



Syllabus

Course Title: London Through Children's Eyes: Creativity and Learning

Program and Date: London Maymester: May 16 – 30, 2027

Instructor Name: Dr. Rebecca Crawford

Instructor Home Institution and Department: Eastern Kentucky University – School of Applied Human Sciences

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Get to Know Your Professor

Hi! I'm Dr. Rebecca Crawford, an Assistant Professor of Child & Family Studies at Eastern Kentucky University. My teaching focuses on early childhood development, creativity, literacy, and play-based learning, and I love helping students connect what they learn in the classroom to meaningful, real-world experiences.

One of my favorite things about teaching is helping students see the world from a new perspective. In this course, we'll explore London through the eyes of young children—examining how museums, neighborhoods, public spaces, storytelling, and everyday experiences inspire creativity, curiosity, and learning. Together, we'll discover how thoughtfully designed environments shape children's development and consider how those ideas can influence our own work with children and families.

Whether this is your first time traveling internationally or you're already an experienced traveler, my goal is to create a supportive, engaging, and hands-on learning experience where you feel confident exploring new places, asking questions, and stepping outside your comfort zone. London won't simply be the backdrop for our course—it will become our classroom. I hope you'll leave not only with unforgettable memories, but with fresh ideas, new perspectives, and practical inspiration that will shape your future as an educator and advocate for children.

Course Description

Explore how children experience creativity, beauty, and expression through London's rich artistic and cultural landscape. This course examines aesthetic development in early childhood through immersive visits to sites such as the Tate Modern, Young Victoria & Albert Museum, and Discover Children's Story Centre, as well as local early years settings. Students will analyze how environments, materials, and cultural contexts shape children's creativity and identity. Through observation, reflection, and hands-on activities, participants will connect theory to practice and design developmentally appropriate, art-based learning experiences inspired by London's museums, public spaces, and storytelling traditions.

Course Level and Credit Hours

Undergraduate
Three credit hours

Prerequisite(s)

NA

Student Learning Outcomes

Upon completion of all coursework with a passing grade and full participation in course activities, students shall be able to:

1. **Analyze** how environments, cultural experiences, and public spaces in London support young children's creativity, curiosity, and learning.
2. **Evaluate** how museums, early childhood settings, and community spaces engage children in creative, sensory, and play-based learning experiences.
3. **Compare** approaches to creativity, play, learning, and early childhood education in the United Kingdom and the United States.
4. **Interpret** environments and experiences from the perspective of young children by applying principles of child development and early learning.
5. **Design** developmentally appropriate, creativity-focused learning experiences inspired by observations and experiences throughout London.

Required Readings and Materials

Rather than a traditional textbook, students will engage with a curated collection of online articles, videos, podcasts, and other digital resources that will be distributed before departure and throughout the study abroad experience to enrich onsite learning.

Assignments and Grades

The final grade will be assessed as follows:

- **Preparing to See London Through Children's Eyes:** Pre-departure learning and reflection assignments based on assigned course materials, due on the departure date = **10%**
- **London Through Children's Eyes Journal:** Guided daily reflections documenting observations and connections to children's creativity, learning, and development throughout the program = **20%**
- **Creativity & Learning Environment Analysis:** Analysis of a museum, gallery, or learning environment selected by the student = **15%**
- **Exploring London: Mass Transit Investigation:** Examination of how London's public transportation system supports accessibility, independence, and community life = **5%**
- **Professional Participation & Engagement:** Active participation in all course activities, site visits, discussions, and cultural experiences = **15%**
- **London Through a Child's Lens:** A digital photo essay exploring one London location from the perspective of a young child, connecting observations to creativity, aesthetic development, and early learning = **15%**
- **Inspired by London: Designing a Creative Learning Experience:** A developmentally appropriate learning experience inspired by observations from London's museums,

public spaces, storytelling traditions, and early years settings, due one month after returning from the UK = **20%**

Grading Scale

The following scale will be used to compute your grade.

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Onsite Learning Experiences and Activities

Onsite learning experiences in this class will likely include the following site visits. This is a tentative list which will be replaced with a detailed daily itinerary of class meetings and field trips prior to the departure date.

- Tate Modern Museum
- Young Victoria & Albert Museum
- Discover Children's Story Centre
- British Library
- National Gallery
- Saatchi Gallery
- Visit to an Early Years Foundation Stage (EYFS) setting to observe child-centered learning and teaching practices
- Kensington Gardens and Diana Memorial Playground
- Covent Garden
- Neighborhood exploration of Notting Hill
- Guided exploration of London's public transportation system
- Day trip to Oxford
- Student-directed exploration of a museum, gallery, or learning environment (with instructor guidance)
- Instructor-led walking tours, discussions, and reflective activities throughout London's museums, neighborhoods, parks, and public spaces

Attendance Policy

Attendance is mandatory at all scheduled activities and class meetings as well as field trip excursions. This includes any virtual meetings before and after the onsite experience. Repeated absences, including for ill health, will require documentation to be excused.



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Academic Integrity Policy

Plagiarism or other forms of academic dishonesty (see your campus student handbook for definitions) will not be tolerated and will result in failing assignment grades or even a course grade of F. Violations of academic honesty will be reported back to student's home campus.

Physical Expectations

Program requires walking 3-5 miles per day on uneven pavement in all kinds of weather and long periods of standing. Students must be able to carry their own bags and belongings.

Disability Accommodation

CCSA is committed to providing access to education abroad to the extent possible in a study abroad setting. The earlier CCSA and the faculty know the needs, the more likely we can accommodate them. At a minimum, students seeking accommodations are to contact both the CCSA office and the faculty one month in advance of the program's beginning. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services outlining what services they receive on their home campus.

Title IX Policy

Sexual misconduct (including sexual harassment, sexual assault, and any nonconsensual behavior of a sexual nature) and sexual discrimination violate CCSA policies. Students experiencing such behavior may obtain support from the Onsite Program Director or the CCSA Executive Director. To report sexual misconduct or sex discrimination, contact either of these two officers. Disclosure to faculty instructors or CCSA officers of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on the program or involving a visitor, student or employee is not confidential under Title IX. Faculty and other CCSA employees are required to forward such reports, including names and circumstances, to the CCSA Executive Director.

Statement about Final Syllabus

Please note that all CCSA syllabi are subject to change, but every effort will be made to ensure participants receive notice of such changes in a timely manner.