

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

<b>Title of Module: Sociology of Childhood</b>			
<b>Code: EDLR11009</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	L Walden		
<b>Summary of Module</b>			
<p>This module is designed for teachers and explores how children and young people's place in society has changed over time including how social class, poverty, gender, ethnicity, ability, social policy and so on impact children and young people's lives. Students will critically discuss the impact of various global constructions of childhood on children's opportunities and experiences, and the role of childhood in how children's rights are supported. Through a multimedia presentation (educational video), students will learn to present information for educators on how the global perspectives of childhood influence teaching and learning.</p> <p>The UWS Graduate Attributes that are commonly developed through the completion of this module are:</p> <ul style="list-style-type: none"> <li>A. Critical and Analytical thinking</li> <li>B. Resilience autonomy and motivation.</li> <li>C. Application of theoretical concepts to educational practice</li> <li>D. Effective communication and collaboration</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name
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**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
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**Learning Outcomes: (maximum of 5 statements)**
**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

L1	Critically discuss and analyse how social class, poverty, gender, ethnicity, ability, social policy and other sociological factors impact children and young people's lives in different cultural settings.
L2	Critically discuss and compare the global experience of 'childhood', with a focus on areas related to students' backgrounds.
L3	Demonstrate a critical understanding of childhood and youth as social constructions and children and young people as social actors and how that impacts teaching and learning.
L4	Demonstrate an ability to create a multimedia presentation (educational video) designed to inform other educators about how the culturally diverse perceptions of childhood influences education.
L5	Critically discuss and analyse the relationship between the sociology of childhood and children's rights in education.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<b>SCQF Level 11</b> A detailed knowledge and critical understanding of the socially constructed concept of childhood along with how it affects the rights of children. Knowledge and critical awareness of the ways in which sociological factors such as ethnicity, gender, class, and ability influence the lived experience of childhood.
Practice: Applied Knowledge and Understanding	<b>SCQF Level 11</b> Critical evaluation of the diverse constructions of childhood and their effect on enabling children's effective participation in education.
Generic Cognitive skills	<b>SCQF Level 11</b> Development of original responses to problems and issues relating to working with children from diverse cultural backgrounds in education and research contexts.
Communication, ICT and Numeracy Skills	<b>SCQF Level 11</b> Communicate, using appropriate methods, to a range of audiences with different types and levels of knowledge and expertise across the various professional services. Critically engage and evaluate literature from a wide variety of academic sources.

Autonomy, Accountability and Working with others	<b>SCQF Level 11</b> Demonstrate leadership and / or initiative by proposing creative solutions to the challenges involved in working with children with diverse constructions of childhood, thus contributing to new thinking and development.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
There will be a combination of recorded online lectures, synchronous online seminars, and in person seminars. Students will work in learning groups to discuss academic literature and current topics related to their practice. They will be given time in class each week to work on a group educational video, which will count as 60% of their summative assessment.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ba', S. (2021). The critique of Sociology of Childhood: Human capital as the concrete 'social construction of childhood.' *Power and Education*, 13(2), 73–87.

Buckingham, D., Bragg, S. & Kehily, M.J. (2014). *Youth cultures in the age of global media*, Palgrave Macmillan, Basingstoke.

Corsaro, W.A. (2017). *The sociology of childhood*, 5th (international student) edn, SAGE Publications, London. Curran, T. & Runswick-Cole, K. (2013). *Disabled children's childhood studies: Critical approaches in a global context*, Palgrave Macmillan, Basingstoke.

Gorski, P. & Pothini, S. (2018). *Case studies on diversity and social justice education* [electronic book], New York, NY: Routledge.

Kay, R. (2012). Exploring the Use of Video Podcasts in Education: A Comprehensive Review of the Literature. *Computers in Human Behavior*. 28. 820-831.

Prout, J.(2015). *Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood*, Third edn, Routledge, London.

Qamar, A. H. (2022). Social value of the child in the global south: A multifaceted concept. *Journal of Early Childhood Research*, 20(4), 610–623.

Quennerstedt, A. & Quennerstedt, M. (2014). "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.

Wyness, M. (2018). *Childhood, culture, & society in a global context*, Sage, London.  
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Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

### **Equality and Diversity**

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	CPL
<b>Moderator</b>	TBA
<b>External Examiner</b>	S. Daniels
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1

### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Case Study response – written – 40%

Assessment 2 – Individual Educational Video with storyboard – 60%

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Case study	x		x		x	40	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Creative output/video	x	x		x	x	60	10

<b>Combined Total for All Components</b>						<b>100%</b>	<b>10 hours</b>
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

**Version Number: MD Template 1 (2023-24)**