# ECED833

Child Development in Context

S1 External 2013

*Institute of Early Childhood*

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>4</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>5</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>6</td>
</tr>
</tbody>
</table>

## Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Unit Convenor
Shirley Wyver
shirley.wyver@mq.edu.au
Contact via shirley.wyver@mq.edu.au

Credit points
4

Prerequisites
Admission to MEd or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild

Corequisites

Co-badged status

Unit description
Central to this unit is an understanding of child development through reading, critiquing and conducting empirical research. The approach to this unit is twofold. First, the unit includes selected contemporary child development topics that are of direct relevance to quality in early childhood settings. Second, the unit supports in-depth investigation of an area of interest in child development through projects such as a literature review, case study or involvement in a current child development research project through the Institute of Early Childhood/Children and Families Research Centre. It is assumed that students undertaking this unit have completed previous studies in child development.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Demonstrate in-depth understanding of one or more specialist areas of child development
2. Apply their understanding of child development research to analyse early childhood policy and programs
3. Adequate research skills to conduct small-scale empirical investigations
4. Effective communication of child development research to parents and other professionals

5. Use research skills to evaluate child development programs implemented as part of professional practice

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>35%</td>
<td>8 April, 2013</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>35%</td>
<td>13 May, 2013</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
<td>1 June, 2013</td>
</tr>
</tbody>
</table>

### Assignment 1

**Due:** 8 April, 2013  
**Weighting:** 35%

From your readings, identify an area that is currently under investigation by child development researchers. Discuss the key research findings in this area.

**Length:** 2000 words

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate in-depth understanding of one or more specialist areas of child development
- Apply their understanding of child development research to analyse early childhood policy and programs
- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemented as part of professional practice

### Assignment 2

**Due:** 13 May, 2013  
**Weighting:** 35%

2000-3000 words. Discuss the methods used by researchers to investigate your topic.

This Assessment Task relates to the following Learning Outcomes:
• Demonstrate in-depth understanding of one or more specialist areas of child development
• Apply their understanding of child development research to analyse early childhood policy and programs
• Adequate research skills to conduct small-scale empirical investigations
• Effective communication of child development research to parents and other professionals
• Use research skills to evaluate child development programs implemented as part of professional practice

Assignment 3
Due: 1 June, 2013
Weighting: 30%

Research proposal or presentation plus Digital distributed essay

This Assessment Task relates to the following Learning Outcomes:
• Demonstrate in-depth understanding of one or more specialist areas of child development
• Apply their understanding of child development research to analyse early childhood policy and programs
• Adequate research skills to conduct small-scale empirical investigations
• Effective communication of child development research to parents and other professionals
• Use research skills to evaluate child development programs implemented as part of professional practice

Delivery and Resources
The unit is delivered predominantly online. There are two non-compulsory on campus sessions scheduled for 16 March, 2013 and 1 June, 2013.

The two textbooks are available as e-books from Macquarie University Library.


In addition, five prerecorded lectures are available to support students’ completion of the assessment tasks.
The aim of this unit is for students to extend their foundational knowledge in child development by researching a specific area of interest. In order to prepare for this, students undertake self-guided reading of the prescribed texts to select a topic of focus before undertaking wider research in their chosen area.

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:

- Special Consideration Policy [http://www.mq.edu.au/policy/docs/special_consideration/policy.html]

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/]

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/]
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/].
Equity 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.

IT Help
If you wish to receive IT help, we would be glad to assist you at 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 and it outlines what can be done.

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
- Demonstrate in-depth understanding of one or more specialist areas of child development
- Apply their understanding of child development research to analyse early childhood policy and programs
- Adequate research skills to conduct small-scale empirical investigations
- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemanted as part of professional practice

Assessment tasks
- Assignment 1
- Assignment 2
- Assignment 3

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**

- Demonstrate in-depth understanding of one or more specialist areas of child development
- Apply their understanding of child development research to analyse early childhood policy and programs
- Adequate research skills to conduct small-scale empirical investigations
- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemented as part of professional practice

**Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3

**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**

- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemented as part of professional practice

**Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
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

- Demonstrate in-depth understanding of one or more specialist areas of child development
- Apply their understanding of child development research to analyse early childhood policy and programs
- Adequate research skills to conduct small-scale empirical investigations
- Use research skills to evaluate child development programs implemented as part of professional practice

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

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 outcomes

- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemented as part of professional practice

Assessment task

- Assignment 3
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 outcomes**

- Apply their understanding of child development research to analyse early childhood policy and programs
- Adequate research skills to conduct small-scale empirical investigations
- Effective communication of child development research to parents and other professionals
- Use research skills to evaluate child development programs implemented as part of professional practice

**Assessment task**

- Assignment 3