

Module Description: Bachelor- and Masterlevel

1.	<b>Module Code</b>	pbx115
2.	<b>Module Title</b>	Blended Intensive Program – An ordinary day in daycare. Comparing Irish, German, Estonian and Finnish early childhood education practices
3.	<b>Module Coordinator</b>	Dr. Linda Wellmeyer; Magnus Frampton, M.A.
4.	<b>Teaching Staff</b>	Dr. Linda Wellmeyer; Magnus Frampton, M.A., visiting lecturers from BIP partner universities
5.	<b>Competences</b>	<u>After completing the module students have acquired</u>
	<b>Broadening and Deepening of Knowledge</b>	<ul style="list-style-type: none"> <li>• broad and integrated knowledge about philosophies, concepts and methods of early childhood education and care in Ireland, Finland, Estonia and Germany</li> <li>• in-depth knowledge of childhood education theories and frameworks on the current state of research</li> <li>• knowledge and understanding of early childhood education and care systems, including professional development as well as policy and historical development</li> <li>• knowledge and understanding of cultural aspects in human development and of the special needs of young children</li> </ul>
	<b>Understanding of Knowledge</b>	<u>Students are able to</u> <ul style="list-style-type: none"> <li>• understand and reflect on practices in early childhood education in the light of culture</li> <li>• solve problems professionally in collaborative teamwork</li> </ul>
	<b>Utilisation, Application, and Generation of Knowledge</b>	<u>Students are able to</u> <ul style="list-style-type: none"> <li>• use international experience to solve problems in concrete practices of Early Childhood Education</li> <li>• develop approaches to solving problems and implement solutions which correspond to international trends in research of child development</li> <li>• implement application-oriented projects and contribute to solving complex tasks in a multidisciplinary and intercultural team</li> <li>• develop and define research questions in the field of Early Childhood Education</li> <li>• reflect the practice of early childhood professional child-interaction</li> </ul>
	<b>Communication and Cooperation</b>	<ul style="list-style-type: none"> <li>• communicate and cooperate with other experts in the field as well as with lay people in order to complete tasks</li> <li>• reflect on and take into consideration different views and interests</li> <li>• work and learn cooperatively and collaboratively in an intercultural team</li> </ul>
	<b>Academic Self-Concept/ Professionalism</b>	<ul style="list-style-type: none"> <li>• develop a professional self-concept that is oriented to aims and standards of professional action in Early Childhood Education</li> </ul>

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		<ul style="list-style-type: none"> <li>• give reasons for their own professional actions that are informed by theoretical and methodological knowledge of international trends in Early Childhood Education research</li> <li>• improve teamwork skills and intercultural competence in international collaborative settings</li> </ul>
6.	<b>Content</b>	<p>Students of four different countries work, learn and participate in social and cultural activities together in the Blended Intensive Program. The course gives students a wider perspective on early childhood education through four national frameworks. It enables mutual learning and sharing of different early childhood education theories and frameworks and concrete practices. The programme will also focus on broader intercultural learning and intercultural communication.</p> <p>The in-person week will include agency visits, cultural events and groupwork activities.</p> <p>The digital part will be centred on a programme guide with online tasks, as well as two afternoon synchronous digital sessions before the mobility. Students can expect to work together digitally with peers from the other participating countries.</p>
7.	<b>Selected Literature</b>	<p>Bloch, B, Kuhn, M., Schulz, M., Smidt, W., Stenger, U. (eds.) (2021). Early Childhood Education in Germany. Exploring Historical Developments and Theoretical Issues. London: Routledge.</p> <p>Clark, A. (2023): Slow knowledge and the unhurried child. Time for Slow Pedagogies in Early Childhood Education. London/New York: Routledge.</p> <p>Fleer, Marilyn M.; van Oers, Bert B. (eds.) (2018): International handbook of early childhood education. Dordrecht Dordrecht : Springer Netherlands , The Netherlands: Springer (Springer International Handbooks of Education). Kalicki, B. &amp; König, A. Early Childhood Education, In O. M. Alegre de la Rosa, L. M. Villar Angulo &amp; C. Giambone (Hrsg.), Education in Childhood, IntechOpen, DOI: 10.5772/intechopen.97771. Available from: <a href="https://www.intechopen.com/chapters/76723">https://www.intechopen.com/chapters/76723</a></p> <p>Köller, Olaf; Hasselhorn, Marcus; Hesse, Friedrich W.; Maaz, Kai; Schrader, Josef; Solga, Heike et al. (Hg.) (2019): Das Bildungswesen in Deutschland. Bestand und Potenziale. 1. Auflage. Stuttgart: utb GmbH; Klinkhardt.</p> <p>Neuß, N.; Kähler, S. (Hrsg.) (2022): Grundwissen Kindheitspädagogik. Eine Einführung in Perspektiven, Begriffe und Handlungsfelder. Mülheim an der Ruhr: Cornelsen.</p> <p>Powell, S.; Smith, K. (2018): An Introduction to Early Childhood Studies. 4th Edition. London: Sage.</p>
8.	<b>Courses (hours per week)</b>	<p>pbx115.1 Participation in international study program – an introduction (2 SWS<sup>1</sup>)</p> <p>pbx115.2 International Early Childhood Education (2 SWS<sup>1</sup>)</p>

<sup>1</sup> SWS (Semesterwochenstunden): contact hours per week

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		pbx115.3 Early Childhood Education practices (seminar and physical mobility/ onset week) (4 SWS <sup>1</sup> )	
9.	<b>Required Prerequisites</b> <i>according to examination regulations</i>	none	
10.	<b>Recommended Prerequisites</b>		
11.	<b>Rotation Schedule</b>	summer semester	
12.	<b>Offered in (Winter/Summer Semester)/ Recommended Semester of Study</b>	summer semester	
13.	<b>Form of Assessment</b> <i>according to examination regulations</i>	portfolio	
14.	<b>Workload</b>	contact hours: 48	overall workload: 360
		self-study: 312	credit points: 8 CP
15.	<b>Applicability of Module</b>	Elective course (Profilierungsbereich ) Bachelor and Master levels	
16.	<b>Further Information</b> (e.g., registration, maximum number of participants)	<p>As per Section 3 subsection 3 of the Examination Regulations of the cross-curricular field of studies, students have no claim to the provision of certain offers or a regular repetition of modules.</p> <p>In cooperation with Karelia University of Applied Sciences (Finland), Atlantic Technological University (Ireland) and Universität Vechta (Germany).</p> <p>The BIP is limited to 9 students from each University.</p>	