## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | Technological Childhoods | | | | | |
| Module Code | Available from QME Account Manager | | Level | 2 | Version | 1.3 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No | |
| Owning Faculty | ACE | | Field | Primary, Early Childhood and Education Studies | | |
| Department | Education | | Module Type | Standard | | |
| Contributes towards | BA Hons Early Childhood (UK and Villa College route) | | | | | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | | | |
| First CAP Approval Date | 2 May 2012 | | Valid from | September 2013 | | |
| Revision CAP Approval Date | 30 May 2013 20 May 2014 July 2016 | | Revised with effect from | September 2013 September 2014 September 2016 | | |

| Part 2:  Learning and Teaching |
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| Learning Outcomes |

Learning Outcomes:

On successful completion of this module students will be able to:

1. Discuss children's emerging understanding of and engagement with still and moving images, including definitions of multiple literacies; (Component A)

2. Discuss use of screen technologies to promote explicit learning aims; (Component B)

3. Analyse children's access to and implicit learning from screen technologies, including engaging with both psychological and cultural discourses around children's contemporary media; (Component B)

4. Articulate and evaluate government policy in relation to screen technologies; (Component B)

5. Discuss the implications for childhood social justice of access, content and children's understanding of screen technologies; (Component B)

6. Explore ways of supporting young children's understanding of and engagement with screen technologies. (Component A)

7. Use multimedia effectively to convey information and ideas. (Component A)

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| | In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:<br><br>**8.** Further develop students' independent learning strategies and ability to take responsibility for their own learning.<br><br>**9.** Further develop students' strategies for working with others to engage with multiple sources and perspectives. |
| Syllabus Outline | • Organising and structuring their understanding.<br><br>• Children making sense of their screen experiences<br><br>• Theoretical perspectives on impact of screen experiences<br><br>• Children's learning from screen about gender, cultural groups and wealth<br><br>• How children are represented in children's TV, film and online representations<br><br>• Health and developmental issues relating to screen technologies, including emotional wellbeing;<br><br>• Cognitive development and impacts, including evidence from neuroscience<br><br>• ICT and young children, including education, games technologies, social media and virtual worlds<br><br>• Educational attainment<br><br>• Children and screen advertising<br><br>• Commercial childhoods<br><br>• Multiliteracies<br><br>• Media education<br><br>• Children's rights<br><br>• Policy<br><br>• Diverse and changing childhoods |
| Contact Hours/Scheduled Hours | Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.<br><br>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.<br><br>**Whole cohort events**: 22 hours<br><br>**Smaller group events** (seminars, tutorials, workshops, presentations):39 hours<br><br>**Guided study** (group and individual tasks, including online engagement): 11 hours<br><br>Contact hours and patterns of delivery for Villa route may vary. |
| Teaching and Learning Methods | **Scheduled learning:** This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.<br><br>**Independent learning:** There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback. |
| Key Information Sets Information | Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. |

| Key Information Set - Module data | | | | | |
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| *Number of credits for this module* | | | | 30 | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| 300 | 72 | 228 | 0 | 300 | ✅ |
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The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam**: Unseen written exam, open book written exam, In-class test
**Coursework**: Written assignment or essay, report, dissertation, portfolio, project
**Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

| Total assessment of the module: | | |
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| Written exam assessment percentage | | 0% |
| Coursework assessment percentage | | 75% |
| Practical exam assessment percentage | | 25% |
| | | 100% |

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| Reading Strategy* | **Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

**Further reading:** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

**Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

**Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard. |
| Indicative Reading List | Bavelier,D., Green,S., and Dye, M.(2010), 'Children, Wired: For Better and for Worse', *Neuron Perspective* 67, September 9, 2010 |

Bazalgette, C. & Buckingham, D. (Eds.) (1995) *In Front of the Children: Screen Entertainment and Young Audiences*, London: British Film Institute

Brooker, L. & Siraj-Blatchford, J. (2002), 'Click on Miaow!': how children of three and four years experience the nursery computer', *Contemporary Issues in Early Childhood, Volume 3, Number 2, 2002.*

Buckingham, D. (2000), *After the Death of Childhood: growing up in the age of electronic media,* Cambridge: Polity Press

Courage, M. & Setliff, A. (2009), 'Debating the Impact of Television and Video Material on Very Young Children: Attention, Learning, and the Developing Brain', Child Development Perspectives, Volume 3, Number 1, Pages 72–78.

Eke, R., Butcher, H. and Lee, M.(eds) (2009), *Whose Childhood is it?* London: Continuum

Gunter, B. & McAleer, J. (1997), *Children and Television* (2nd ed), London: Routledge

Kirsh, S.(2010) *Media and Youth.* Chichester: Wiley-Blackwell

Lemish, D. (2007), *'Children and Television: A Global Perspective',* Oxford: Blackwell Publishing

Lemish, D.(2010) *Screening Gender on Children's Television*, Abingdon: Routledge

Vandewater, E., Shim, M., Gaplovitz, A. (2004), 'Linking obesity and activity level with children's television and video game use', *Journal of Adolescence* Volume 27, Issue 1, February 2004, Pages 71-85

Van Evra, J. (2004) *Television and Child Development,* New Jersey: Lawrence Earlbaum Associates.

| Part 3:  Assessment |
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| Assessment Strategy | The module learning outcomes will be assessed through a group presentation and a written assignment.<br><br>The assessment tasks will be assessed against the following Department of Education and Childhood assessment criteria:<br><br>**A: Conceptual Domain (Core) –** L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.<br><br>**B: Literature Domain –** L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.<br><br>**C: Contextual Domain –** L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.<br><br>**G: Action Domain -** L2  The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice. |
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| Identify final assessment component and element | **Component B** | |
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| | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | **25%** | **75%** |

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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| Group stand-alone multimedia presentation or film relating to supporting young children to develop their understanding of, and active engagement with screen technologies<br><br>Usually in groups of 2-3, individual contributions identified, up to 6 minutes presentation time per student and an additional 2 minutes per student for questions.<br><br>For a group/paired presentation students will normally be given a group mark<br><br>Students can refer to notes but should not read from a prewritten script<br><br>Assessment Criteria: AL2, BL2, CL2 and GL2 | 100% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| Written Assignment of up to 3750 words on a topic related to the learning outcomes of the module, title to be negotiated with the tutor.<br><br>Assessment Criteria: AL2, BL2 and CL2 | 100% |

| **Resit (further attendance at taught classes is not required)** |
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| **Component A**  (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| Individual stand-alone multimedia presentation or film relating to supporting young children to develop their understanding of, and active engagement with screen technologies.<br>Up to 6 minutes presentation time and an additional 2 minutes for questions.<br><br>Assessment Criteria: AL2, BL2, CL2 and GL2 | 100% |
| **Component B**<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
| Written Assignment of up to 3750 words on a topic related to the learning outcomes of the module, title to be negotiated with the tutor.<br><br>Assessment Criteria: AL2, BL2 and CL2 | 100% |

If a student is permitted  a **RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.