

Liverpool John Moores University

Title: Pedagogical Approaches (Part 2) - Sustainability; Democracy, Participation & Social Justice
Status: Definitive
Code: **4206ECS** (122782)
Version Start Date: 01-08-2021
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Naomi McLeod	
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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
Lecture	16
Off Site	8
Workshop	16

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Report (Equiv. to 4,500 words)	100	

Aims

This module builds upon 4203ECS Pedagogical Approaches (Part 1) - Working with Babies, Young Children and Families.

Students will be introduced to the research area surrounding Education for Sustainability and understand the origins of the research and philosophy

surrounding.

Learning Outcomes

After completing the module the student should be able to:

- 1 Recognise the origins of a child centred holistic pedagogy.
- 2 Explain key terms associated with education for sustainability
- 3 Summarise the links between research, international organisations and historic pioneers

Learning Outcomes of Assessments

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

Report (Equiv. to 4,500 words)	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:

Introduction to Education for Sustainability

Examination of related research

Examination of Education for sustainability within national policies and International Aid agencies

Pedagogy, place and participation

Education for sustainability within current early years curricula (England)

Inclusion and anti -bias approaches

Advocacy for babies, young children and families

Learning Activities

The module will be taught through a combination of lectures, workshops, seminars, tutorials and discussions related to ECS associated field trips. Sessions will focus on the integration of theory and practice and the impact this has upon work with babies, young children and families. The sessions will encourage participative and applied approaches to learning to help students to understand the terms associated with education for sustainability used to support inclusion and anti- bias approaches.

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) acknowledge the importance related to knowledge and understanding of children as active participants, their rights and an anti- bias approach which considers early

childhood as a site for democracy, sustainability and social justice. This module builds on the knowledge acquired in semester one (4203ECS) and introduces the area of Education for sustainability.