# Crossing Borders: Cultural Diversity in Education

## Overview of this period: Spring 2019

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<th>Week 5-7</th>
<th>Week 8-21</th>
<th>Week 22-24</th>
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<tr>
<td>Crossing Borders</td>
<td>Cultural diversity in education</td>
<td>Practical training period</td>
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<tr>
<td>5 ECTS</td>
<td>20 ECTS</td>
<td>5 ECTS</td>
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*Week 16 is Spring Break

## Learning outcome:

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<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: |
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|  |  | • 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 |