

MODULE SPECIFICATION FORM

Module Title: Introduction to Childhood and Youth Studies	Level: 3	Credit Value: 20
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Module code: ECS303	Cost Centre: GAEC	JACS3 code: N/A
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Trimester(s) in which to be offered: 1,2	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: Sept 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department:	Childhood and Family Studies	Module Leader:	Ben Tawil
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Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate):	Core for Education Foundation Year Strand (both routes)
Scheduled learning & teaching hours	50		
Independent study hours	150		

Programme(s) in which to be offered: BA (Hons) Families and Childhood Studies (including Foundation Year) BA (Hons) Education (including Foundation Year) BA (Hons) Education (Counselling and Psychotherapy) (including Foundation Year) BA (Hons) Education (Special Educational Needs) (including Foundation Year) BA (Hons) Education and Childhood Studies (including Foundation Year) FdA Early Childhood, Care and Education (including Foundation Year) FdA Learning Support: Teaching and Learning (including Foundation Year) FdA Learning Support: Special Educational Needs (including Foundation Year) BA (Hons) Youth and Community Work (including Foundation Year) Dip HE in Person-Centred and Experiential Counselling and Psychotherapy (including Foundation Year)	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 cross-disciplinary perspectives of childhood and youth. This will include; historical, anthropological, developmental and sociocultural approaches and their relationship to practice.

Intended Learning Outcomes:

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

Knowledge and Understanding:

1. Develop an understanding of cross-disciplinary perspectives on childhood and youth, both historical and contemporary.
2. Demonstrate an awareness of how cross-disciplinary understandings relate to professional practice.
3. Explain the key features of a sociocultural approach to childhood and youth studies
4. 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
- Problem solving

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

An indicative essay title might be 'To show an understanding of 'childhoods' and how this knowledge may support practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	All	Essay	100%		2,500

Learning and Teaching Strategies:

Delivery will be facilitated through lectures, seminars, group work, feedback and discussion. Students will also participate in practical tasks linked to observations of individuals and groups through DVD/on-line material, to encourage reflection and evaluation.

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?

Bibliography:

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 21st 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

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>