Prifysgol Wrecsam
Wrexham University

MODULE SPECIFICATION

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Module Code:	ONLED07

Module Title:	Contemporary Issues in Early Childhood

Level:	7	Credit Value:	15

Cost Centre(s):	GAEC	JACS3 code: HECoS code:	X300/100457

Faculty	FSLS	Module Leader:	Kelly Smith

Scheduled learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning eg practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	**15** hrs
Placement / work based learning	0 hrs
Guided independent study	135 hrs
Module duration (total hours)	150 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA Education with Early Childhood	✓	☐
	☐	☐
	☐	☐

Pre-requisites
N/A

Module Aims
This module aims to develop an area of professional interest derived from contemporary issues in early childhood education. For students to reflect critically upon own value-based roles and responsibilities within the international context of multi-professional and integrated environments. To develop autonomy in investigating and reflecting upon an issue of professional interest and synthesise subject knowledge through a reflective approach in complex situations. To demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights associated with exploring contemporary issues in early childhood practice.

Module Learning Outcomes - at the end of this module, students will be able to	
1	Critically evaluate current issues, challenges and ethical dilemmas within the field of early childhood.
2	Critically reflect upon theories, assumptions, concepts and data to achieve solutions to work-based problems.
3	Critically evaluate the implications to personal and professional learning and the potential impact of the investigation's outcomes on the organisation.

Employability Skills The Wrexham Graduate	I = included in module content A = included in module assessment N/A = not applicable
Guidance: complete the matrix to indicate which of the following are included in the module content and/or assessment in alignment with the matrix provided in the programme specification.	
CORE ATTRIBUTES	
Engaged	I
Creative	I
Enterprising	I
Ethical	I, A
KEY ATTITUDES	
Commitment	I, A
Curiosity	I, A
Resilient	I
Confidence	I
Adaptability	I
PRACTICAL SKILLSETS	
Digital fluency	I, A
Organisation	I
Leadership and team working	I
Critical thinking	I, A
Emotional intelligence	I

Communication	I, A

N/A

Assessment:

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1 (Literature Review):
Conduct a literature review on current issues, challenges, and ethical dilemmas within the field of early childhood. Synthesise relevant literature to critically evaluate these issues and dilemmas. Reflect on the theories, assumptions, concepts, and data presented in the literature to propose solutions to work-based problems in early childhood (1,500 words).

Assessment 2 (Report):
Write a report that critically evaluates the implications of your literature review findings on personal and professional learning, as well as the potential impact of these findings on the organisation. Reflect on how the insights gained from the literature review can inform personal development and professional practices. Analyse the potential organisational implications and propose strategies for implementation or adaptation based on the findings from your literature review (1,500 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 and 2	Written Assignment	50%
2	3	Written Assignment	50%

Learning and Teaching Strategies:

Students access the course through a virtual learning environment. 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.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students with a range of online accessible strategies, including but not exclusive of chat

forums, e-mail, messaging and interactive quizzes. Students are enabled to communicate with each other and to form a community of learning using a variety of the above tools.

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.

- International perspectives
- Issues and themes in Early Childhood
- Transformative Practice
- Norms and Values in Curricula
- Multimodal engagements
- Quality in Early Childhood
- School Readiness
- Qualifications and quality

Indicative Bibliography:

Essential reading

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

Yelland, N. (eds) (2010), *Contemporary Perspectives on Early Childhood Education*. Berkshire: Open University Press.

Other indicative reading

Indicative reading will depend on the focus of the negotiated study.

Journals:

Contemporary Issues in Early Childhood (available at https://journals.sagepub.com/toc/ciea/25/1)
Early Childhood Research
Early Years