

Liverpool John Moores University

Title: Early Childhood Education Curricula in an International Context
Status: Definitive
Code: **7002ECSMA** (120939)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

| Team | Leader |
|---------------|--------|
| Geert Thyssen | Y |
| Nicky Hirst | |

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 21

Total Learning Hours: 200 **Private Study:** 179

Delivery Options

Course typically offered: Semester 2

| Component | Contact Hours |
|-----------|---------------|
| Tutorial | 1 |
| Workshop | 20 |

Grading Basis: 50 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|--|---------------|---------------|
| Portfolio | AS1 | Portfolio of tasks related to module content (equivalent to 4,500 words) | 100 | |

Aims

To develop a critically reflexive lens in exploring ideologies within a framework of curriculum theory in an international context.

Learning Outcomes

After completing the module the student should be able to:

- 1 Interrogate various interpretations of Early Childhood Education Curricula ideologies in an international context.
- 2 Critically evaluate curriculum theory related to Early Childhood from an international perspective in relation to different influences.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | |
|--------------------|---|---|
| Portfolio of Tasks | 1 | 2 |
|--------------------|---|---|

Outline Syllabus

Students will explore a range of topic content that will include but will not be limited to the following:

Curriculum Theory and Curriculum Ideologies: A theoretical framework for an exploration of Early Childhood Curricula

Curriculum models: in time and different places (western and European) consider cultural, political, social influences

Early Education as a Political practice; Reviewing early years practice in an international context

Exploring the relationship between Early Childhood and compulsory education within an international context

The portfolio will consist of scaffolded tasks where students are invited to contribute to collaborative discussion forums followed by the completion of a case study related to a curriculum framework within a specific time, place and historical context.

Learning Activities

Workshops

Guest lectures

Online forum contribution

Tutorials

Notes

This diploma level module is designed to start with what students 'know' about Early Childhood Education. Students are encouraged to develop a critically reflective lens to explore curriculum ideologies within the theoretical framework of curriculum theory. A comparative overview of the curriculum ideologies will help students to develop their own individual perspective, and the disruption of some commonly held beliefs is a key feature of the module. The module content is purposefully designed

to support students to develop a critical and creative response to Early Childhood Education in an international context and offers a supportive foundation for future modules associated with reflexive, reflective practice and research as philosophical thinking work. The portfolio will consist of scaffolded tasks where students are invited to contribute to collaborative discussion forums followed by the completion of a case study related to a curriculum framework within a specific time, place and historical context.