

## MODULE SPECIFICATION FORM

Module Title: Understanding the Child and Childhood	Level: 4	Credit Value: 40
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Module code: ECS404	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 1/2	With effect from: July 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2013
	Date revised: July 2015
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area:	Childhood and Family Studies	Module Leader:	Kate Wagner
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Module duration (total hours)	400	Status: core/option/elective Core (identify programme where appropriate):
Scheduled learning & teaching hours	60	
Work-based Learning	60	
Independent study	280	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered:  FdA Childhood Studies: Families and Young Children FdA Childhood Studies: Play FdA Childhood Studies: Education FdA Childhood Studies: Special Educational Needs	Pre-requisites per programme (between levels): None
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**Module Aims:**

This module aims to explore the historical and current concepts which underpin a sociological perspective of childhood and an understanding of key child development theories. This will include developing a practical awareness of how a sociological view of childhood and child development relate to practice.

**Expected Learning Outcomes:**

At the end of this module, students should be able to:

**Knowledge and Understanding:**

- 1) Develop an understanding of a sociological perspective on childhood both historical and contemporary.
- 2) Demonstrate an awareness of how this sociological understanding relates to professional practice.
- 3) Develop both a historical and contemporary knowledge of key child development theories.
- 4) Identify relevant and significant links between child development theory and practice.

**Key Academic skills:**

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

**Transferable/Key Skills and other attributes:**

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Evaluation of policy and legislation
- Problem solving

**Assessment:**

- 1) Essay – To show an understanding of ‘childhoods’ and how this knowledge may support practice.
- 2) Portfolio of tasks – To show an understanding of key child development theories and to provide evidence of the link between theory and practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,	Essay	40%		2,000
2	3,4,	Portfolio	60%		4,000

### Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

### Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) Where does our understanding of childhood come from?
- 2) How do we currently see childhood in society?
- 3) How can we relate these ideas to practice?
- 4) Where does our understanding of child development come from?
- 5) How do we currently see child development?
- 6) How can we relate these ideas to practice?

In exploring these questions this module will consider:

- An historical and contemporary view of childhood
- Childhood discourses
- Attitudes and values towards childhood
- An historical and contemporary view of child development
- Theories of child development
- Child development in practice

## **Bibliography**

Books marked with an \* are currently available for students to access via Athens

### **Essential reading:**

Kehily, M. (ed.) (2008), *An Introduction to Childhood Studies*. Second Edition. Buckingham: Open University Press.\*

Prout, A. and James, A. (1997), *Constructing and Reconstructing Childhood: contemporary issues in the sociological study of childhood*. Second Edition. London: Routledge Falmer.

Sheridan, M. (2007), *From Birth to Five Years: Children's Developmental Progress*. London: Routledge Ltd.\*

Smidt, S. (2013) *The Developing Child in the 21<sup>st</sup> Century: A global perspective on child development*. Second Edition. London: Routledge

### **Other indicative reading:**

James, A. and James, A. L. (2004), *Constructing Childhood: Theory Policy and Social Practice*. Basingstoke: Palgrave Macmillan.

Mayall, B. (2002), *Towards a Sociology for Childhood*. Buckingham: Open University Press.

McDowell Clark, R. (2010), *Childhood in Society for Early Childhood Studies*. Exeter: Learning Matters Ltd.

Neaum, S. (2013), *Child Development for Early Years Students and Practitioners*. Second Edition. Exeter: Learning Matters Ltd.

Smith, P. K., Cowie, H. and Blades, M. (eds.) (2003) *Understanding Children's Development*. Fourth Edition. London: Blackwell.

Waller, T., Whitchurch, J. and Clarke, K. (2011), *Making Sense of Theory and Practice in Early Childhood: the Power of Ideas*. Buckingham: Open University Press.

### **Journals:**

Childhood – A journal of Global Child Research  
European Early Childhood Education Research Journal  
Educational Research  
Early Years - An International Research Journal  
Education 3-13  
Journal of Early Childhood Research

### **Websites:**

#### **Barnardo's**

[http://www.barnardos.org.uk/resources/research\\_and\\_tips/research\\_and\\_publications\\_research\\_links.htm](http://www.barnardos.org.uk/resources/research_and_tips/research_and_publications_research_links.htm)

**Joseph Rowntree Foundation**

<http://www.jrf.org.uk/>

**NCB**

<http://www.ncb.org.uk>

**Thomas Coram Research Unit**

<http://www.ioe.ac.uk/study/departments/tcru/226.html>