

CARNEGIE SCHOOL OF EDUCATION

LEVEL 4 – 1ST YEAR UNDERGRADUATE

Module information	Semester	ECTS
<p>Childhood Psychology</p> <p>Module Description: This module develops students’ knowledge and understanding of children’s development from psychological perspectives. It encourages students to examine varying explanations of child development and behaviour and consider their relevance to current issues and practice relating to the care, education and welfare of children.</p> <p>Module content: Content will, as appropriate, be drawn from psychological and sociological concepts, theories and principles. There will be an introduction to, discussion and comparative study of varying explanations of children’s behaviour and development: Behaviourist, Constructivist, Humanistic and Psychodynamic. Application of concepts and theories to settings within Childhood settings.</p> <p>Assessment: Oral assessment and presentation 60%; Assignment 40%</p>	Autumn	10
<p>The Sociology of Childhood</p> <p>Module Description: This module introduces students to key concepts, ideas and debates from sociology in order to develop understanding of social life and social structures affecting the lives of children and young people. It will introduce the main theoretical approaches to enable students to understand how different sociological perspectives offer different explanations for social events. Students will be encouraged to develop a ‘sociological imagination’ in order to scrutinise the complex and diverse social experiences of children and young people and to consider how sociology contributes to how we can understand this.</p> <p>Module content Content will be drawn from: Key concepts and debates from sociology including individuals in a social context, social action and social influences on human life. The main theoretical approaches and perspectives from classical, radical, feminist and post-structuralist. Different and novel explanations relating to social cohesion, inequality, disadvantage, social exclusion and marginalisation. Research and case studies related to children and young people’s experiences of transitions, life chances, social mobility and socialisation nationally and internationally. Examples from different dimensions of social life such as education, family, ethnicity, gender, sexuality and disability.</p> <p>Assessment: Exercise 100%</p>	Spring	10
<p>Children and Young People's Rights and Entitlements</p> <p>Module Description: This module introduces students to the concept of Children’s Rights in the UK and globally. There is comparative study of children’s rights perspectives, and representations of childhood within the context of family and state. Also, an examination of historical, political and economic perspectives of children’s needs and wants, including care, welfare and education.</p> <p>Module content: Content will, as appropriate, be drawn from sociological and social-psychological concepts, theories and principles of children’s rights. There will be an introduction to, discussion and comparative study of children’s rights perspectives. There will be representations of childhood within the context of family and state; and an examination of historical, political and economic perspectives of children’s needs</p>	Spring	10

<p>and wants, including care, welfare and education. Concepts such as Provision, Participation and Protection will be explored.</p> <p>Assessment: Exam 50%; Coursework 50%</p>		
<p>Development and Childhood</p> <p>Module Description: The content of the module will cover developmental themes (e.g. nature/nurture) and concepts (e.g. maturation/learning). There will be an examination of the role of cognitive development and how it effects and supports physical, social and emotional development throughout childhood and beyond. The importance of the social context that the child experiences is also examined including the dimensions of family interaction, patterns and styles of child rearing, and family structure. There will also be an introduction to methods of studying children in developmental psychology and the associated ethical issues.</p> <p>* Some prior knowledge of child development and child psychology is required.</p> <p>Module content: The content of the module will, as appropriate, cover: Developmental themes (e.g. nature/nurture) and concepts (e.g. maturation/learning) in a global context; The physical child: biological foundations of development, physical growth, motor development - the healthy child; The thinking child: cognitive development, children’s understanding of mind - language development, language and thought - creative thinking; The social child: social development – self and social understanding - emotional development - moral development – pro-social behaviour; The child and family: dimensions of family interaction, patterns and styles of child rearing, family structure and dynamics; and Methods of studying children in developmental psychology and the associated ethical issues.</p> <p>Assessment: Report 60%; Exercise 40%</p>	Spring	10
<p>An Introduction to Education Research</p> <p>Module Description: This module introduces students to the use of research-generated materials (e.g published academic work; government reports) in academic work to build a critical perspective. The module uses research and policy related to the support of children’s literacy as a vehicle for the development of students’ critical engagement with research publications.</p> <p>Module content: Purposes for educational research; Critical Analysis of Policy (Literacy); Review of international educational research, focusing on the example of children’s literacy; and Political influences on educational research.</p> <p>Assessment: Coursework 100%</p>	Spring	10

LEVEL 5 – 2ND YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Social Inequality, Childhood and Youth</p> <p>Module Description: This module considers different sociological perspectives and research related to social inequality, childhood and youth. It considers the overlapping influences of social class, ethnicity, gender, sexuality, religion and disability. Social Inequalities generate different experiences and different access to services and provision. They have profound implications for wellbeing, transitions to adulthood and life chances. Children and young people must negotiate different social barriers and opportunities.</p> <p>* You should have studied Sociology at level 4 or equivalent.</p> <p>Module content: Content will, as appropriate be drawn from: Sociological perspectives that focus on overlapping social inequalities; Research related to social class, ethnicity, gender, sexuality, religion and disability and childhood and youth; Research related to the influence of social inequalities on children and young people’s well-being, transitions to adulthood and life chances; and Research related to children and young people’s experience and agency in relation to unequal social arrangements, opportunities and constraints.</p> <p>Assessment: Exercise 30%; Assignment 70%</p>	Autumn	10
<p>Social Perspectives on Inequalities in Education</p> <p>Module Description: This module engages students in the consideration of those social, cultural and economic factors that mediate school experiences and educational outcomes. Drawing on sociology, politics and policy analyses, the module examines how gender, social class, poverty and race impact upon the achievement and the progression of children and young people through systems of education.</p> <p>Module content: The content of the module will cover: a range of social factors that impact on educational outcomes (gender, socio-economic class, poverty, race/ethnicity); a consideration of the impact of forms of ‘capital’ on a learner’s educational achievement (social, cultural and economic capital); a consideration of sociological and educational concepts such as structure and agency, inequality, power and privilege, underachievement, social mobility and social reproductions; an examination of patterns of inequality through consultation of research evidence; an exploration of a range of theoretical explanations for educational inequalities that persist along gendered, socio-economic and racial lines. This will draw on UK-centred and international academic research and literature.</p> <p>Assessment: Assignment 70%; Group presentation 30%</p>	Autumn	10
<p>A Primer on Educational Theory and Practice: An Introduction to key educational thinkers in the philosophy of Education</p> <p>Module Description: This module introduces the students to key educational thinkers in the field of education internationally. It is expected that they will develop their knowledge and understanding on key educational issues that are impacting educational practice, nationally and internationally. It is also anticipated that the module will develop the students’ awareness about the theory-practice nexus. The students will be invited to engage with the educational thinkers that they are introduced to in a way that encourages them to better understand educational practice in a variety of professional educational settings.</p>	Autumn	10

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<p>Module content: The content of the module will cover: Experience and Education: John Dewey; Education and Democracy: Public-Private debate; Education and Democracy: Education and Global Citizenship; Education and Imagination: Maxine Greene; and Critical Theory: Paulo Freire.</p> <p>Assessment: Essay 100%</p>		
<p>Ecological Positioning in Global Education</p> <p>Module Description: The module is designed to raise student awareness of the key issues in global education. The students will explore education systems in a range of countries and examine the issues of comparative educations as they relate to this knowledge. Students will consider the issues for global education with a particular focus on the impact of the millennium goals on education systems and outcomes in developing countries. Whilst developing independent researching skills, the module provides students with the opportunity to develop understanding of the economic, political, social and environmental factors that impact on educational experiences and systems throughout the world.</p> <p>Whilst working in self determined groups of five, the module enables students to explore how education systems reflect and influence social values, and consider its role in enhancing the life chances of individuals, ensuring productive economies, and promoting sustainable development.</p> <p>Module content: The content of the module will cover: Bronfenbrenner (1977) Ecology and Human Development; Positioning Theory, Harré, R. (1999) and Harré, & Van Langenhove, (1998); Millennium Development Goal 2; Alternative approaches to education in a global context; Environmental Factors effecting education; Economic, political, and social drivers effecting education; Enhancing the life chances of individuals, ensuring productive economies, and promoting sustainable development.</p> <p>Assessment: Assignment 75%; Group presentation 25%</p>	Spring	10
<p>Issues in Early Childhood</p> <p>Module Description: This module will explore a range of psychological, sociological and educational perspectives which influence provision and practice for children from birth to seven years. Students will draw upon these perspectives to develop a personal philosophy for working with young children.</p> <p>* Some prior knowledge and/or experience of working with young children required.</p> <p>Module content: Content will, as appropriate, be drawn from: Theoretical perspectives of early learning and development; Beliefs about young children, their rights and entitlements; Approaches to Early Years care and education – e.g. High Scope, Reggio Emilia, Te Whariki; Early childhood centres as communities of practice: engaging with families, children and practitioners; Current issues in early years relating to policy, legislation and practice; and The role of the early years practitioner – beliefs, values and skills.</p> <p>Assessment: Assignment 100%</p>	Spring	10
<p>Visual and Literary Perspectives on Childhood</p> <p>Module Description: This module explores how the changing social construction of childhood is evidenced in visual culture and in literature.</p> <p>Module content: The content of the module will cover: Introduction to methods of reading images including semiotics; Case studies of images from high art across time, and from Advertisements and photography, cartoons, comics, children’s story illustrations, TV and film; Skills in presentation of information about childhood visually; How social and cultural factors have shaped perceptions of childhood within different cultures; Historical perspectives on childhood e.g. the ‘Romantic child’ in Rousseau, Blake and Wordsworth; extending the symbolism of childhood (Dickens);</p>	Spring	10

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the impact of depth psychology; Contemporary perspectives on childhood; explorations in contemporary literature; child's eye narrative; Literature written for children: development from Victorian period to present; genres; assumptions about the audience. Assessment: Assignment 100%		
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LEVEL 6 – FINAL YEAR UNDERGRADUATE

Some modules will have pre-requisite requirements which you must meet before study commences. It is important that you pay particular attention to this to ensure that you have the necessary level of study to take these modules.

Module information	Semester	ECTS
<p>Childhood: The Politics of Policy</p> <p>Module Description: This module examines and evaluates current social policy and the implications for the welfare of children and young people and the nature and quality of their experiences. It draws on theory and research from social policy and how it relates to children and young people. Key areas covered include education, health, criminal justice, family, disability. It considers historical and political contexts for the development of social policy and how this has influences services and provisions for children and young people nationally and internationally. * Appropriate knowledge of social policy is required.</p> <p>Module content: Content as appropriate will be drawn from: Critical overview of policy theory and influences of political ideologies on social policy development and implementation; Literature and research which considers micro and macro systems which shape social policy and the role of key institutions and organisations; Literature and research on children and young people as consumers of social policy; Debates and discourses on the boundaries and limits of social policy; Emergent policy issues relating to the lives and experiences of children, young people and childhood; and Changing priorities and shifting agendas in social policy and the resource implications for children and young people.</p> <p>Assessment: Exam 100%</p>	Autumn	10
<p>Working with Vulnerable Families</p> <p>Module Description: The module will engage students with the diversity of approaches so that they more deeply understand how to work with vulnerable families in the UK. It will engage with literature, research and practice to provide students with an excellent grounding in this area of work. They will be equipped to critically analyse the factors which impact upon vulnerable families in contemporary society and the role of the state in terms of a spectrum of interventions.</p> <p>Module content: The module will engage with a brief history of the state’s role in engaging with vulnerable families; it will analyse the development of the welfare state and the policy approaches taken to both vulnerable children and adults; examine the factors which combine to influence families; an analysis of the spectrum of theoretical approaches adopted to provide understanding into families such as the private and public family and the differing political stance taken to the role of the state in the UK in responding to need will be a central theme running through this module.</p> <p>Assessment: Assignment 100%</p>	Autumn	10
<p>Autism: the Needs of Children and Families</p> <p>Module Description: This module introduces students to the needs of children with autism and their families and evidence based approaches to addressing these.</p> <p>Module content: Content will, as appropriate, be drawn from: The nature of Autistic Spectrum Disorders; Analytical overview of needs of children and young people with ASD, with a focus on children with little or no speech and children with Asperger’s Syndrome; Evidence-based approaches to meeting the needs of children with little or no speech and Asperger’s Syndrome; The importance of early intervention; Needs of</p>	Autumn	10

<p>families and evidence based interventions: perspectives from research and practice; and Critical overview of legal and policy service frameworks in relation to autism.</p> <p>Assessment: Assignment 100%</p>		
<p>Children Crime & Social Justice</p> <p>Module Description: This module explores childhood, youth and the criminal justice system. It draws on theory and research from criminology and childhood studies. It considers different explanations for offending; the impact of inequalities related to social class, gender and ethnicity; and different forms of social and state intervention in the lives of children and young people. It also explores the perspectives of children and young people on these matters.</p> <p>Module content: Historical and current social policy and practice within the child and youth justice arena; Criminology concerned with exploring, explaining and preventing youth crime; Different strategies, approaches and attitudes to young people caught up in the criminal justice system; Research and analysis related to inequality (class, 'race' and gender) crime, childhood and social justice; and Research into children's and young people's perspectives on these matters.</p> <p>Assessment: Assignment 100%</p>	Autumn	10
<p>Black/white mixed-race lives: identity, childhood and schooling</p> <p>Module Description: This module explores the history of race, racism and white supremacy, particularly as it relates to those racialized as mixed-race. The module pays particular attention to the way that race impacts upon childhood and schooling. The module enables students to develop a general understanding of issues of race and ethnicity, and a more specific understanding of mixed-race lives.</p> <p>Module content: A history of race, racialisation and mixedness; Theorising race, racialisation and mixedness; Theorising mixedness; Race, ethnicity and schooling; Schooling: mixed-race perspectives; Racialized childhoods; (mixed-)race in popular culture; Post-race and (mixed) racial microaggressions; Mixed-race families and Transracial adoption</p> <p>Assessment: Essay 100%</p>	Autumn	10
<p>Children and Young People as Consumers</p> <p>Module Description: The module covers the concept of 'consumerism'; the influences of the marketing and advertising industry, parents, peers and the education system on children as consumers; how children express their own identity through consumerism; gender stereotyping; the impact of consumerism on the physical and mental health of children and young people; the question of whether children are 'active consumers' or victims of consumerism.</p> <p>Module content: Content will, as appropriate, be drawn from: Concepts of materialism and consumerism and possible positive and negative effects on society and children and young people; Influences on children and their values and attitudes as a consumer – of marketing, advertising, parental influences, peer influences, education; Strategies used by manufacturers and retailers to increase purchasing; Educating children as consumers – ethical consuming, the NC and the role of the state; especially through citizenship education and the idea of ethical and green consumerism (and the idea of the 'carbon footprint'); Psychology of conformity and peer pressure both towards embracing consumerist and anti-consumerist ideas; Beliefs about children and childhood in current policies and legislation; The role of consumerism as part of socialisation into (capitalist) society; The being vs. becoming debate (child as 'being' a consumer v. child as becoming a future adult consumer); Consumerism and issues of gender stereotyping; Consumerism and issues of physical</p>	Spring	10

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<p>health (obesity, alcoholism, drugs); Consumerism and mental health (the claimed negative impact of computer games and especially violent video games); Children as objects of consumerism and their commodification (parents expenditure and the concept of 'designer kids'; the adoption of children from poorer countries by celebrities).</p> <p>Assessment: Assignment 100%</p>		
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