

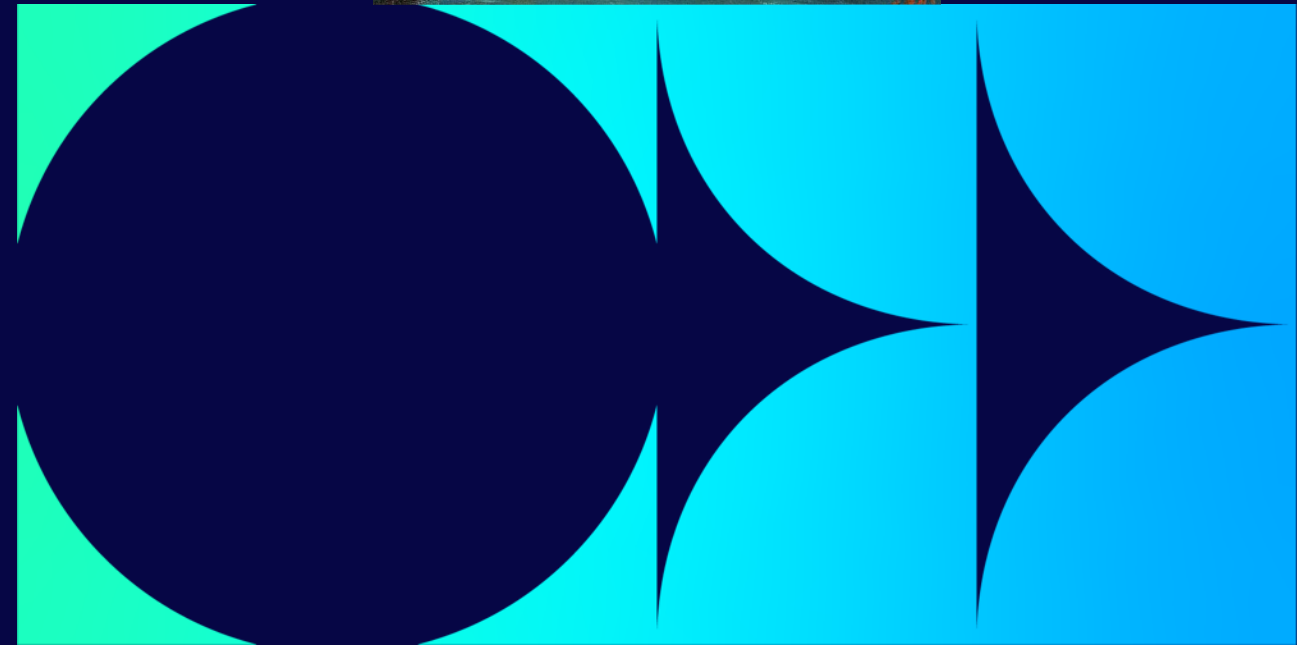
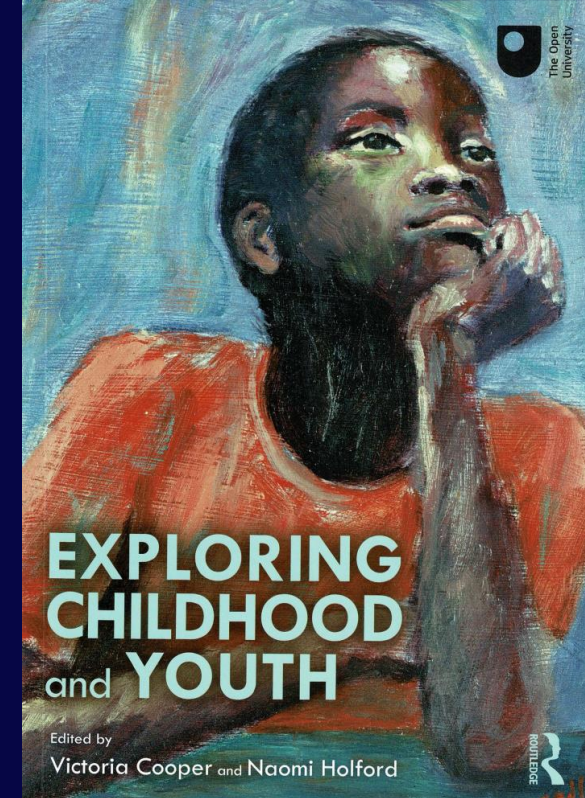
# E232 Tutorial

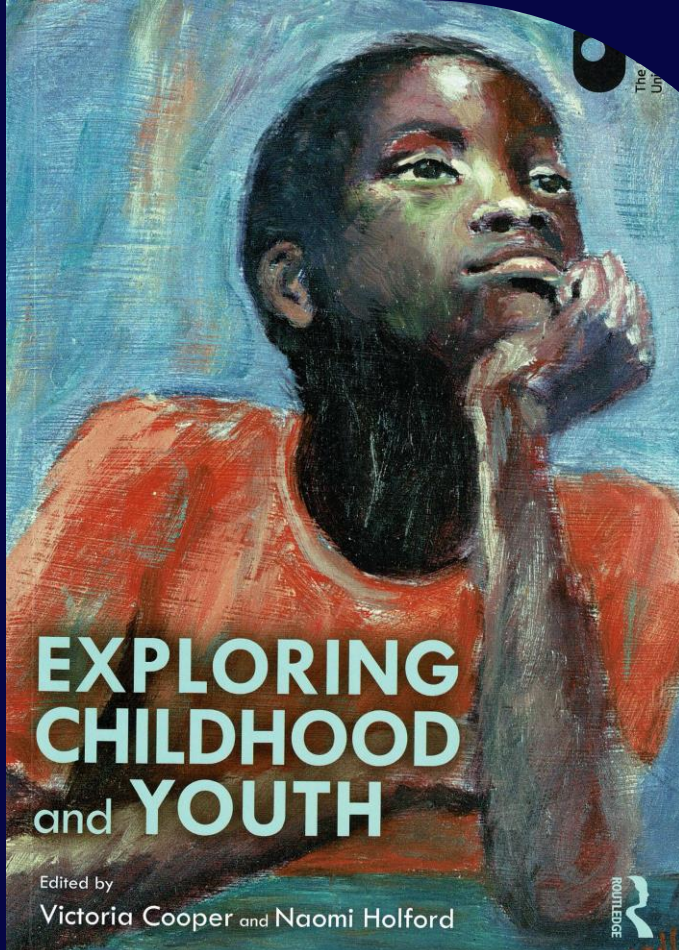
Childhood:  
Past, present and future

**Graham Jones and Sarah Vowles**

School of Education, Childhood, Youth and Sports

15th April 2023





# Today's session

## Where are you now?

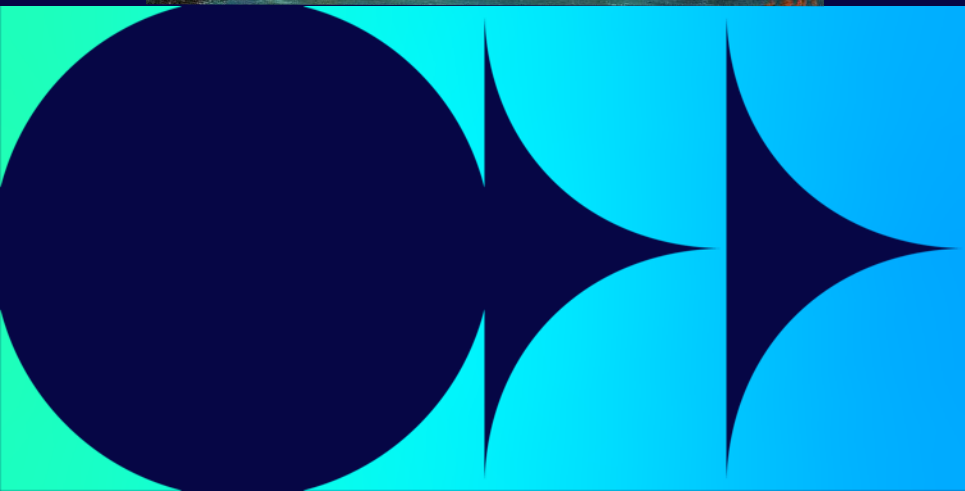
- ▶ How have you been getting on with the module so far?

## Block Four concepts

- ▶ An overview of Block Four

## 03 Dealing with TMA04

- ▶ Key things to consider for TMA04
- ▶ Using journal articles



# Where are you now?

The screen will shortly change

## Let each other know

- › How you have been getting on with E232 so far
- › What you learned from the feedback from TMA03 that you can apply for TMA04
- › What you still find challenging (if anything) with E232

# Childhood

Past, present and future

## Questions to answer about childhood

- › Is childhood today better than childhood in the past?
- › Is childhood today worse than childhood in the past?
- › How were children seen in the past?
- › Do children actually have rights?
- › Are children's rights dependent upon context?
- › What do adults think childhood should be?
- › What do adults value about childhood?
- › What do children value about childhood?

# Childhood

Past, present and future

## Past

- › Outdoor play
- › Low levels of adult supervision
- › Children worked
- › High levels of disease and illness
- › Etc.

## Present

- › Social media
- › Digital technology
- › High amounts of indoor play
- › Structured activities
- › Etc.

# Childhood

Past, present and future

## **Contexts for answering the questions about childhood**

- › disabilities
- › mental health
- › technologies
- › changing environments

# Childhood

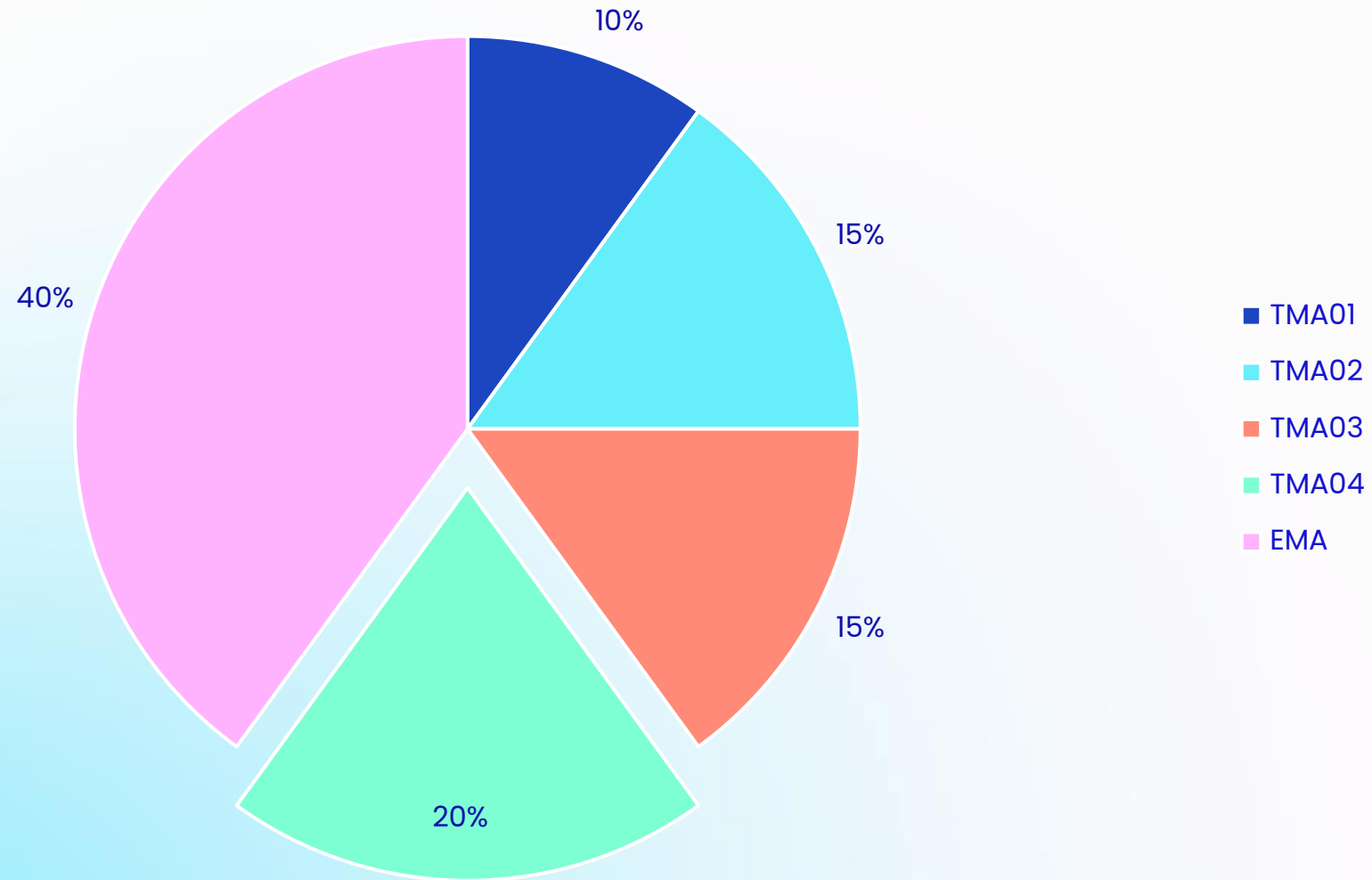
Past, present and future

child-labour  
mad-studies  
disability digital-media  
mental-health time  
neurodiversity crisis  
technology  
disabilities privacy  
eugenics climate surveillance  
change

# Childhood

Past, present and future

**TMA Weightings**





# Childhood

Past, present and future

## **TMA04**

Evaluate the extent to which children and young people's rights have been and currently are respected. You must include a focus on at least one topic of your choice from the following:

disabilities

mental health

technologies

changing environments.

(2000 words)

You must draw on evidence from at least two study weeks from Block 4. You must also draw on evidence from one of the following journal articles, corresponding to your choice of topic

# Childhood

Past, present and future

## Identifying what to do with questions

Colour code your question

- **Red** = Instructions (process words)
- **Green** = Topic (what you must process)
- **Blue** = Limits (what you must focus on)

# Childhood

Past, present and future

## TMA04

**Evaluate** the extent to which children and young people's rights have been and currently are respected. **You must include** a focus on at least one topic of your choice from the following:

disabilities  
mental health  
technologies  
changing environments.

(2000 words)

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**Red** = Instructions (process words)

**Green** = Topic (what you must process)

**Blue** = Limits (what you must focus on)

# Childhood

Past, present and future

## What is meant by evaluation?

Oxford Dictionary: The making of a **judgement** about the amount, number, or value of something.

- Do you agree with what the author is saying?
- Do other authors/researchers agree or disagree with each other? What are the strengths and weaknesses of their arguments?
- Is the methodology utilised by your authors sound? Criticise it if it isn't, making sure to have solid reasons for your own opinions.
- Can you identify any gaps in the research? If so, state what they are and how they might be addressed.

<b>Descriptive</b>	<b>Analytical</b>
<b>Outlines a theory</b>	<b>Demonstrates which aspects of a theory are relevant or useful</b>
<b>Says when a theory was developed</b>	<b>Identifies the significance of the timing of theoretical developments</b>
<b>Lists the elements of a theory</b>	<b>Evaluates the relative significance of each element of a theory</b>
<b>States what happened in a research study</b>	<b>Identifies the significance of what happened in the research</b>
<b>Lists the order of what happened in a research study</b>	<b>Makes judgements as to the value of each component of the research study</b>
<b>Describes the methods used in a study</b>	<b>Shows which aspects of the methods were appropriate</b>
<b>Suggests links between items</b>	<b>Demonstrates the relevance of links between items</b>
<b>Provides general information about a study or theory</b>	<b>Draws conclusions from the study or theory</b>

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Home > All Journals > Disability & Society > List of Issues > Volume 36, Issue 4 > Disabled young people's hopes and dreams ...

Disability & Society  
Volume 36, 2021 - Issue 4

2,030 Views  
6 CrossRef citations to date  
1 Altmetric

## Disabled young people's hopes and dreams in a rapidly changing society: a co-production peer research study

Tillie Curran, Matthew Jones, Sarah Ferguson, Mary Reed, Abbie Lawrence, Nikki Cull & ... show all  
Pages 561-578 | Received 23 Jan 2019, Accepted 03 Apr 2020, Published online: 23 Apr 2020

Download citation | <https://doi-org.libezproxy.open.ac.uk/10.1080/09687599.2020.1755234> | Check for updates

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | View PDF | View EPUB

**Abstract**  
The idea that disabled young people should be at the centre of decision making about their future is promoted in policy, practice and research, yet this often translates into a narrow agenda on transitions through service and benefits systems. In this project, we aimed for an expansive exploration of disabled young people's hopes and dreams in the context of unprecedented societal changes. Co-production methods brought academics, members of a Centre for Independent Living, and nine peer researchers

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Children & Society

NATIONAL CHILDREN'S BUREAU

Volume 24, Issue 6  
November 2010  
Pages 483-494

## 'The Bad People Go and Speak to Her': Young People's Choice and Agency when Accessing Mental Health Support in School

Jennifer Spratt, Janet Shucksmith, Kate Philip, Cate Watson

First published: 23 June 2009 | <https://doi-org.libezproxy.open.ac.uk/10.1111/j.1099-0860.2009.00246.x> | Citations: 5

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**Abstract**  
Concerns about the mental health and well-being of children and young people have been articulated in health and education policy fields as a call for closer working between schools and providers of mental health support services. Drawing from a Scottish study

Recommended

[Stigma in school-based mental health: perceptions of young people and service providers](#)  
Hayley Bowers, Ian Manion, Despina Papadopoulou, Emily Gauvreau  
Child and Adolescent Mental Health

[Providing physical health care for people accessing mental health services: Clinicians' perceptions of their role](#)

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New Media & Society

Impact Factor: 5.310 / 5-Year Impact Factor: 7.244

JOURNAL HOMEPAGE | SUBMIT PAPER

Available access | Introduction | First published online May 10, 2017

## Children and young people's rights in the digital age: An emerging agenda

Sonia Livingstone and Amanda Third | View all authors and affiliations  
Volume 19, Issue 5 | <https://doi-org.libezproxy.open.ac.uk/10.1177/1461444816686318>

Contents | PDF | ePub | Cite article | Share options | Information, rights and permissions | Metrics and citations | Figures and tables

**Abstract**  
Rights-based approaches to children's digital media practices are gaining attention offering a framework for research, policy and initiatives that can balance children's need for protection online with their capacity to maximize the opportunities and benefits of connectivity. But what does it mean to bring the concepts of the digital, rights and the child into dialogue? Arguing that the child represents a limit case of adult normative discourses about both rights and digital media practices, this article harnesses the radical potential of the figure of the child to rethink (human and children's) rights in relation to the digital. In doing so, we critique the implicitly adult, seemingly invulnerable subject of rights common in research and advocacy about digital environments. We thereby introduce the articles selected for this special issue and the thinking that links them, in order to draw out the wider tensions and dilemmas driving the emerging agenda for children's rights in the digital age.

**Introduction**  
In 1990, Sir Tim Berners-Lee released the code that would underpin the foundation of the World Wide Web,

Related content

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Educational Philosophy and Theory  
Volume 54, 2022 - Issue 2

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1,443 Views  
5 CrossRef citations to date  
1 Altmetric

## Strikingly educational: A childist perspective on children's civil disobedience for climate justice

Tanu Biswas and Nikolas Mattheis  
Pages 145-157 | Received 01 Sep 2020, Accepted 15 Jan 2021, Published online: 04 Feb 2021

<https://doi-org.libezproxy.open.ac.uk/10.1080/00131857.2021.1880390> | Check for updates

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | View PDF | View EPUB

**Abstract**  
In this paper, we offer a childist reading of school strikes for climate in an overheated world. We argue that school strikes can be understood as offering a dynamic counterweight to formal education, by providing opportunities for children to self-educate, and for others, especially adults, to learn from them. We suggest that taking school strikes seriously as sites of political appearance—which highlight interdependencies and vulnerabilities in the face of crises in Anthropocene neoliberalism requires rethinking the boundaries of democratic participation and education. In particular, we highlight that school strikes for climate serve as an invitation for adults to let children contribute to their own ongoing formation. A childist philosophical attitude that emphasises mutual teaching—i.e. the adult capacity to see and hear what children show and

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Disabled young people's hopes and dreams in a rapidly changing society: a co-production peer research study >  
Tillie Curran et al.  
Disability & Society  
Published online: 23 Apr 2020

# Childhood

Past, present and future

## Why is E232 using journal articles?

- › Helps you get ready for the EMA
- › Prepares you for Level 3 study
- › Uses current materials
- › Academic rigour through peer reviewed materials
- › Additional source of evidence
- › Helps support judgements in evaluating

# Childhood

Past, present and future

## Using journal articles

The SQ3R process

- › Survey – What does the item you are reading include? How is it structured?
- › Question – What, Why, When, Where, How, Who?
- › Read – Read the article to answer these six questions
- › Recite – Remember as much as you can from the article
- › Review – Produce your own summary of the article



# Childhood

Past, present and future

## Tips for TMA04

- › Remember that Children's Rights were also covered in Weeks 1, 3, 11 and 18
- › You only have to write about ONE of the four possible topics
- › You need an additional week's materials – already recommend that you use Week 21

# Childhood

Past, present and future

## From the course news item

“We advise you to focus on one topic, as this will give you the opportunity to discuss the topic in greater depth, demonstrating skills of evaluation.”

“You need to discuss two study weeks, and one article. You may find it helpful to use week 21 (Childhood: past, present and future), in addition to the week focusing on the topic of your choice, and the article related to your chosen topic.”

<https://learn2.open.ac.uk/blocks/news/message.php?m=34458006>

› In other words

- ONE topic week
- Week 21
- ONE journal article

GENERIC MARKING CRITERIA	Pass 1 (85–100)	Pass 2 (70–84)	Pass 3 (55–69)	Pass 4 (40–54)	Fail (0–39)
<b>Focus on the question</b>	Fully and explicitly focused on the question throughout.	Most of the answer is well focused on the question.	Answer mostly relevant to question but relevance is not always made explicit. May discuss the general topic area rather than the specific question.	Limited focus on the question, but some potentially relevant material used. Able to identify and address main issues raised by the question.	Very limited or no focus on the question.
<b>Knowledge and understanding of module material</b>	Excellent knowledge and understanding of a wide range of relevant module material (and other relevant sources where required).	Good knowledge and understanding of a range of relevant module material (and other relevant sources where required).	Fair knowledge and understanding of the most relevant module material (and other relevant sources where required). May be some minor inaccuracies or misunderstandings.	Knowledge and understanding of some module material (and other relevant sources where required) Inaccuracies or misunderstandings present.	Very little or no knowledge or understanding of module material (and other relevant sources where required).
<b>Critical analysis and evaluation</b>	Shows high level of critical analysis and evaluation of different viewpoints.	Evidence of critical analysis and evaluation of different viewpoints.	Mainly descriptive. Some evidence of critical analysis or evaluation of different viewpoints.	Heavily descriptive. Little evidence of critical analysis or evaluation.	Entirely descriptive. Very little or no evidence of critical analysis or evaluation.
<b>Structure and argument</b>	Very well-structured, coherent and logical argument.	Clearly structured argument.	Adequate structure, argument may be unclear at times.	Lacks structure or clear argument.	Very limited or no structure.
<b>Use of evidence and references</b>	Almost all points supported by relevant and well-chosen evidence. Complete and accurate referencing.	Most points supported by relevant evidence from module materials. Mostly complete and accurate referencing.	Some use of appropriate evidence from module materials to support points. Mostly complete and accurate referencing, with some errors.	Some attempt to use evidence but limited or lacking in relevance. Some attempt at referencing, with errors or gaps.	Very little or no use of evidence. Inadequate or missing referencing.
<b>Clarity of writing</b>	Concise and highly accurate, combined with an appropriate academic style.	Clear writing in appropriate academic style.	Generally clear writing. Some points may be unclear. Less academic style in places.	Many points unclear. Writing may be informal or lack academic style.	Writing difficult to understand. Inaccuracies or inconsistencies that affect meaning.



# Thank you



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