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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 | | | | | | |
| **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. | | | | | | |
| **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 – 469  Lansdown, 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**