

MODULE SPECIFICATION FORM

Module Title: International Perspectives of Childhood	Level: 6	Credit Value: 20
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Module code: ECS605	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 2	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1
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Existing/New: New	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) 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours 42	
Independent study 158	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: BA (Hons) Childhood Studies	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to develop comparative analysis through critically exploring international perspectives of childhood including the implications for practice.

Expected Learning Outcomes:

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

Knowledge and Understanding:

- 1) Demonstrate a critical awareness of a global perspective of childhood.
- 2) Analyse how to critically explore a range of international perspectives of childhood in order to conduct a comparative analysis.
- 3) Critically examine the implications of international perspectives on provision

Key Academic skills:

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

Transferable/Key Skills and other attributes:

- Effective Communication
- Independent learning
- Evaluation
- Critical thinking
- Research Skills
- Reflective practice
- Analyse concepts, theories and issues of policy

Assessment:

Comparative analysis – Students are to conduct a comparative analysis on differing international perspectives of childhood

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Report	100%		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.

Students on a blended learning route will cover 4 hours of taught material by e-learning as above and 2 hours discussion/exploration of topics in the classroom, per week.

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) What is a global perspective of childhoods?
- 2) How can international perspectives of childhood be critically explored?
- 3) How do you conduct a comparative analysis?
- 4) What are implications of an international perspective on practice?

In exploring these questions this module will consider:

- Raising critical thinking in relation to contemporary academic debates about childhood, children and children's services, drawing on practice from across the world.
- Recognising that there are significant differences in practice across the world, exploring their origins and justification.
- Examining the range of factors and influences (political, economic, socio-cultural, technological) on international provision of health, social care and education for young children.
- Through examination of the policy and practice in a range of countries, specific aspects of provision are contrasted with the United Kingdom.
- Exploring a range of provision from across the world with a critical consideration of how specific international provision can inform personal and professional attitudes and practice.
- Are these differences in approaches important?

Bibliography:

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

Essential reading:

Bertram, T. and Pascal, C. (2002), [Early years education : an international perspective](#). NFER for QCA London *This publication can be downloaded from : <http://www.inca.org.uk>.*

Sommer, D., Pramling Samuelsson, I. and Hundeide, K. (eds.) (2010), *Child perspectives and children's perspectives in theory and practice: International Perspectives on Early Childhood Education and Development*. Springer Verlag*

Other indicative reading:

Bignold, W. and Gayton, L. (eds) (2009), *Global Issues and Comparative Education (Perspectives in Education)*. Exeter: Learning Matters Ltd.

Duncan, J. and Te One, S. (eds.) (2012), *Comparative Early Education Services: International Perspectives*. London: Palgrave MacMillan.

Georgeson, J. and Payler, J. (2013), *International Perspectives on Early Childhood Education and Care*. Buckingham: Open University Press.

Melhuish, E. and Petrogiannis, K. (eds.) (2006), *Early Childhood Care and Education: International Perspectives*. Abingdon: Routledge*

Penn, H. (2011), *Quality in Early Childhood Services: An International Perspective*. Buckingham: Open University Press.

Papatheodorou, T. and Moyles, J. (eds.) (2012), *Cross-Cultural Perspectives on Early Childhood*. London: Sage.

Journals:

European Early Childhood Education Research Journal

Educational Research

Early Years - An International Research Journal

Education 3-13

International Journal of Primary, Elementary and Early Years Education

Globalisation, Societies and Education

Journal of Early Childhood Research

Childhood – A journal of Global Child Research

Web sites:

BERA:

<http://bera.org.uk>

EECERA

<http://www.eecera.org/>

PISA

<http://www.oecd.org/pisa/>

UNICEF

<http://www.unicef.org/>