



# ECED886

## Multimodality and Early Childhood

S1 External 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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X5B276

Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years) or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS

Corequisites

Co-badged status

Unit description

This unit explores multimodality – the role of images and their interaction with language and other modes of communication – in early childhood. The initial focus is on visual representations of children and childhood in advertising, marketing and popular culture. This equips students with a variety of critical concepts and provides a context for analysing relations between different modes in multimodal texts and environments for children, including interactive and traditional picture books, e-games, websites, apps, toys and toy stores, educational policy documents, museums, and early childhood 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:

Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts

Develop a metalanguage for discussing how images interact with language and other modes of communication

Evaluate how multimodal texts and environments for children support learning and

literacy development

Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments

Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assignment 1</u></a>	20%	4 April 2014
<a href="#"><u>Assignment 2</u></a>	40%	9 May 2014
<a href="#"><u>Assignment 3</u></a>	30%	30 May 2014
<a href="#"><u>Assignment 4</u></a>	10%	fortnightly

### Assignment 1

Due: **4 April 2014**

Weighting: **20%**

On successful completion you will be able to:

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

### Assignment 2

Due: **9 May 2014**

Weighting: **40%**

On successful completion you will be able to:

- Develop a metalanguage for discussing how images interact with language and other modes of communication

- Evaluate how multimodal texts and environments for children support learning and literacy development
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## Assignment 3

Due: **30 May 2014**

Weighting: **30%**

On successful completion you will be able to:

- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

## Assignment 4

Due: **fortnightly**

Weighting: **10%**

On successful completion you will be able to:

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections

to improve one's academic and professional communication skills

## Delivery and Resources

### Study commitment

As this is a 4 credit point unit, it is estimated that students will need to spend an average of 12 hours a week over a 15 week semester (this includes the university recess), i.e. 180 hours per semester, working on this unit to achieve a passing grade. This includes accessing the unit's iLearn website at least twice a week and participating in online discussions, attending seminars and on-campus sessions, attending or listening to lectures, reading and studying, working on assignments.

### Principal requirements

As postgraduate students, you are expected to participate fully in this unit, be self-directed in your learning, and approach the unit content with enthusiasm. To achieve a passing grade, you need to:

§ attend, prepare for and actively participate in at least 80% of weekly seminars (internal students)

§ complete, post and discuss study-guide tasks online (external students)

§ complete the required readings and participate in online discussions (all students)

§ complete and submit all three assignments (all students)

§ complete all required readings (all students)

§ check the unit's iLearn website at least twice a week (all students).

## STUDY RESOURCES

### Required readings and other resources

**There is one textbook for the unit, which is available from the Macquarie Co-op Bookshop. The details are:**

**Kress & Van Leeuwen (2006). *Reading Images: Grammar Of Visual Design*, 2<sup>nd</sup> edition. Routledge: London & New York.**

**There are also required readings and other resources that will be available through the library's e-reserve collection and/or the unit's iLearn website. All required and recommended readings are listed in the complete unit outline available through the ECED886 iLearn website.**

## Unit website

There is a website for this unit. Access to this unit is available online through **iLearn**, at [ilearn.mq.edu.au](http://ilearn.mq.edu.au). You will need to login using your Macquarie ID.

## Unit Schedule

Please note that this schedule is a guide only. For complete details please see the full unit outline available through the ECED886 iLearn website, where information about required readings and additional resources, tutorial and on-campus session participation requirements and assignment due dates is also provided.

	Topic
<b>Week 1</b> 3 March	<b>Introduction and overview of the unit.</b> <ul style="list-style-type: none"><li>• Images and multimodality</li><li>• Ideologies of Childhood</li></ul>
<b>Week 2</b> 10 March	<b>Reading images: Ideational Meaning</b>
<b>Week 3</b> 17 March	<b>Reading images: Interpersonal Meaning</b>
<b>Week 4</b> 24 March	<b>Reading images: Textual Meaning &amp; Analysing images from all three perspectives</b>

Week 5 31 March	Ideologies of Childhood in Advertising and Children's Literature
Week 6 7 April	Picture books: genres and themes
Week 7 28 April	Picture books: text-image relations, agency and point of view
Week 8 5 May	Children reading picture books
Week 9 12 May	Analysing 3D objects: toys and kinetic design
Week 10 19 May	Analysing 3D spaces for children
Week 11 26 May	Hypermedia for Children : Children's Website Structure and Navigation
Week 12 2 June	Hypermedia for Children: Online games and learning
Week 13 9 June	Children using hypermedia: Interactions around the computer

## 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](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](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](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/](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](http://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](http://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**

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## **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**

- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through

multimodal texts and environments

- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## **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**

- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

### **Assessment task**

- 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 outcome**

- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections

to improve one's academic and professional communication skills

## Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## 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

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## Assessment tasks

- Assignment 1
- Assignment 4

## 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

- Use a metalanguage for discussing how images construct meanings and operate in

different social and cultural contexts

- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

## **Assessment tasks**

- Assignment 2
- Assignment 3