



ECED824

Early Childhood Development Research and Practice

S2 External 2014

Institute of Early Childhood

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9
<u>Changes since First Published</u>	11

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General Information

Unit convenor and teaching staff

Lecturer

Helen Little

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Contact via 98509875

X5B357

Monday 10am - 1.00pm

Credit points

4

Prerequisites

ECED602 or ECED819

Corequisites

Co-badged status

Unit description

This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and to evaluate programs within prior-to-school settings.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior-to-school settings.
2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.
3. Use sound analytical skills and evidence from child development research to address

everyday problems concerned with children's early development.

4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

General Assessment Information

Detailed information for each individual assessment can be found on the iLearn site under *Assessment*.

Assessment Submission

All assessment tasks are submitted online via the relevant link in the *Assessment* section in iLearn.

Assignment 2 is in the form of a Distributed Digital Essay (see details on iLearn site). Students share the link to their information leaflets through the Blog set up for this purpose to allow peer feedback.

Assignment 3 is submitted to TURNITIN via the relevant link on iLearn.

Notes about TURNITIN:

When writing assignments, it is essential that students acknowledge the source of information correctly and adhere to the university's Academic Honesty policy. TURNITIN is an electronic resource which detects material that has been copied from another source. Information about the importance of referencing and how to reference correctly can be found in the IEC referencing guide on the iLearn site.

Further information about submitting assignments through TURNITIN are provided on iLearn.

Presentation and other information of Assignments

- The left hand margin should be at least 3cm wide to allow for comments.
- Use 12pt font size and 1.5 or double line spacing.
- You should *keep a copy of your assignment*.
- Assignments are to be submitted on the due date via the relevant link on iLearn.
- Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- All failing assignments will be double marked when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked.

Late Assignments

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an

assignment is worth 30 marks and you submit it 2 days late, you will have 3 marks (2 x 5% of 30 marks) subtracted from your awarded mark.

Extensions

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented in accordance with the Disruptions to Study policy http://mq.edu.au/policy/docs/disruption_studies/policy.html

The Disruption to Studies Notification must be completed by the student and submitted online through www.ask.mq.edu.au. Refer to the Disruptions to Studies procedures: <http://studentadmin.mq.edu.au/disruption%20to%20studies.html>

Note that:

- Students MUST notify the unit coordinator **prior to submitting their request through ask.mq.edu.au**.
- Extension will only be granted in receipt of the completed form submitted through Tracker, plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension
- In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

Assessment Tasks

Name	Weighting	Due
Quiz	20%	26 August 2014
Information for parents	30%	19th September 2014
Literature review	50%	31st October 2014

Quiz

Due: **26 August 2014**

Weighting: **20%**

Combination of short answer and multiple choice questions related to content from first 3 weeks lectures and readings.

Topics:

- Theoretical approaches
- Australian studies of child development
- International studies of child development and ECE

On successful completion you will be able to:

1. Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior-to-school settings.
2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.

Information for parents

Due: **19th September 2014**

Weighting: **30%**

10 slide PowerPoint presentation PLUS 2 page (approx, 500-600 word) information handout on ONE of the following topics:

- Key transitions
- Early brain development
- Social-emotional wellbeing

On successful completion you will be able to:

1. Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior-to-school settings.
3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.

Literature review

Due: **31st October 2014**

Weighting: **50%**

200 word annotated bibliography based on 5 research articles related ONE of the following topics:

- Culture and child development
- Risk-taking behaviour
- Child abuse and neglect

On successful completion you will be able to:

1. Demonstrate critical analytical and integrative thinking in applying developmental

theory and research in prior-to-school settings.

- 2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.
- 3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.
- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Delivery and Resources

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

This unit is designed to extend your foundational knowledge and encourage you to think about the various contexts of development for young children, especially early childhood educational settings.

Classes

The timetable for classes can be found on the University website at: <https://timetables.mq.edu.au/2014/>

Two **voluntary** on-campus sessions will be held on Saturday 23 August and Saturday 11 October, 2 - 5pm.

Teaching and Learning Strategy

This unit has been developed to provide a combination of direct experience, experience in communication of child development issues and concepts, and knowledge of current research in child development.

- Lectures will be pre-recorded. The lecture recordings will be available on iLearn. **It is essential that you listen to the lectures before attending the associated seminar.**
- There is no textbook for this unit. Essential weekly readings are listed on iLearn. These readings will be available from e-Reserve in the university library or via external websites. Please see the list of other recommended readings as well as the list of websites on the unit website to extend your understanding of unit content.

Online interaction is an essential part of the unit and is integral to both the learning environment and assessment process. The aim is to create a community of learners by creating a learning environment that takes advantage of and encourages distributed expertise within the environment. Within this learning community, members each have expertise in different areas and each member is responsible for sharing their expertise with others and for seeking out others whose expertise can further their own understanding and knowledge.

As part of this process, students will be required to use/create their own Twitter account. If you do not already have a Twitter account you will need to create one. The following link explains how to do this: <http://www.wikihow.com/Use-Twitter>. Other social media such as Facebook or blogs may also be used.

This unit is focused on building your research skills and social media has an important role to play in providing a community within which you can test out your understanding of the literature. **Social media** can assist you to explore what other academics and professionals think about the ideas and concepts that you formulate as a result of your academic research.

Unit Schedule

Week	Topic
1	Introduction to unit content and requirements. Theoretical approaches
2	Australian studies of child development
3	International studies on child development and early childhood education
4	Key transitions in early childhood development
5	Early brain development in children
6	Social-emotional wellbeing and development
7	Research: evidence-based practice
8	Culture, child development and early childhood education
9	Risk-taking behaviour and child development
10	Effects of child abuse and neglect on the developing child
11	Research and prevention and intervention programs

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior-to-school settings.
- 2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.
- 3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.
- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment tasks

- Quiz
- Information for parents
- Literature review

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior-to-school settings.
- 2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.
- 3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.

- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment task

- Literature review

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- 2. Have a good understanding of child development theory to enable critical assessment of children's learning environments.
- 3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.
- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment tasks

- Information for parents
- Literature review

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 3. Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development.
- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment tasks

- Information for parents

- Literature review

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment task

- Literature review

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- 4. Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice.

Assessment tasks

- Information for parents
- Literature review

Changes since First Published

Date	Description
04/02/2014	The Prerequisites was updated.