

## COURSE SYLLABUS

# **Sustainability in a Multicultural World for Preschool Teachers (ES), 7.5 credits**

*Hållbarhet i en mångkulturell värld för förskollärare (UVK), 7,5 högskolepoäng*

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<b>Course Code:</b>	LHMN16	<b>Education Cycle:</b>	First-cycle level
<b>Confirmed by:</b>	Director of Education Jun 8, 2016	<b>Disciplinary domain:</b>	Education
<b>Revised by:</b>	Director of Education May 4, 2017	<b>Subject group:</b>	UV1
<b>Valid From:</b>	Autumn 2017	<b>Specialised in:</b>	G2F
<b>Version:</b>	2		
<b>Reg number:</b>	HLK 2017/01937-313		

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### **Intended Learning Outcomes (ILO)**

#### *Knowledge and Comprehension*

After completion students should be able to

- comprehend how humans relate to ecological processes, natural resources and unfamiliar cultures at present and in a historical perspective
- outline environmental effects caused by human intervention as well as being able to relate relevant causes and effects to remedial strategies for intervention

#### *Skills and Abilities*

After completion students should be able to

- account for different perspectives and values regarding sustainability and cultural pluralism in a globalised society
- account for how cultural values affect school work, including relations in the multicultural Preschool and between preschool personnel and parents
- motivate methods for learning, teaching and group processes in the multicultural Preschool and in regards to sustainable development

#### *Judgement and Approach*

After completion students should be able to

- evaluate conditions and action strategies for sustainable development
- reflect on values regarding sustainable, just and multicultural societies, in reference to human rights

### **Contents**

- Conditions for sustainable societies and strategies for good transitions to these
- Global resources and ecological dependencies
- Language development and interaction in the multicultural Preschool
- Human impact on life-supporting systems in a perspective of global equity and fairness
- Handling cultural conflicts of values especially regarding traditions of knowledge and

education

- Psychological patterns in encounters of global crises and unfamiliar cultures, especially in the multicultural classroom
- Importance and consequences of contact with nature in preschool
- Teaching and learning perspectives, including values, on sustainable development and intercultural encounters
- Action competence for sustainability in a multicultural world

### **Type of instruction**

The teaching consists of lectures, seminars and exercises performed individually or in group. The course uses a digital learning platform.

Students who have been admitted to and registered on a course have the right to receive tuition/supervision for the duration of the time period specified for the particular course to which they were accepted. After that, the right to receive tuition/supervision expires.

The teaching is conducted in English.

### **Prerequisites**

General requirements and at least 60 credits. Students enrolled in the Pre-School Teacher Education Programme at JU must have attempted all courses specified for the first and second year of the programme or equivalent courses. English proficiency is required. Exemption is granted from the requirement in Swedish

### **Examination and grades**

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on tuition and course literature.

The student is examined on all Intended Learning Outcomes and the final grade is a compound measure on student performances. The final grade of the course is reported when all required elements have been successfully accomplished.

The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided (in a study guide) at course start.

If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. Such a request

should be addressed to the Dean and be in writing.

If the contents and/or literature of the course is changed, examination according to the present course syllabus shall be offered during one year after the change. Students are guaranteed a minimum of three examination occasions, including the regular occasion. After that, examination according to the present course syllabus is granted on a case-by-case basis.

Should the course be terminated, examination shall be offered for two years after the final course occasion. Thereafter, examination is granted on a case-by-case basis.

Course examinations are implemented and evaluated through short written assignments, digital exams and group work.

Further instruction on course outline, examinations and grading will be handed out when the course starts.

Registration of examination:

Name of the Test	Value	Grading
Sustainability issues	3 credits	A/B/C/D/E/FX/F
Intercultural issues	3 credits	A/B/C/D/E/FX/F
Compulsory tasks <sup>1</sup>	1.5 credits	A/B/C/D/E/FX/F

<sup>1</sup> The compulsory tasks can only be graded C/F.

## Course evaluation

The course is evaluated in accordance with university policy at the end of the course.

## Other information

Swedish syllabus is available.

## Course literature

### Preliminary

Blackmore, Elena, Hawkins, Richard, Holmes, Tim (2011). *The Common Cause Handbook: A Guide to Values and Frames for Campaigners, Community Organisers, Civil Servants, Fundraisers, Educators*. Machynlleth: Public Interest Research Centre Ltd. 43 pp.

Breiting, Sören, Mayer, Michaela, Mogensen, Finn (2005). *Quality Criteria for ESD Schools*. ENSI. 49 pp.

Green, C.J. (2015). Toward Young Children as Active Researchers: A Critical Review of the Methodologies and Methods in Early Childhood Environmental Education. *The Journal of Environmental Education*, 46(4). 207-229. 22 pp.

Selections from Pramling Samuelsson, Ingrid & Kaga, Yoshie (2008). *The contribution of early childhood education to a sustainable society*. Paris: UNESCO. 50 pp.

Selections from Liu, Shuang, Vocic, Zala, Gallois, Cindy (2014). *Introducing Intercultural Communication - Global cultures and contexts*. London: Sage. 15 pp.

Selections from Ramsey, Patricia G. (2004). *Teaching and learning in a diverse world: multicultural education for young children* (3rd ed). New York: Teachers College Press. 15 pp.

Raworth, Kate (2012). *A Safe and Just Space for Humanity*. Oxfam discussion paper. 26 pp.  
Somerville, M. & Williams, C. (2015). Sustainability education in early childhood: An updated review of research in the field. *Contemporary Issues in Early Childhood* 16(2). 102-117, 15 pp.

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources, ca 50 pp, e g [waterfootprint.org](http://waterfootprint.org), [homethemovie.org](http://homethemovie.org)

### Reference Material

Almers, Ellen (2013). Pathways to Action Competence for Sustainability - Six Themes. *Journal of Environmental Education*. Vol 44 (2), pp 116-127. 12 pp.

Caiman, C & Lundegård, I. (2014). Pre-school children's agency in learning for sustainable development. *Environmental Education Research*, 20(4), 437-459, 22 pp.

Citing Sources – How to Create Literature References. <http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

Information Material about Anti-Plagiarism at Universities. The Interactive Anti-Plagiarism Guide – Jönköping University. <http://pingpong.hj.se/public/courseId/10565/publicPage.do>