and activities with focus on cultural meetings, cultural diversity and cultural production  

The student can  
• evaluate the significance of intercultural processes and activities to children’s sense of belonging, well-being, identity and development  
• take departure in intercultural meetings and networks in the development of educational practice  
• analyse and account for cultural conditions and dynamics  
• plan and conduct educational activities where cultural diversity is used as a perspective and a resource |
|-----------------|-------------------------------------------------|-----------------------------------------------------------------|
| Practical training period | The student is able to justify, plan, conduct and evaluate educational activities through participation in educational practice at the placement facility, including the assessment of his/her own learning in an intercultural and comparative perspective | The student has knowledge about:  
• the placement facility’s target groups and the placement facility’s tasks in an educational, societal and comparative perspective  
• the setting of aims, planning and organisation of educational practice, including the effect of different educational approaches  
• forms of evaluation, investigation and documentation  

The student can:
- make use of knowledge about the placement facility's tasks in a societal perspective in the organisation of educational work
- set aims and make use of knowledge about the effect of different educational approaches in the organisation, implementation and evaluation of educational practice
- document and evaluate his/her own participation in pedagogical practice and reflect upon the quality of his/her own learning processes