

Democracy and equity in early childhood education

Demokrati och likvärdighet i yngre barns utbildning
3 credits

Single subject course

912G36

Valid from: 2025 Autumn semester

Determined by	Main field of study	
Course Syllabus Board at the Faculty of Educational Sciences	Pedagogical Work	
Date determined	Course level	Progressive specialisation
2024-10-14	First cycle	G1F
Revised by	Disciplinary domain	
	Education	
Revision date	Subject group	
	Education	
Offered first time	Offered for the last time	
Autumn semester 2025		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

Entry requirements

- 3 credits approved within a course on teacher or preschool teacher training
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 or Engelska nivå 2). Exemption from Swedish.

Intended learning outcomes

After completing the course, the student must be able to

- explain what intercultural competence can mean in early childhood education
- discuss democratic dilemmas and professional challenges in early childhood education from a global perspective
- explain central concepts related to democracy and equity in early childhood education
- discuss didactic strategies at the intersection of the democratic assignment, communicative practices and creative approaches.

Course content

The course focuses on early childhood teachers' intercultural competence as a basic, democratic prerequisite for the education of younger children. In the course, students get to approach and explore the concept of intercultural competence as a dynamic process, where the ability to be responsive in interpersonal communication is central. The focus is also on various democratic dilemmas that can arise in educational practices for younger children where, for example, questions about children's participation versus the power of adults are actualized. In the course, the global perspective runs as a common thread as different countries' ways of meeting diversity and interculturality in early childhood education are discussed. Furthermore, teachers' everyday work with democratic issues is highlighted and practical examples are given of how communication and creativity can be used as didactic tools to support younger children's acquisition of democratic values.

Teaching and working methods

Lectures, group work and individual studies.

Examination

The course is examined through oral and written presentation.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Grades

ECTS, EC

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.