Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Lecturers in academic year 2020-2021

Vandenbroeck, Michel

PP04 lecturer-in-charge

Offered in the following programmes in 2020-2021

Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)
Joint Section Bachelor of Science in Educational Sciences
Linking Course Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)
Linking Course Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)
Linking Course Master of Science in Social Work and Social Welfare Studies
Preparatory Course Master of Science in Social Work and Social Welfare Studies

Teaching languages

Dutch

Keywords

Early childhood care and education, diversity.

Position of the course

This course contributes to the following competence areas concerning Educational Sciences:

• B.1.4. Being able to situate and analyze pedagogical, educational and orthopedagogical issues in practice, research and policy.
• B.2.2. Being able to scientifically indicate educational and pedagogical theories, practice and policy.
• B.3.6. Approach a pedagogical, educational or orthopedagogical problem from multiple perspectives (multi perspectivism).
• B.5.1. Participate in the social and cultural debate and have insight in the way in which pedagogical, educational or orthopedagogical practices affect social and cultural events.
• B.5.2. Analyze social, historical and cultural aspects in scientific work.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in ‘content’.

This course contributes to the following competence areas concerning Social Work:
• to be able to critically and socially responsibly contribute to the societal-intellectual debate;
• to be able to critically analyse contemporary social situations and developments departing from different theoretical frames of references and to translate these into social work problem statements;
• to approach the construction of social problems and social problem definitions in various domains (forensic, social work, social-cultural work, youth work, child care, ...) departing from different paradigms;
• to have insight into the social conditions and evolutions that influence the construction of problem definitions (e.g. globalisation, the knowledge society, the risk society, ...) and their effects;
• to critically assess Social Work and social policy practices;
• to acquire insight into the core concepts, explanatory models, theoretical frames of reference, research traditions, recent theory building, limits and historical development of Social Work and to creatively engage with this knowledge.

The given competence areas are to be realised based on introductory learning outcomes in a clear defined situation with concrete conditions and shared responsibility. The competence areas are situated in the context as described in ‘content’.

Contents
ECEC is a site that is permeated with policy domains (employment, gender equality, prevention) as well as the intimacy of the family and this a place of tensions between the private and public domain. Should we worry about toddlers who are absent from Kindergarten? Should childcare teach specific skills to babies and toddlers or is that schoolification? Are care and education different in nature? Is training necessary to take care of babies? What about diversity (in culture, language, gender, ...)? What is pedagogical quality and can it be measured? What about the voice of parents? We study these questions starting from the historical, actual and international state of the art of scientific knowledge. In doing so we look at ECEC from a social pedagogical viewpoint, relating discussions about science (what do we consider as truth?), policy (what do we consider as good?) and practice (what happens in daily reality?).

Initial competences
   Educational theories
   Social welfare studies

Final competences
   1 To adduce arguments for how pedagogy, social work, structures, and institutions are value bonded.
   2 To analyse the influences of different socialization contexts and relate them to each other.
   3 To place early childhood care and education in a social, historical, cultural, and scholarly contexts.
   4 To analyse pedagogic interventions and provisions in function of their exemplary character for research and practice development within social work and pedagogics.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
Access to this course unit via an exam contract is unrestricted

Teaching methods
Lecture, fieldwork, seminar: coached exercises

Learning materials and price
Syllabus and slides
A book to choose among a list of references.
Estimated cost: 30 EUR

References

(Approved)
Course content-related study coaching
Interactive support using MINERVA.
By appointment

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Written examination

Examination methods in case of periodic evaluation during the second examination period
Written examination

Examination methods in case of permanent evaluation
Assignment

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible

Extra information on the examination methods
Permanent evaluation based on the discussions and a paper.
Feedback on the non-periodical evaluation: oral after appointment

Calculation of the examination mark
A combination of periodical evaluation (75%) and non-periodical evaluation (25%).
Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

(Approved)