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| Study program : Class Teacher Education, Pre-School Teacher Education, Boarding School Teacher Education |
| Type and level of studies: Bachelor studies |
| **Course unit**: Childhood and the Rights of the Child |
| **Teacher in charge: Prof. Dr Nada Korać** |
| Language of instruction: English |
| ECTS: 4 |
| Prerequisites: Developmental Psychology – basic level |
| Semester: Winter |
| **Course unit objective*** Introducing the students to:
* concept of childhood as a social construct and its relevance for children’s rights;
* contextualisation of childhood in the global world;
* concept of children’s rights and The Convention on the Rights of the Child;
* Enabling the students to develop capacities for a holistic understanding of childhood and children’s rights;
* Motivating the students to include children’s perspective and rights-based approach in their professional work
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| **Learning outcomes of Course unit** * understanding childhood from different theoretical perspectives;
* understanding the social and developmental reality of children;
* ability to analyse and locate children’s rights in their historical, social and cultural contexts;
* understanding the Convention on the Rights of the Child and its implications for professional working with children.
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| **Course unit contents** *Theoretical classes* Childhood and its representations in different historical, social and cultural contexts; Public representations of children and childhood and their shaping mechanisms; Children's rights; Children's rights in education; The right to participation in education; Implications of children's rights for teachers and other professionals working with children. *Practical classes* Media representations of the child; Implementing the rights of the child in educational process; Basics of child rights advocacy.  |
| **Literature***A World Fit for Children*. <http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf> Ariès, P. (1962) *Centuries of Childhood: A Social History of Family Life*. New York: Vintage Books, pp.128 – 137. Benedict, R. (1976) Continuities and Discontinuities in Cultural Conditioning. In Arlene Skolnick (Ed.) *Rethinking Childhood. Perspectives on development and Society*. Boston: Little, Brown and Co., pp. 19 - 28.Hart, R. (1992 ) *Children’s participation: From tokenism to citizenship*. UNICEF – Innocenti Essays No. 4.Korać, N. & Vranješević, J. (2003) A roughly mapped *terra incognita*: Image of the child in adult-oriented media contents. *Psihologija*, 4, pp. 451 – 469Lansdown, G. (2001) *Promoting children’s participation in democratic decision-making*. UNICEF – Inocenti Insight.Lansdown, G. (2005) *The evolving capacities of the child*. UNICEF & Save the Children – Innocenti Insight. *The Convention on the Rights of the Child*. <http://www.unicef.org/crc/> |
| **Number of active teaching hours** | **Other classes**  |
| Lectures:20  | Practice:10 | Other forms of classes | Independent work:15  |
| **Teaching methods**  |
| **Examination methods (** **maximum 100 points)** |
| **Exam prerequisites** | **No. of points:** | **Final exam**  | **No. of points:** |
| Student’s activity during lectures | **5** | oral examination | 15 |
| practical classes/tests | **5** | written examination | 35 |
| Seminars/homework | **30** | *..........* |  |
| Project | **10** |  |  |
| Other |  |  |  |
| **Grading system** |
| **Grade** | **No. of points** | **Description** |
| **10** | **....** | Excellent |
| **9** | **....** | Exceptionally good |
| **8** | **....** | Very good |
| **7** | **....** | Good |
| **6** | **....** | Passing |
| **5** | **....** | Failing |

**(Table 5.2) Course unit description**