CHLD H2410: The Psychology and Sociology of Children and Childhoods

Module Title:	The Psychology and Sociology of Children and Childhoods
Language of Instruction:	English

Credits:	10

NFQ Level:	6

Module Delivered In	2 programme(s)

Teaching & Learning Strategies:	The learning outcomes will be achieved through lectures, readings and online resources. Classroom activities to include theory to practice scenarios, debates, role plays and discussions.

Module Aim:	The aim of this module is to encourage learners to adopt multidisciplinary critical perspectives in relation to children and childhood. Building on the Introduction to Psychology module in Year 1, major theorists and classic studies from child psychology will be considered in the context of up-to-date research and early years' practice. Criticisms of traditional mainstream child psychology will be examined both from critical psychologists and from childhood scholars from different disciplinary backgrounds. Drawing on the Introduction to Sociology module in Year 1, the work of key theorists and research from the sociology of childhood will be presented and micro and macro theories of childhood critically assessed. Throughout the module 'real world' examples from early years' educational settings and links to Aistear, Síolta, First 5, and DCYA Diversity, Equality and Inclusion Charter, will form the basis for multidisciplinary classroom activities, scenarios, role plays and discussions.

Learning Outcomes	
On successful completion of this module the learner should be able to:	
LO1	Present a written account of the work of major theorists and key research studies in the discipline of child psychology.
LO2	Provide criticisms of the discipline of child psychology from critical psychologists, sociologists of childhood and the multidisciplinary field of childhood studies.
LO3	Summarize contemporary debates and research within the sociology of childhood in regard to structure/agency; micro and macro theories of children and childhoods, and intersectionality.
LO4	Demonstrate understanding of contemporary issues and research in the multidisciplinary field of childhood studies, particularly in relation to young children as social actors and active agents; young children's participation; young children's rights; diversity, equality and inclusion in educational contexts.
LO5	Offer verbal, written and creative accounts of early years' educational practices with children underpinned by contrasting multidisciplinary theoretical perspectives.

Pre-requisite learning
Module Recommendations *This is prior learning (or a practical skill) that is recommended before enrolment in this module.*
No recommendations listed
Incompatible Modules *These are modules which have learning outcomes that are too similar to the learning outcomes of this module.*
No incompatible modules listed
Co-requisite Modules
No Co-requisite modules listed
Requirements *This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.*
No requirements listed

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Module Content & Assessment

Indicative Content
Introduction to child psychology Overview of child psychology; revisiting and updating the classic studies; contributions of socio-contextual theorists; recent research findings and directions.
Nature/nurture debate Nature/nurture debate in the 21st Century : TEDS-Twins Early Development Study, Kings College London (2019); Growing-Up In Ireland longitudinal study, ESRI/TCD (2020).
Critical Psychology Criticisms of child psychology from within the discipline of psychology (Kessen, Bradley, Rogoff, Burman, Woodhead, Greene).
Sociology of childhood Children in their social context; structure/agency debates; micro and macro theories of children and childhoods; intersectionality (Jenks, James, Prout, Corsaro, Alderson, Morrow, Mayall, Qvortrup).
Multidisciplinary Childhood Studies Multidisciplinary perspectives and approaches; democratic early years educational practices. Diversity, Equality and Inclusion (Moss, McNaughton, Moloney, Murray, Urban, Aistear, Siolta, First 5, DCYA Diversity, Equality and Inclusion Charter).
Child-centred communications Communication, consultation, childrens voices, childrens participation, and research with young children (Clark, Greene, Nixon, Kellett, Christensen, Aistear, Síolta, First 5, DCYA Diversity, Equality and Inclusion Charter).

Assessment Breakdown	%
Continuous Assessment	50.00%
End of Module Formal Examination	50.00%

Continuous Assessment

Assessment Type	*Assessment Description*	*Outcome addressed*	*% of total*	*Assessment Date*
Essay	Multidisciplinary written assignment whereby students will be asked to review the work of theorists from the disciplines of child psychology and sociology of childhood, and discuss in relation to contemporary early years' educational contexts. Learners will be asked to illustrate their answers with references to Aistear, Síolta, First 5, and DCYA Diversity, Equality and Inclusion Charter.	1,2,3,4,5	50.00	n/a

No Project

No Practical

End of Module Formal Examination

Assessment Type	*Assessment Description*	*Outcome addressed*	*% of total*	*Assessment Date*
Formal Exam	Exam consisting of four multidisciplinary theory to practice questions. Learners will be asked to support their answers with references to Aistear, Síolta, First 5, and DCYA Diversity, Equality and Inclusion Charter.	1,2,3,4,5	50.00	End-of-Semester

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

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Module Workload

Workload: Full Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	4.00
Estimated Learner Hours	15 Weeks per Stage	13.47
	Total Hours	250.00

Workload: Part Time		
Workload Type	*Frequency*	*Average Weekly Learner Workload*
Lecture	12 Weeks per Stage	3.00
	Total Hours	36.00

Module Delivered In

Programme Code	Programme	Semester	Delivery
CW_HHECE_B	Bachelor of Education (Honours) in Early Childhood Education and Practice	4	Mandatory
CW_HHECE_D	Bachelor of Education in Early Childhood Education and Practice	4	Mandatory