

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				
<p>Course unit objective</p> <ul style="list-style-type: none"> • Introducing the students to: <ul style="list-style-type: none"> - 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 				
<p>Learning outcomes of Course unit</p> <ul style="list-style-type: none"> • 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. 				
<p>Course unit contents</p> <p><i>Theoretical classes</i></p> <p>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.</p> <p><i>Practical classes</i></p> <p>Media representations of the child; Implementing the rights of the child in educational process; Basics of child rights advocacy.</p>				
<p>Literature</p> <p><i>A World Fit for Children.</i> http://www.unicef.org/specialsession/docs_new/documents/A-RES-S27-2E.pdf</p> <p>Ariès, P. (1962) <i>Centuries of Childhood: A Social History of Family Life</i>. New York: Vintage Books, pp.128 – 137.</p> <p>Benedict, R. (1976) <i>Continuities and Discontinuities in Cultural Conditioning</i>. In Arlene Skolnick (Ed.) <i>Rethinking Childhood. Perspectives on development and Society</i>. Boston: Little, Brown and Co., pp. 19 - 28.</p> <p>Hart, R. (1992) <i>Children’s participation: From tokenism to citizenship</i>. UNICEF – Innocenti Essays No. 4.</p> <p>Korać, N. & Vranješević, J. (2003) <i>A roughly mapped terra incognita: Image of the child in adult-oriented media contents</i>. <i>Psihologija</i>, 4, pp. 451 – 469</p> <p>Lansdown, G. (2001) <i>Promoting children’s participation in democratic decision-making</i>. UNICEF – Innocenti Insight.</p> <p>Lansdown, G. (2005) <i>The evolving capacities of the child</i>. UNICEF & Save the Children – Innocenti Insight.</p> <p><i>The Convention on the Rights of the Child.</i> http://www.unicef.org/crc/</p>				
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