PRIFYSGOL glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title: Constructions of Childhood and Childhood Education	Level: 4	Credit Value: 20

Module Code: EDC435	Cost Centre: GAEC	JACS3 Code: X300

Trimester(s) in which to be offered: 1/2	With effect from: September, 2017

Office use only: To be completed by AQSU:	Date approved: June 2017 Date revised: Version no: 1

Existing/New: New	Title of module being replaced (if any): EDC420 Sociology of Childhood and Childhood Education

Originating School: School of Social and Life Sciences	Module Leader:	Louise Jones

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours	40	Core – BA (Hons) Education and Childhood Studies
Independent study hours	140	
Placement hours	20	

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies	Pre-requisites per programme (between levels): None

Module Aims: To develop an awareness of different constructions of childhood and childhood education, encouraging students to question commonly held concepts.

Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Examine historical and contemporary constructions of childhood within the United Kingdom (psychological, sociological and philosophical viewpoints).
2. Identify the purpose of education during childhood within the United Kingdom.

3. Examine how concepts of childhood and childhood education are portrayed across different societies, shaping expectations of children's childhoods globally.
4. Discuss how historical and contemporary constructions of childhood have influenced the children's rights framework.

Key skills for employability (*) covered by this module:

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/professional development, self-management) (*)
10. Numeracy

Assessment:

Essay which considers the various disciplines which are associated with the field of childhood (i.e. education, psychology, sociology, and philosophy) and involves the examination of multiple and global viewpoints of childhood, childhood education and the development of children's rights. Students will base their discussion around contemporary issues facing children which cause concern, debate and complexities. They will be expected to compare and contrast these issues from the viewpoint of two to three different countries.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	1,2,3,4	Essay	100%	3,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of on-line materials, case studies, group work, practical activities, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- What is a child/childhood?
- The relationship between education, society, the state and the individual
- Impact of culture and social class
- Generational relationships and childhood agency
- Childhood in a global perspective
- The working child
- Spaces for childhood
- What is education?

- Teachers, teaching and professionalism
- Knowledge and the curriculum
- Education and educational policy-making
- The institutionalisation and scholarisation of childhood
- Alternative perspectives on education – the progressives, the neo-cons, the Marxist-Socialists and the Fabians
- The global educational landscape
- UNCRC- Unequal childhoods
- Children, citizenship and human rights.

Bibliography

Essential reading:

Clark, R. (2010), *Childhood in Society for Early Childhood Studies.* London: SAGE Publications.

Corsaro, W. A. (2015), *The Sociology of Childhood.* Fourth Edition. London: SAGE.

Ingleby, E. (2013), *Early Childhood Studies. A Social Science Perspective.* London: Bloomsbury.

James, A. and Prout, A. (2014), *Constructing and Reconstructing Childhood: Contemporary issues in the sociological study of childhood.* London: Routledge.

Other indicative reading:
Ball, S. (2013*), The Education Debate (Politics and Policy in the Twenty-first Century).* London: Policy Press.

Brooks, R., McCormack, M. and Bhophal, K. (eds.) (2013), *Contemporary Debates in the Sociology of Education.* London: Palgrave MacMillan.

Jones, P., (2009), *Rethinking Childhood: Attitudes in Contemporary Society.* London: Continuum.

Jones, P. and Walker, G. (2011), *Children's Rights in Practice.* London: Continuum.

Kehily, M.J. (ed.) (2013), *Understanding Childhood. A Cross Disciplinary Approach.* London: Policy Press.

Journals:
Gabriel, N. (2014), 'Growing up beside you', *History of the Human Sciences,* Vol. 27, No. 3, pp. 116-136.

Mascolo, M. F. (2014), 'Politicizing childhood: A sociology of children's agency', *Journal of Applied Developmental Psychology*, Vol. 35, No. 2, pp. 118-121.

Quennerstedt, A. and Quennerstedt, M. (2013), 'Researching children's rights in education: sociology of childhood encountering educational theory, *British Journal of Sociology of Education*, Vol. 35, No. 1, pp. 115-132.

Sever, M. (2012), 'A critical look at the theories of Sociology of Education', *International Journal of Human Sciences,* Vol. 9, No. 1, pp. 671-650.

British Journal of Sociology of Education
International Journal of Children's Rights
Childhood
Children and Society
Globalisation, Societies and Education
Sociology of Childhood

Web-site
http://www.unicef.org