Wrexham Glyndŵr UNIVERSITY

Module Title:	Understanding the Child and Childhood	Level:	4	Credit Value:	20

Module code:	EDC424D	Is this a new module?	Yes	Code of module being replaced:	NA

Cost Centre:	GAEC	JACS3 code:	X310

Trimester(s) in which to be offered:	1, 2	With effect from:	September 16

School:	Social & Life Sciences	Module Leader:	Kate Wagner

Scheduled learning and teaching hours	30 hrs
Guided independent study	140 hrs
Placement	30 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
FdA Early Childhood Practice (Early Years Practitioner)	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
This module aims to explore the discipline of the Sociology of Childhood as a lens through which to explore childhood and different dimensions of children's lives. You will examine the concept of childhood as a social construction to understand how childhood changes over time, place and space, and the role of children as active participants who both shape and are shaped by their social worlds. You will compare dominant and alternative understandings of childhood, and analyse the implications of dominant childhood discourses and ways of thinking about children's lives. This will include critically discussing some key themes in children's socio-cultural lives in relation to social, historical and rights perspectives, to develop a practical awareness of how this view of childhood relates to practice.

Intended Learning Outcomes
Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify common assumptions about 'the child' and 'childhood' and recognise the meanings and values that are commonly attributed to concepts relating to childhood	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Explain how childhood is socially constructed and the ways in which children, as social agents, shape their childhoods	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Compare and contrast different perspectives on children's rights in the context of children's vulnerability and need for forms of protection, participation and empowerment	KS1	KS5
		KS3	KS6
		KS4	KS9
4	Demonstrate how socio-cultural and environmental influences impact children's lives in a range of early education and care settings.	KS1	KS5
		KS3	KS6

		KS4	KS9
Transferable/key skills and other attributes			
- Effective Communication - Time management - Organisational skills - Personal and professional reflection - Application of theory to practice - Independent learning - Problem solving - Effective writing skills - Analyse concepts, theories and issues of policy in relation to practice. - Evaluation - Critical thinking			

Derogations

All modules must be attempted and individual components of the assessment must be passed, there is no compensation between elements.

Assessment:

1. Essay – a critical discussion of the concept of the social construction of childhood within the childhood discourses and the implications for practice in the early years.

2. Professional Portfolio – practice competencies associated with module

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%		1500 words
2	1,2,3,4	Portfolio	Pass/refer		

Learning and Teaching Strategies:

Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources.

Students are directed towards and supported to access journal articles and e-books through Athens.

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. 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, 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.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning.

Syllabus outline:

The syllabus outline has been presented as a 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 as 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. How can sociology, as a discipline, inform our understanding of children's lives?
2. How do we currently view children in society?
3. What role do children play as active participants who both shape and are shaped by their social world?
4. How can we relate these ideas to practice?

In exploring these question, this module will consider:
- A sociological approach to childhood
- Attitudes and values towards childhood
- The concept of the social construction of childhood
- Competing perspectives on children's rights
- Social structures and institutions that inform and situate childhood including: the family, the state, the early years setting, and school
- Child poverty, austerity and well-being
- The scholarisation of childhood
- Childhood as work
- The impact of the globalisation of childhood

The following National Occupational Standards influence the content of this module:

Unit	Area of Knowledge
Core	K12, K13, K14, K22, K23

SCDCCLD 0408	K73
SCDCCLD 0411	K68

Bibliography:

Essential reading

Corsaro, W. (2014), *The Sociology of Childhood*. Fourth Edition. Thousand Oaks, CA: Pine Forge Press.

James, A. and Prout, A. (Eds.) (2001), *Constructing and Reconstructing Childhood; Contemporary Issues in the Sociological Study of Childhood*. London: Falmer Press.

Kehily, M.J. (Ed.) (2015), *An Introduction to Childhood Studies*. Third Edition. Maidenhead. Open University Press

Other indicative reading

Aries, P. (1962), *Centuries of Childhood: A Social History of Family Life*. New York: Knopf.

Cunningham, H. (2006), *The Invention of Childhood*. Sittingbourne. BBC Books.

James, A. and James, A. (2004), *Constructing Childhood: theory, policy and social practice*. Basingstoke: Palgrave Macmillan.

James, A. Jenks, C. & Prout, A. (1998), *Theorizing Childhood*. Cambridge: Polity.

Jenks, C. (1996), *Childhood.* London: Routledge.

Jones, P. (2009), *Rethinking childhood: attitudes in contemporary society*. London: Continuum

Mc Dowell Clark R. (2010), *Childhood in Society for Early Childhood Studies.* Learning Matters Ltd.

Mayall, B. (2002), *Towards Sociology for Childhood*. Buckingham: OU Press.

Postman, N. (1982), *The Disappearance of Childhood.* New York: Vintage.

Qvortrup J., Cosaro, W. and Honig, M-S. (Eds.) (2011), *The Palgrave Handbook of Childhood Studies*. Basingstoke: PalgraveMacmillan.

Wyness, M. (2011), *Childhood and Society: An introduction to the sociology of childhood.* Second Edition. Basingstoke: Palgrave MacMillan.

Journals

Childhood – A journal of Global Child Research

Children and Society

European Early Childhood Education Research Journal

Early Years – An International Research Journal

Education 3-13

Journal of Early Childhood Research

Websites

Thomas Coram Research Unit

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

Barnardo's

http://www.barnardos.org.uk/resources/research_and_tips/research_and_publication s_research_links.htm

Joseph Rowntree Foundation

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

NCB

www.ncb.org.uk

CCW (2013b) *National Occupational Standards for Social Care, Early Years and Childcare,* Cardiff: CCW (Available electronically)

http://www.ccwales.org.uk/early-years-and-childcare-worker/

http://gov.wales/topics/educationandskills/earlyyearshome/?lang=en

https://www.estyn.gov.wales/thematic-reports