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**Department of Education and Social Justice, School of Education**

**Contact Details**

Coordinator Birmingham: Dr. Marion Bowl

m.bowl.1@bham.ac.uk

+44 (0)121 414 4380

For routine and administrative queries please contact:

Department of Education and Social Justice esjundergraduate@contacts.bham.ac.uk

For specifically academic queries please contact: Dr Marion Bowl

School of Education
University of Birmingham
Edgbaston, Birmingham
B15 2TT, United Kingdom

m.bowl.1@bham.ac.uk

+44 (0)121 414 4380

**Websites**

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| University of Birmingham | [www.birmingham.ac.uk](http://www.birmingham.ac.uk) |
| School of Education | <http://www.birmingham.ac.uk/schools/education/index.aspx> |
| Education and Social Justice, School of Education | <http://www.birmingham.ac.uk/schools/education/departments/education-social-justice/index.aspx> |
| BA (Hons) Education Programme | <http://www.birmingham.ac.uk/students/courses/undergraduate/edu/childhood-culture-education.aspx> |
| Teaching and Learning at the University of Birmingham | <http://www.birmingham.ac.uk/students/teaching/index.aspx> |
| English for International Students Unit | <http://www.birmingham.ac.uk/students/eisu/index.aspx> |
| University of Birmingham Study Abroad | <http://www.birmingham.ac.uk/international/study-abroad.aspx> |
| Why Birmingham? Discover Birmingham for yourself | <http://www.birmingham.ac.uk/students/birmingham/index.aspx> |
| Accommodation at the University of Birmingham | <http://www.birmingham.ac.uk/students/accommodation/index.aspx> |
| University of Birmingham YouTube Channel | <http://www.youtube.com/user/unibirmingham> |

**School of Education**

The **School of Education** at the University of Birmingham is building upon its reputation as one of the best schools of Education in the UK by expanding into areas of research, teaching and consultancy that are truly distinguishing the School of Education in terms of leadership, visibility, excellence and innovation.

http://www.birmingham.ac.uk/schools/education/index.aspx

The School of Education is one of four schools within the **College of Social Sciences** at the University of Birmingham, which brings together academics and administrative staff across a wide range of disciplinary and interdisciplinary fields in social sciences.

**Module Choices**

You will be able to study modules we offer as part of our Undergraduate Programme. The modules currently on offer are listed below, but please note that there may be changes to the modules we will be able to deliver. In some cases, you may be limited by timetabling restrictions or availability on the module. We advise you to select some ‘reserve’ modules in the event that we are not able to register you on your preferred choices. When you arrive at Birmingham, we will work with you to ensure that you are registered for modules that are compatible with modules you have studied at your home institution and your learning interests. It may be possible for you to select some modules from the Disability, Inclusion and Special Needs (DISN) Department. If you are interested in studying on particular modules from this Department, please contact the Erasmus Coordinator, Marion Bowl, for further information.

**A final word of caution about the programmes**

While we try our best to make sure that our programmes are up to date and will run as shown in this brochure, it is impossible to give solid guarantees: course planners will always need to respond to the unforeseen, sometimes at late notice. Since we cannot guarantee that the programmes will run exactly as shown here, we suggest that you regard them as provisional programmes~~.~~

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| Title  | **Young People and Social Change** **11 25581** (5 ECTS) |
| Objective | This module introduces and examines sociological and philosophical perspectives on children and childhood. In the first part of the module students are introduced to a series of contemporary debates on the alleged 'crisis of childhood'. Topics covered include the decline of parenting; the changing experience of childhood and the crises in learning and play. In the second part of the module students are introduced to some key sociological and philosophical tools that can be applied to these debates. It introduces and critiques the image of the child in socialisation theory and then explores the ways in which the new sociology of childhood can shed light on real world issues surrounding children and their place in society. There will be an emphasis on developing the skills necessary for successful study at levels 2 and 3 throughout. |
| Assessment | Seminar presentation (formative); 2000 word essay (100%) |
| Coordinator | Dr Kevin Myers |

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| Title  | **Contemporary Issues in Education 11 25587** (5 ECTS) |
| Objective | The module examines current developments and issues in education, drawn from topical concerns and the research interests of staff. It focuses on the key role of different kinds of research activity to develop and evaluate educational initiatives and to subject contemporary educational practice to critical scrutiny. As well as listening to specialists talking about their own research, students have the opportunity in small groups to access and use a wide variety of source materials, to analyse reports and articles and to develop their personal views on significant issues where opinion is divided. The module is designed to develop the students¿ ability to critically evaluate key pieces of educational research and communicate this critical thinking via an assignment. |
| Assessment | 2000 word essay (100%) |
| Coordinator | Dr Marion Bowl |

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| Title  | **Introduction to Psychology 11 25588**  (5 ECTS) |
| Objective | This module is designed to provide students with an introduction to the academic knowledge underpinning further modules in developmental psychology and supplement research skills which are a main component of their degree programme. The module introduces a range of theoretical perspectives central to studying the psychology of development and these include: Behaviourist, Cognitive, Psychodynamic, Social Constructionist and Evolutionary. Content covers theory and research into the ongoing ‘Heredity and Environment’ debate, Cognitive Constructivism, ‘Normality’ and a typical Development, Childhood in the lifespan and considers how these issues and research programmes are applied to children’s development and education. Major research approaches in Psychology are considered as are Ethics relating to psychological research particularly those centred on children. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Dr Colette Soan |

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| Title  | **Equality and Diversity** **11 25579** (5 ECTS) |
| Objective | This module will explore relationships between cultural identity, social policy and issues of equality and diversity in Britain and beyond. The module will explore popular and state responses, both national and local, to issues of equality, diversity and social justice. It will examine patterns of inequality in selected areas of social policy and provision. The focus of the module will be on the British experience with international comparative data used to illuminate and critique domestic debates. Indicative content: * Theories of equality
* Patterns of inequality in relation to race and ethnicity; social class; gender; disability
* Ethnographies of community and family life in multi-ethnic Britain
* Children, families and education
* Children, families and health
* Interagency services
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| Assessment | A critical review of an article, book chapter or document relating to equality and diversity (2000 words) (100%)  |
| Coordinator | Dr Nicola Rollock |

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| Title (ECTS) | **Global Education 11 25580** (5 ECTS) |
| Objective | The module explores global issues in education and the different contexts in which children and young people learn and educators teach – in formal and informal settings. It begins by introducing key concepts used in international education policy and practice. It presents information and research around educational opportunities and inequalities worldwide and discusses their historical and sociological origins. As well as considering current concerns in education the module identifies future trends and challenges. It explores the role of professional educators in international contexts and the skills and knowledge required to work in these contexts. |
| Assessment | Annotated Powerpoint and bibliography on an aspect of education in global perspective 1500 words with commentary (100%)  |
| Coordinator | Dr Marion Bowl |
| Title (ECTS) | **Cultural Psychology** **11 25577** (5 ECTS) |
| Objective | The module explores child developmental processes and experiences from cultural perspectives, particularly cultural psychology. Theoretical approaches including cultural psychology, cultural comparative psychology, psychological anthropology and indigenous psychology are defined. Specific processes are then examined including; Parental beliefs across cultures and socialisation practices; cognitive development including language acquisition; emotional development. Finally schooling and formal education are explored from different cultural traditions with an examination of culturally relevant curricula. ***Previous experience in psychology is desirable.*** |
| Assessment | 2000 word essay (100%) |
| Coordinator | Dr Tonie Stolberg |

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| Title (ECTS) | **Children as Citizens 11 25576** (5 ECTS) |
| Objective | The module examines the development of Citizenship as a concept and a curriculum subject. As a concept citizenship is closely related to ideas about democracy. However, democratic systems take many forms and the early part of the module considers the strengths and weaknesses of democratic systems and their languages of human and children’s rights. The conceptual analysis of citizenship will help you develop the skills to critically discuss citizenship as a curriculum subject. Examining government publications and writings, you will identify the problems and possibilities of citizenship education in the UK and beyond. You will examine philosophical issues around the purposes of education and pedagogical issues around classroom conflict, multiculturalism and the relationship between religious faiths and citizenship. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Tom Harrison |

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| Title (ECTS) | **Educational Psychology 1125589** (5 ECTS) |
| Objective | The module will critically examine the theory and practice of the psychology of education across all phases of development and schooling (0-18 years), plus a reflective input on the psychology of teaching and learning in undergraduate education. There will be a focus on cross-cultural issues in educational psychology as these relate to children and young people’s cognitive development, models of learning, interpersonal relationships, clinical issues, mental health and psychological wellbeing, and safeguarding matters; these will be considered in relation to children in schools, within families and as a reflection of their membership of other social and community contexts. Input will be provided on the theory and practice of psychological measurement of educational phenomena. Educational psychology will also be considered in applied contexts, across cultures, in relation to youth justice, social care and health services, and in multi-disciplinary working. Psychological perspectives upon special educational needs will be informed by a critical analysis of the role of applied educational psychology in helping schools to meet the needs of SEN pupils, their teachers and carers. |
| Assessment | 2000 word report (100%) |
| Coordinator | Neil Hall |
|  Title (ECTS) | **Teaching and Learning in Schools 11 25575** (5ECTS) |
| Objective | This module is intended for students who are interested in following a career in teaching, either in the primary or secondary sector, and who may be interested in undertaking a career in primary or secondary teaching upon graduation. It will introduce students to key, whole school, issues that impact upon teaching and learning in schools. These will include assessment, behavioural and pastoral issues, as well as looking at key topics in the area of Special Educational Needs. The module will also provide an introduction to key global education policies as well as encouraging students to think critically about current strategies to raise standards and close achievement gaps. |
| Assessment | 2000 word essay (100%)  |
| Coordinator | Simon Asquith |

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| Title (ECTS) | **Special Educational Needs of Children with Autism** |
| Objective | This module aims to increase the understanding of the autism spectrum for practitioners (eg teachers, psychologists, speech and language therapists, social workers, nurses and parents), who are currently working or living with children on the autism spectrum, in whatever setting. Study time will vary from one student to another but it is designed to take 200 hours of student time, including tutorials, reading and work on the assignment. **Aims** * To increase knowledge and understanding of the autism spectrum
* To consider the relationship between diagnosis and education / treatment and to understand some of the individual special needs of children on the autism spectrum
* To have knowledge of the range of provision and support needed for the children and their families.

To increase understanding of why the behaviour of those on the autism spectrum may challenge others, and to develop strategies for understanding, preventing and managing this. ***A place will be offered subject to an informal meeting with the module co-ordinator.*** |
| Assessment | 3000 word essay (100%)  |
| Coordinator | Dr Kerstin Wittemeyer |

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| Title (ECTS) | **Education as an International Issue (10 ECTS)** |
| Objective | This module encourages analysis of your own and other national contexts from an international and comparative perspective. Participants develop an understanding of important theories and debates, such as: the relationship between education and national development; effects of globalisation; how ideology and culture influence education provision; models of education management. This module is a core and compulsory module for all students on International Studies in Education programmes.  |
| Assessment | 3000 word essay (100%)  |
| Coordinator | TBC |