

Partner University:	Erasmus Hogeschool Brussel
Erasmus code:	B BRUSSEL46

Course	Code	Semester	Subject area	Content	Home subject	Code	Semester
Professional Development Strategies and Methods		spring	KIDE, ECE	This course is designed to equip individuals with Strategies and Methods necessary for professional development of both individuals and teams. The continuous evolving nature of the professional landscape demands an innovative approach to growth and professional development, and this course aims to provide students with strategies and methods to navigate and support this successfully.			
Urban Pedagogy		spring	KIDE, ECE	Characteristics of the urban city (ex. demographic aspects) with Brussels as case study The historical, economic, social and cultural development of Brussels The concept of Pedagogical Challenges Different cases out of the media, analysed through the perspective of Brussels (as urban context)			
Multilingualism in an Urban Context		spring	KIDE, ECE	Translanguaging: home languages as a didactical resource: theory and classroom practices Multilingual language awareness: monolingual versus multilingual teacher beliefs and implications Language acquisition (mother tongue, second language) and language stimulation Language awareness: theory and practices (early childhood, primary school) Language passport, talking about language and emotions -- This course is for Pre-primary Education exchange students only --			
Urban Coaching and Education		spring	KIDE, ECE	In Urban coaching and education we focus on following themes for the educational professional: Diversattude The diversattude: the powerful way to work with diversity. The challenges and needs of pedagogical contexts to support professionals to enhance her/his diversattude. Art-based and narrative methodes Sense of being and belonging in pedagogical contexts Multilingualism Multilingualism as a resource in primary education Dialogue in controversial themes framework and dialogue and communicational theories nature and incidence of controversial themes			
100 Languages of Children		spring	KIDE, ECE	Exploring the 100 languages is a concept in which children are experienced as powerful and full of potential. In the course of the 100 languages, the future ECPs are invited to explore the child within and search for their own expressive languages. The project "From Rattle to Rocket" focuses on toddlers, experimenting with materials, movement, techniques, sounds, etc., making their imagination and curiosity visible. It starts from the concept 'the environment as the third pedagogue' and has abstract art as a source of inspiration. The students decorate an adapted space, combining as many contents as possible into a stimulating whole. During the creation the 100T are combined and reinforce each other. Children are invited to explore. Based on observation, the students stimulate the experience of toddlers. They guide, interact and document. The second project focuses on the idea that nature is one of the languages chosen to meet in an intercultural way. Future ECPs interact with children (age 5-6), using materials such as clay and creations with branches and leaves, rather than spoken languages. Stories can be told and shared through nature, as a way to express and connect. The project aims to stimulate the sensory experience of students in nature and deepen that experience through interaction with pre- schoolers. It has impressionism as a source of inspiration. At the end of the week, the students organize a formation for their peers in the field about the power of nature.			
Creative Lab, Little Researcher (STEAM)		spring	ECE	This project is organized in one week where the environment as a challenging and joyous place for play will be explored by students and by children. The content: children as researchers the criteria of playful materials and its environment 100 languages in play coaching children's play the research of play pedagogical documentation Theoretical framework traces of the pedagogy of Reggio Emilia, Vygotsky, Brunner, the handbook "Understanding by exploring" A. Weterings and S. Plampers (Bohn Stafleu van Loghum, 2017) -- This course is for Pre-primary Education exchange students only --			
Internship			KIDE, ECE	During the internship, the student takes the role of pedagogical coach (specific and adapted to the internship context). The learning outcomes to be achieved are translated into personal internship objectives. Specific internship objectives must be achieved at the end of the internship period. The internship goals are described in the internship manual. The goals are assessed by observation, reflections and assessment interviews. Students write a reflection report and portfolio during the internship period.	Individual agreement		