

MODULE SPECIFICATION PROFORMA

Module Title:	The Global Child	Level:	6	Credit Value:	20
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Module code:	EDC627	Is this a new module?	YES	Code of module being replaced:	NA
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Cost Centre:	GAEC	JACS3 code:	X310
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Trimester(s) in which to be offered:	2	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Kate Wagner
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Scheduled learning and teaching hours	48hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This module aims to explore the concepts of 'the global child' and globalisation through a range of theoretical perspectives relevant to children's global experiences in the Global North and Global South. You will investigate children's experiences of issues such as schooling, work, being 'out of place' on the streets and areas of conflicts. You will analyse the impact of social, political and cultural differences on concepts of childhood. You will also gain key skills in comparative analysis related to childhoods lived in different geographical areas.

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

At the end of this module, students will be able to		Key Skills	
1	Critically explore the key debates associated with the concepts of 'the global child' and 'global childhood'.	KS1	KS5
		KS3	KS6
		KS4	KS9
2	Critically analyse the impact of globalisation on children's cultural, social, economic, and political lives.	KS1	KS5
		KS3	KS6
		KS4	KS9
3	Demonstrate a critical awareness of constructions of children and childhood in the Global North and the Global South.	KS1	KS6
		KS3	KS8
		KS4	KS9
		KS5	KS7
4	Compare and contrast the experiences of different groups of children between geographic boundaries in the Global North and the Global South.	KS3	KS6
		KS4	KS8
		KS5	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

None

Assessment:

Comparative analysis – Students are to conduct a comparative analysis on differing global perspectives of childhood and reflect on its relevance to practice.

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	Report	100%		4000

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 Resource Finder.

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:

- What is a global perspective of childhoods?
- How can a global perspective of childhood be critically explored?
- How do you conduct a comparative analysis?
- What are implications of a global perspective of childhood on practice?

In exploring these question, this module will consider:

- Raising critical thinking in relation to contemporary academic debates about children, childhood, and children's provision, protection and participation in different global societies, drawing on perspectives and practices from across the world.
- Recognising that there are significant differences in perspectives and practices in relation to children and childhoods across the world, exploring their origins and justification.
- Examining the range of factors and influences of globalisation (political, economic, social, cultural, and technological) on global provision of education and care for children.
- Comparison and contrasts arising from examination of the perspectives, policy and practice between the Global North and the Global South.
- Exploring of how a global perspective of children and childhood can inform personal and professional attitudes and practice.
- Are these differences in approaches between the Global North and the Global South important?

Bibliography:
Essential reading
<p>Edwards, M. (2015), <i>Global Childhoods</i>. London: Critical Publishing Ltd.</p> <p>Montgomery, H. (Ed.) (2013), <i>Local Childhoods, Global Issues</i>. London: Policy Press.</p>
Other indicative reading
<p>Bragg, S. and Kehily, M. (Eds.) (2013), <i>Children and Young People's Cultural Worlds</i>. Second Edition. London: Policy Press.</p> <p>Cregan, K. and Cuthbert, D. (2014), <i>Global Childhood: Issue and Debates</i>. London: Sage Publications Ltd.</p> <p>Georgeson, J. and Payler, J. (2013), <i>International Perspectives on Early Childhood Education and Care</i>. Buckingham: Open University Press.</p> <p>Huynh, K. (2015), <i>Children in Global Conflict</i>. Cambridge: Cambridge University Press.</p> <p>Ritzer, G. and Dean, P. (2015), <i>Globalization – A Basic Text</i>. Second Edition. Oxford: Wiley-Blackwell.</p> <p>Twum-Danso Imoh, A. and Ame, R. (2012), <i>Childhoods at the inter-section of the Local and Global</i>. London: Palgrave Macmillan.</p> <p>Wells, K. (2014), <i>Childhood in a Global Perspective</i>. Second Edition. London: Polity Press.</p>
Journals
<p>Childhood</p> <p>Childhoods Today</p> <p>Children and Society</p> <p>Education 3-13</p> <p>International Journal of Education Childhood Education Research</p> <p>International Journal of Play</p>

Websites

BERA

www.bera.org.uk

EECERA

www.eecera.org/

UNICEF

www.unicef.org/