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Module Code:	ONLED07
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Module Title:	Contemporary Issues in Early Childhood
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Level:	7	Credit Value:	15
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Cost Centre(s):	GAEC	JACS3 code:	X300/100457
		HECoS code:	

Faculty	Social and Life Sciences	Module Leader:	Kelly Smith
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Scheduled learning and teaching hours	15 hrs
Placement tutor support	0hrs
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	
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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only	
Initial approval: 04/11/2019	Version no: 1
With effect from: 02/03/2020	
Date and details of revision:	Version no:

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 Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
<i>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.</i>	
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
Derogations	
N/A	

Assessment:			
Indicative Assessment Tasks:			
Three assessment will be undertaken by the participants and will consist of:			
1. Negotiate and draw up three personalised learning outcomes and assessment criteria, by which the project can be assessed; (300 words)			
2. Produce a literature review and critically discuss the topic in question underpinned by relevant literature and theories; (1,200 words)			
3. A reflective and evaluative report in the context of the development of students' own practice, focussing on an issue within early childhood practice. (1, 500 words)			
All assessments will evidence appropriate analytical academic research and writing skills, including accurate use of citation and referencing.			
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Negotiated Learning	10%
2	2	Literature Review	40%
3	3	Report	50%

Learning and Teaching Strategies:
<p>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.</p> <p>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.</p>

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.

- Negotiating a suitable focus
- Reflecting critically on theory and its links to professional practice;
- Identifying an area for theoretical study;
- Making appropriate use of research methods (investigative strategies) for application in practice, including literature search and review;
- Conducting small-scale investigations.

Indicative Bibliography:

Essential reading

Bell, J. (2010), *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*. Fifth Edition. Milton Keynes: Open University Press.

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.

Blaxter, L., Hughes, C. and Tight, M. (2006), *How to Research*. Third Edition. Maidenhead: Open University Press.

Carpenter, B., Egerton, J., Brooks, T., Cockbill, B., Fotheringham, J. and Rawson, H. (2013). *Children and Young People with Complex Learning Difficulties and Disabilities: A resource book for teachers and teaching assistants*. Oxon: Routledge.

Denscombe, M. (2007), *The Good Research Guide for Small-scale Social research Projects*. Third Edition. Maidenhead: Open University Press.

Denscombe, M. (2009), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Maidenhead: Open University Press.

Dittrich, W. and Tutt, R. (2008), *Educating Children with Complex Conditions: Understanding Overlapping and Co-existing Developmental Disorders*. London: Sage.

Dunhill, A., Elliot, B. and Shaw, A. (eds) (2009), *Effective Communication and Engagement with Children and Young People, their Families and Carers*. Exeter: Learning Matters.

Hampson, K. (2010), *Young People with Anti-social Behaviours: Practical Resources for Professionals*. London: David Fulton.

Journals

British Journal of Special Education

Journal of Research in Special Educational Needs

Special Educational Needs <http://senmagazine.co.uk/>

Support for Learning