

# Study plan

## Outdoor Play and Learning in Norwegian Early Childhood Education

30 ECTS

**2017-2018**

Approved by the Board 18th April 2013

Valid from autumn 2017

Last revised by international coordinator Anne Sine van Marion 15.05.17



**DronningMaudsMinne**  
HØGSKOLE FOR BARNEHAGELÆRERUTDANNING

<b>Title:</b>	Outdoor Play and Learning in Norwegian Early Childhood Education
<b>ECTS:</b>	30
<b>Full time / part time</b>	Full time
<b>Type of study</b>	Bachelor level
<b>Number of weeks</b>	Approx. 20 weeks
<b>Language of instruction</b>	English
<b>Grade:</b>	Letter grade (A-F)
<b>Start semester</b>	Autumn or Spring
<b>Fees</b>	No fees for students from partner institutions. Fees for other students will apply, please contact the international coordinator for more information.
<b>Admittance</b>	15 May/15 October
<b>Academic coordinator</b>	Marit Hallset Svare
<b>Administrative coordinator</b>	Anne Sine van Marion

## **Brief Introduction to the programme**

The programme is a comparative, theoretical and practical approach to early childhood education with focus on risky play and outdoor life in early childhood settings. The programme provides experiences, insight and knowledge about everyday life in Norwegian early childhood education and care institutions. Simultaneously the students will be introduced to the Nordic view on play and learning, the close relationship to nature, as well as children's rights to participation.

The course "Playscapes for learning, health and relationships in ECEC" can only be taken as part of this 30 ECTS programme.

### **The basic values of the programme**

The programme is based on an understanding of children that emphasizes children's participation and children's competences, a societal view that emphasizes responsibility for the environment and sustainable development, and a view on culture that embraces both cultural heritage and cultural criticism. The programme gives the students an insight into children's culture and the formative influences that are part of the processes in a child's development. The Norwegian society may still be categorised as quite homogeneous. However, increasing numbers of multi-cultural groups of children lead to more emphasis on inter-cultural work. Core values in this work are respect, creativity, dialogue and wondering.

Other values fundamental for this course are gender equality and equality between all people in a social and ethnic diversity. Accompanying this are moral values which constitute the foundation for a modern democracy, and are in accordance with the United Nations (UN)

Human Rights. The UN Convention on the Rights of the Child (UNCRC) forms the ethical foundation by emphasizing the child's rights to a life that allows a physical, spiritual, moral and social development. In addition it is also a foundation for developing an understanding of the values inherent in religious cultural traditions.

### **Target group**

The programme is designed for visiting students in Norway on 20 weeks of exchange. It is free for students from institutions with an exchange agreement with Queen Maud University College (QMUC).

### **Admission**

Students have to be enrolled in early childhood education and care (ECEC) studies at their home institution. The home institution nominates students for the exchange programme. Students send in their application with copies of reports of marks from all finalised subjects at their home institution and letter of motivation. A registration form is filled in by the students after admission is granted.

### **Further information**

All students outside the EU/EEU are obliged to undergo tuberculosis testing before they start the course. To take the test you should arrive before a Monday when the course starts on a Tuesday, Wednesday or Thursday to enable enough time for the test and getting the result. The tuberculin test result must be negative for the student to be admitted to QMUC.

### **Learning Outcome**

Learning outcome after completing this programme, the student

- Has knowledge about ECEC settings in Norway and central documents governing these.
- Has sound knowledge of children's rights and knows what signifies an inclusive and learning environment in ECEC settings.
- Is able to use her professional skills in play and learning activities
- Is able to organise physical activities including risky play, in a safe setting

### **Organisation, Teaching and Working methods**

#### **Theory and practical training**

The programme is part of a professional education where theory and practice form two equal sources of knowledge which are inter-related. The programme is a platform for a reflexive meeting between theoretical subject knowledge, practical skills and professionalism, and the three areas of competence should be seen as a holistic unit. Therefore parts of the programme will be practical training in an ECEC setting.

#### **Mentored practical training**

During the programme the students will gain experience with planning, carrying out and evaluate pedagogical work in the ECEC setting, and gain experience with the preschool teacher profession. Tutoring of the practical training is a joint responsibility for all teachers during the course. The students will have 35 days practice experiences throughout the programme. The practice tutor at the college has the coordinating responsibility for the students during their practical training, and the practice mentor in the ECEC setting is responsible for the practical training in the ECEC institution.

Practical Training	Duration
Early Childhood Education and Care Setting 0-5 years	34 days
Primary School 6-8 years	1 day

### **Responsibility for own learning**

Students are expected to take joint responsibility and to have a joint influence during the programme. They are required to work independently and actively to be well prepared for co-operation with children, colleagues, parents and the community, both during the study and in a lifelong learning process. In addition to lecturers and other teacher initiated activities the students have to take responsibility to acquire knowledge of the contents of the course through self-study, groups, as well as individual work.

### **Student participation**

All teaching throughout the programme is compulsory. In order to have the various parts of the course approved and to take the final exam the students have to fulfil all compulsory assignments, the requirement of mandatory attendance included.

Students who have not got the compulsory assignments approved will not be admitted to take the final exam.

<b>Subjects</b>	<b>ECTS credits</b>
Nature and Outdoor Activities	12
Art/Drama/Music	3
Norwegian	4,5
Education/Pedagogics	5,5
Norwegian Culture and Society	3,5
Religion, Philosophies of Life and Ethics	1,5
<b>Total ECTS credits</b>	<b>30</b>

### **Assessment and compulsory course work**

For information regarding assessment and compulsory course work, please consult the course descriptions.

The assessment in the programme is three-fold; two parts for the course *Norwegian Early Childhood Education and Care, Theory and Practice* and one part for the in-depth study, the course *Risky Play and Outdoor Life in ECEC settings*.

### **NECEC2100 Norwegian Early Childhood Education and Care, Theory and Practice**

The students will do a tutored practical training period of 34 days in an ECEC institution. At the beginning of this period, the student together with the tutor set objectives for the training. These objectives will constitute the basis for the tutoring and for the 4800-word written assignment the student writes towards the end of the training.

The practical training constitutes 60 % of the grade for this part of the course.

The students will write a written assignment of 4800 words. Part 1 (3600 words) will reflect on

the practical training period and the development the student has undergone. This reflection must include theoretical considerations. Part 2 (1200 words) is an in-depth comparative reflection on a phenomenon or issue in Norwegian ECEC settings that is markedly different from the experience from their home country.

This part of the exam constitutes 40 % of the grade for this part of the course.

### **NECEC2200 Playscapes for learning, health and relationships in ECEC**

One written assignment of 4000 words, 100 % of the grade for this part of the course.

### **Transcript of records**

At the completion of the programme QMUC issues a Transcript of Records where the letter grades for the whole course of 30 ECTS is given. The grade comprises individual grades for the course *Norwegian Early Childhood Education and Care, Theory and Practice* and the course *Playscapes for learning, health and relationships in ECEC*.

### **Course descriptions**

<b>Course code</b>	<b>NECEC2100</b>
<b>Course title</b>	<b>Norwegian Early Childhood Education and Care, Theory and Practice</b>
<b>Level</b>	Bachelor
<b>Credits</b>	20 ECTS
<b>Teaching semester</b>	Autumn /Spring (the course is offered every semester)
<b>Language of instruction</b>	English (and some Norwegian)
<b>Required previous knowledge</b>	See under «admission»
<b>Recommended previous knowledge</b>	
<b>Learning outcome</b>	<p>At the end of the course the student has developed knowledge, skills and competence within the following areas:</p> <p><b>The <i>theoretical part</i></b> The student:</p> <ul style="list-style-type: none"> <li>• Has gained a deeper understanding of society, children and childhood.</li> <li>• Has got an understanding of Norwegian childhoods and child cultures and can compare this with experiences from own country.</li> <li>• Has an insight in the UN Convention of the Rights of the Child.</li> <li>• Has an understanding on the condition under which children grow up in Norway both regarding legal framework, attitude to children and childhood and an outdoor way of life.</li> <li>• Is familiar with local cultural activities for children, and how everyday life for children is organised.</li> <li>• Has reached a comparative and historical perspectives on growing up</li> </ul> <p><b>The <i>practical training</i></b> The student:</p> <ul style="list-style-type: none"> <li>• Has shown interest, ability and competence in interacting and communicating with children, their parents and the staff.</li> <li>• Has developed knowledge of views on children and pedagogical</li> </ul>

	<p>practise in another culture, and is able to reflect on and compare this in relation to their own culture's pedagogical practise.</p> <ul style="list-style-type: none"> <li>• Has gained an insight into the relevance and the conditions for play and interaction.</li> <li>• Has gained an insight into the view on the relationship between play and learning.</li> <li>• Has knowledge about how children use the indoor and outdoor space in their free play.</li> <li>• Has shown interest and ability to use these spaces in his/her pedagogical planning.</li> <li>• Has understood the significance of nature and outdoor space on play and learning in Norway.</li> <li>• Has shown ability to plan, carry out and evaluate a project about his/her own country in the ECEC setting.</li> <li>• Has shown ability to lead small groups of children in various activities in the ECEC setting.</li> <li>• Has shown ability to see links between theory and practise in Norwegian ECEC settings.</li> <li>• Has shown independence and own initiative in the daily work in the ECEC setting.</li> </ul>					
<b>Course content</b>	See "Programme description"					
<b>Learning methods and activities</b>	See «Organisation, Teaching and Working methods»					
<b>Compulsory assignments</b>	<p>The following compulsory assignments must be approved before the student may be admitted to take the final exam:</p> <ul style="list-style-type: none"> <li>- Oral presentation of own preschool teacher education, ECEC system and own country</li> <li>- A minimum of 4 written documents for mentoring sessions</li> <li>- Participation in excursions</li> <li>- 2 reflective reports of 2 pages from excursions (more details given in class)</li> </ul> <p>All teaching throughout the course is compulsory. For the theoretical part of the course, student participation is 80 %.</p> <p>The practical training (PT) teacher in the ECEC setting takes absence during the training and should be notified immediately about absence by the student. With successive days of absence of more than three days, a medical certificate is required and should be given to the PT teacher who will forward it to the PT tutor at QMUC. If the total absence exceeds 30 per cent, the student fails the PT. If the total absence during the practical training period is between 20 and 30 per cent, the student has to catch up with parts of the training. The decision will be made by the head of PT, the PT tutor and the PT mentor. If the PT mentor is absent more than 3 days the Head of PT is notified by the Head Teacher at the ECEC setting.</p>					
<b>Exam</b>	<b>Weight</b>	<b>Duration/scope</b>	<b>Aid</b>	<b>Grading scale</b>	<b>Examiner</b>	<b>Time</b>
Practical training	60 %	34 days of mentored practical		A-F	Internal and external	Autumn or spring

		training. For more information see under "Assessment" in programme description.				
Individual written assignment	40 %	4800 words. For more information see under "Assessment" in programme description.		A-F	Internal	Autumn or spring
<b>Course coordinator</b>		Anne Sine van Marion				
<b>Course materials</b>		<p>Aase, A. (2008) : In search of Norwegian Values. In: Maagerø, E. and Simonsen, B (eds). <i>Norway: society and culture</i> (pp 13-27). Kristiansand: Portal Forlag</p> <p>Aase, S.L. and Aase, L. (2008). The history of Norway: A Long-Term Perspective. In: Maagerø, E. and Simonsen, B (eds). <i>Norway: society and culture</i>, pp 30-55. Kristiansand: Portal Forlag</p> <p>Angell, O.H. (2008): The Norwegian welfare state. In: Maagerø, E. and Simonsen, B (eds). <i>Norway: society and culture</i> (pp 102-124). Kristiansand: Portal Forlag</p> <p>Boyden, J. (1997). Childhood and the Policy Makers: A Comparative Perspective on the Globalization of Childhood. In: James, A. &amp; Prout, A. eds. <i>Constructing and Reconstructing Childhood. Contemporary Issues in the Sociological Study of Childhood</i>, pp190-215. London: Falmer Press. 26 pages.</p> <p>Buaas, Ellen Holst (2004): From Nature to Culture: a joint Zambian-Norwegian project on Culture an Nature. Article handout Gelter, H. (2000). Friluftsliv: The Scandinavian Philosophy of Outdoor Life. <i>Canadian J. of Environmental Education</i>, 5, pp.77-92.</p> <p>Gunnestad, A. (2006). Resilience in a Cross-Cultural Perspective: How resilience is generated in different cultures. <i>Journal of Intercultural Communication</i>, April 2006. 29 pages.</p> <p>Gunnestad, A. (2003). Resilience – a new Approach to Children at Risk in the Southern African Situation. In: <i>Children's Rights in Early Childhood Education in Africa and Norway</i>. Queen Maud's College, Trondheim. 15 pages.</p> <p>Hall, H. (1997). Contributions of the Arts to Children's Lives. In: Jalongo, M. R. &amp; Stamp, L. N.: <i>The Arts in Children's Lives. Aesthetic Education in Early Childhood</i> (pp. 29-53). Boston, Singapore, Toronto, Sydney, Tokyo, Singapore: Allyn and Bacon. 25 pages</p> <p>Hansen, A. (2008). Education in Norway – Equality, Nature and Knowledge. In: Maagerø, E. and Simonsen, B (eds). <i>Norway:</i></p>				

- society and culture* (pp. 125-136). Kristiansand: Portal Forlag.
- Hughes, F.P.(2003). Spontaneous Play in the 21<sup>st</sup> Century. In: Saracho & Spodek. *Contemporary Perspectives on Play in Early Childhood Education. A volume in – contemporary perspectives in early childhood education*. Greenwich, Connecticut: Information Age Publishing.15 pages.
- Larsen, A.M. (2004): Kwesuka sukela – once upon a time. How to use play drama and theatre in storytelling. In: *The Role of Culture in Early childhood Education*. Trondheim: Queen Maud's College.10 pages.
- Lillemyr, Søbstad, Marder and Flowerday (2011). *A Multicultural Perspective on Play and Learning in Primary School*. In Springer Science+Buisness Media B.V.2011. Published online 29.january 2011. 20 pages.
- Ministry of Education and Research (2011) : *Framework Plan for the Content and Tasks of Kindergartens*. 51 pages.
- Maagerø, E. and Simonsen, B. (2008). Minorities in Norway – Past and Present. In: Eva Maagerø and Birte Simonsen (eds). *Norway: society and culture* (pp 180-194). Kristiansand: Portal Forlag.
- Nielsen, A.C.E. (2008). Trends in the Development of Norwegian Childhood. In: Maagerø, E. and Simonsen, B (eds). *Norway: society and culture* (pp. 195-206). Kristiansand: Portal Forlag.
- Nilsen, R. D. (2008). Children in nature: Cultural ideas and social practices in Norway. In: A. James, & A. James (eds.), *European Childhoods. Cultures, Politics and Childhoods in Europe* (pp. 38-60). London: Palgrave.
- Report on "*Children's rights in Early Childhood Education in Africa and Norway*" 2003. 138 pages.
- Sandseter, Ellen Beate. (2009). Risky Play and Risky Management in Norwegian Preschools – a qualitative observational study. In: *Safety Science*, 2009, Issue 1, Article 2. 10 pages.
- Strahler, A. N. & Strahler, A. H. (1984). *Elements of Physical Geography* (3<sup>rd</sup> Edition; 23 pages). USA: John Wiley & Sons.
- Sundin, B. (1986). The Importance of Music and Aesthetical Activities for the General Development of the Child. In: Ruud, E.E, *Music and Health* (pp. 161-176). Norsk Musikforlag A/S. 15 pages.
- Sæther, M. (2008). Music and Basic Learning in a Stimulating Environment in Kindergarten. Translation of chapter in: Kibsgaard, S.(ed), *Grunnleggende Læring I et Stimulerende Miljø I barnehagen*. Oslo: Universitetsforlaget. 11 pages.
- United Nations Convention on the Rights of the Child. (1989).
- Ødegaard, E.E. (2006). What's worth talking about? Meaning-making in toddler-initiated co-narratives in preschool. In: *Early Years, Vol. 26, No. March 2006*, pp.79-92. UK: Routledge. 12 pages



<b>Course code</b>	<b>NECEC2200</b>					
<b>Course title</b>	<b>Playscapes for learning, health and relationships in ECEC</b>					
<b>Level</b>	Bachelor					
<b>Credits</b>	10 ECTS					
<b>Teaching semester</b>	Autumn /Spring (the course is offered every semester)					
<b>Language of instruction</b>	English					
<b>Required previous knowledge</b>	See under «admission»					
<b>Recommended previous knowledge</b>						
<b>Learning outcome</b>	<p>At the end of the course the student has developed knowledge, skills and competence within the following areas:</p> <ul style="list-style-type: none"> <li>• Has understanding that access to active play in nature and outdoors, with its risks, is essential for healthy child development-</li> <li>• Gain theoretical knowledge about how the physical environment is important to children’s play and development</li> <li>• Has knowledge on how outdoor free play influence children’s psychosocial health</li> <li>• Has practical skills on how to facilitate outdoor environments for children’s play and development</li> <li>• Can describe policies regarding immigrant children &amp; families in a global context</li> <li>• Can describe experiences and challenges for children and families who are refugees/immigrants</li> <li>• Recognizes own position in the power dynamic regarding race, ethnicity, and class</li> <li>• Develops processes to communicate with families regarding their expectations for their children’s growth and development</li> <li>• Is able to establish a learning environment that honors all cultures, races, and ethnicities</li> </ul>					
<b>Course content</b>	See “Programme description”					
<b>Learning methods and activities</b>	<p>See also «Organisation and Working methods»</p> <p>Specifically for NECEC 2200: Part of the course will be a practical project developing/remodeling the outdoor space in an ECEC institution. The students’ written assignment/exam will be based on this project.</p>					
<b>Compulsory assignments</b>	<p>The following compulsory assignments must be approved before the student may be admitted to take the final exam:</p> <ul style="list-style-type: none"> <li>• Tutoring session on first draft of written assignment</li> <li>• All teaching throughout the course is compulsory.</li> </ul>					
<b>Exam</b>	<b>Weight</b>	<b>Duration/scope</b>	<b>Aid</b>	<b>Grading scale</b>	<b>Examiner</b>	<b>Time</b>
Individual written assignment	100 %	4000 words. For more information see under “Assessment” in programme description.		A-F	Internal examiner	Autumn or spring
<b>Course coordinator</b>	Trond Løge Hagen					
<b>Course materials</b>	10					

## Course material NECEC 2200

- Adair, J. K., Tobin, J., Arzubiaga, A. E. (2012). The dilemma of cultural responsiveness and professionalization: Listening closer to immigrant teachers who teach children of recent immigrants. *Teachers College Record*, 114, 12, (p 1-37)
- Aziz, N. F. & Said, I. (2015). Outdoor Environments as Children's Play Spaces: Playground Affordances. In B. Evans, J. Horton & T. Skelton (Eds.), *Play, Recreation, Health and Well Being* (pp. 1-22). Singapore: Springer:  
<http://fab.utm.my/ismail/files/2016/02/Outdoor-Environments-as-Children-Play-Space.pdf> (22 p)
- Bennett, S. V., Gunn, A. A., Gayle-Evans, G., Barrera IV, E. S., & Leung, C. B. (2017). Culturally responsive literacy practices in an early childhood community. *Early Childhood Education Journal*, Retrieved from <https://link.springer.com/offcampus.lib.washington.edu/content/pdf/10.1007%2Fs10643-017-0839-9.pdf>.
- Bratsberg, B., Raaum, O., & Roed, K. (2012). Educating children of immigrants: Closing the gap in Norwegian schools. *Nordic Economic Policy Review*, 1, pp. 211-249 . Retrieved from:  
<https://books.google.com/books?hl=en&lr=&id=yc3GUd4Ga9kC&oi=fnd&pg=PA211&dq=immigrant+children+and+families+in+Norway&ots=ugK95pebBX&sig=BkBG9wqSxULYRb0ZWBrSbT3R6qg#v=onepage&q=immigrant%20children%20and%20families%20in%20Norway&f=false> (38 p) [book chapter, students can use this link to access]
- Corsaro, W., Johannesen, B., & Appoh, L. (2013). "My mother and father are African but I'm Norwegian": Immigrant children's participation in civic society in Norway. *Sociological Studies of Children and Youth*, 16, p. 201-225. (24 p)
- Dennis, Samuel T. Jr., Alexandra Wells and Candace Bishop. 2014. "A Post-Occupancy Study of Nature-Based Outdoor Classrooms in Early Childhood Education." *Children, Youth and Environments*. Vol. 24, No. 2 Greening Early Childhood Education (2014), pp. 35-52. University of Cincinnati.
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- Hagelund, A. (2008). For women and children! The family and immigration politics in Scandinavia. In R. D. Grillo (Ed.) *The family in question: Immigrant and ethnic minorities in multicultural Europe*. (pp. 71-88). Amsterdam: Amsterdam University Press. (17 p)
- Herrington, S., Lesmeister, C., Nicholls, J., & Stefiuk, K. (2007). *Seven C's: An informational guide to young children's outdoor play spaces*. Vancouver, Consortium for Health, Intervention, Learning and Development (CHILD):  
<http://www.wstcoast.org/playspaces/outsidecriteria/7Cs.pdf> (59 p)
- Hollekim, R., Anderssen, N., & Daniel, M. (2016). Contemporary  
<http://www.jstor.org/offcampus.lib.washington.edu/stable/10.7721/chilyoutenvi.24.2.0035>
- Kriz, K., & Skivenes, M. (2010). 'Knowing our society' and 'fighting against prejudices': How child welfare workers in Norway and England perceive the challenges of minority parents. *British Journal of Social Work*, 40, 8, pp. 2634-2651.  
Retrieved from: <https://academic.oup.com/bjsw/article-abstract/40/8/2634/1663548/Knowing-Our-Society-and-Fighting-Against> (17 p) [students should use this link, not uploaded into google folder]
- Lerstrup, Inger and Anne Dahl Refshauge. 2016. "Characteristic of forest sites used by a Danish forest preschool." *Urban Forestry & Urban Greening*. 20: 387-396. Elsevier GmbH  
<http://www.sciencedirect.com/science/article/pii/S161886671630067X>
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- Moss, S. (2012). *Natural Childhoods*. London, National Trust/Park lane press. <https://www.nationaltrust.org.uk/documents/read-our-natural-childhood-report.pdf> (28 p)
- Sandseter, E. B. H. (2013). Learning risk management through play. O. F. Lillemyr, S. Dockett, og B. Perry (Eds.) *Perspectives on play and learning: Theory and research on early years' education* (pp. 141-157), Information Age Publishing. (16 p)  
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- Shackell, A., Butler, N., Doyle, P. & Ball, D. (2008). *Design for play: A guide to creating successful play spaces*. London, Play England. <http://www.playengland.net/wp-content/uploads/2015/09/design-for-play.pdf> (156 p)
- Souto-Manning, M. (2013). Teaching young children from immigrant and diverse families. *Young Children*, 68, 4, pp. 72-81. (9 p)
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- Szente, J., Hoot, J., & Taylor, D. Responding to the special needs of refugee children: Practical ideas for teachers. *Early Childhood Education Journal*, 34, 1, (p15-20)

- Tobin, J., & Kurban, F. (2010). Preschool practitioners' and immigrant parents' beliefs about academics and play in the early childhood educational curriculum in five countries. *Orbis Scholae*, 4(2), 75-88. (13 p)
- Vesely, C. K., & Ginsberg, M. R. (2011). Strategies and practices for working with immigrant families in early education programs. *Young Children*, 66, 1, pp. 84-89. (5 p)