

Liverpool John Moores University

Title: Early Childhood Studies; Student Inquiry (Part 2)
Status: Definitive
Code: **4205ECS** (122781)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ4 **Credit Value:** 20 **Total Delivered Hours:** 40

Total Learning Hours: 200 **Private Study:** 160

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Seminar	40

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Portfolio of tasks 4,500 words equivalent	100	

Aims

To enable students to develop their understanding of key issues, perspectives, concepts and their inter-relationships within ECS through exploratory and research visits, observation, reflection, peer discussion, guided learning and self-directed independent learning. Students will also develop their core academic skills.

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify concepts related to children's learning, development and growth through exploratory research visits/observations and through subsequent reflection discussion and debate.
- 2 Summarise differing national, psychological, sociological, cultural and historical perspectives on early childhood and the interrelationships that may exist between them.
- 3 illustrate the capacity for independent learning and understanding of academic conventions in relation to referencing, academic writing and academic presentations.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio of Tasks	1	2	3
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Outline Syllabus

Students will explore a range of topic content that will include, but not be limited to the following:

Key aspects and theories of early child development

Key learning theories

Research Skills

Academic Writing

Harvard Referencing

Presentations Skills

Group/Teamwork

Learning Activities

Lectures, seminars, PLG discussions/debates, group exercises/ work, Blackboard activities, reflective writing, peer review, reading, private study and research.

Notes

The acquisition of knowledge of early childhood studies is progressive, and therefore study of the core areas continues and deepens throughout the honours degree. The revised benchmark statements for Early Childhood Studies (QAA, 2014), note that the study of early childhood draws on areas of knowledge that may be interdisciplinary, however, the knowledge domains are frequently presented as integrated areas of cross-disciplinary study, rather than as discrete subject areas. This level 4 module has been designed to support a developing awareness of the holism associated with the subject area.