Module Descriptor

Title	Sociology Of Childhood		
Session	2025/26	**Status**	
Code	EDLR 11014	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Walden		

Summary of Module

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.

The UWS Graduate Attributes that are commonly developed through the completion of this module are:

A. Critical and Analytical thinking

B. Resilience autonomy and motivation.

C. Application of theoretical concepts to educational practice

D. Effective communication and collaboration

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London	☐ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** 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	**SCQF 11** Critical evaluation of the diverse constructions of childhood and their effect on enabling children's effective participation in education.
Generic Cognitive skills	**SCQF 11** 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	**SCQF 11** 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	SCQF 11
	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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	24
Laboratory / Practical Demonstration / Workshop	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
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. (2024). The sociology of childhood, 6th (international student). edn, SAGE Publications, London.
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.

(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. **For the purposes of this module, academic engagement equates to the following:**

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.
(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

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	TBA
External Examiner	S Daniels
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Individual Educational Video with storyboard-100%
Assessment 2
Assessment 3
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Video/storyboard	⊠	⊠	⊠	⊠	⊠	100%	36

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Assessment type/weighting	19/2/25	L Walden