

<b>Module Code:</b>	ECS604
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<b>Module Title:</b>	Key Debates in Childhood Today
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<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X310
		<b>Hecos code:</b>	100456

<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Liz Sheen
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<i>Level</i>	<i>Credit volume</i>	<i>Overall learning hours</i>	<i>Contact learning hours</i>	<i>Independent learning hours</i>
Level 3	20 credits	200 hrs	40	160
Level 4	20 credits	200 hrs	36	164
Level 5	20 credits	200 hrs	30	170
Level 6	20 credits	200 hrs	24	176
Level 7	20 credits	200 hrs	21	179

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Childhood, Welfare and Education	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

**Office use only**

Initial approval: 21/06/2018

Version no: 1

With effect from: 23/09/2019

Date and details of revision: June 2022 – revised assessment strategy for Sept 2022

Version no: 2

## Module Aims

This module aims to develop independent study skills in order for the student to choose and critically explore a key childhood debate through a lens of childhood discourses.

## 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 what it means to be an independent learner and develop associated skills.	KS1	KS3
		KS4	KS6
		KS9	KS2
2	Critically analyse current discourses surrounding the child and childhood.	KS1	KS3
		KS4	KS2
		KS9	KS8
3	Critically appraise a key debate through the lens of childhood discourses.	KS1	KS3
		KS4	KS5
		KS9	KS8
4	Research a key childhood debate using contemporary and relevant literature to provide insight and enhance understanding.	KS6	KS10
		KS3	KS4
		KS5	KS9
		KS2	KS8

## Transferable skills and other attributes

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

## Derogations

None

### Assessment:

Indicative Assessment Tasks:

100% coursework, consisting of 3 tasks:

1. Research Plan – 1000 words (30%) – LO 1, 2
2. Annotated Bibliography – 2500 words equivalent (60%) – LO 3, 4
3. Literature review plan – 500 word equivalent (10%) – LO 1

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	Coursework	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 Athens.

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.

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 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 independent study and how can it be applied successfully?
- 2) What are the current discourses around the child and childhood?
- 3) How can key debates be interpreted through a lens of childhood discourses?
- 4) Student is to explore a key debate of their choice in detail to produce a literature review.

In exploring these questions this module will consider:

- The skills needed to become an independent learning and how to use a variety of resources to support independent study.
- The role of discourses as a way of viewing the child and childhood and why it is important to have lens through which to approach various key aspects of our understanding.
- What are contemporary key debates and how they can be interpreted through an understanding of childhood discourses.
- How to write a literature review.

**Indicative Bibliography:****Essential reading**

Oliver, P. (2012), *Succeeding with your Literature Review: A Handbook for Students*. Maidenhead: Open University Press

Papatheodorou, T. (2012) *Debates on Early Childhood Policies and Practices: Global snapshots of pedagogical thinking and encounters*. London: Routledge

**Other indicative reading**

Aveyard, H. (2010), *Doing a Literature Review in Health and Social Care: A Practical Guide*. Second Edition. Maidenhead: Open University press

Eaude, T. (2011), *Thinking Through Pedagogy for Primary and Early Years*. Londond:Sage

Kehily, M. (ed.) (2008), *An Introduction to Childhood Studies*. Second Edition. Buckingham: Open University Press

Miller, L. And Hevey, D. (2012), *Policy issues in the Early Years*. London:Sage

Sommer, D., Samuelsson, I.P. and Hundeide, K. (2010), *Child perspectives and children's perspectives in theory and practice: International perspectives on Early Childhood education and development*. London: Springer Verlag

Smidt, S. (2013) *The Developing Child in the 21<sup>st</sup> Century: A global perspective on child development*. Second Edition. London: Routledge

Yelland, N. (2010), *Contemporary Perspectives on Early Childhood Education*. Maidehead: 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