ECED602
Early Childhood Development
S1 External 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Cathrine Neilsen-Hewett
cathrine.neilsen@mq.edu.au
Contact via cathrine.neilsen@mq.edu.au

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years)

Corequisites

Co-badged status

Unit description
This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

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. Acquire an understanding of the many and varying influences important to the development of a child.
2. Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
3. Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
4. Demonstrate awareness and respect for cultural, historical and contextual influences on child.
5. Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Learning Activity 1</td>
<td>5%</td>
<td>4 March</td>
</tr>
<tr>
<td>Learning Activity 2</td>
<td>7%</td>
<td>11 March</td>
</tr>
<tr>
<td>Learning Activity 3</td>
<td>12%</td>
<td>27 May</td>
</tr>
<tr>
<td>PeerWise Task 1</td>
<td>8%</td>
<td>31 March</td>
</tr>
<tr>
<td>PeerWise Task 2</td>
<td>8%</td>
<td>2 June</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>30%</td>
<td>1 April</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>30%</td>
<td>3 June</td>
</tr>
</tbody>
</table>

**Learning Activity 1**

**Due:** 4 March  
**Weighting:** 5%

Describe your current view on how children develop and discuss some of the influences that have contributed to “your theory” (professional or cultural background, family of origin, travel etc.) Post 500 words to the website

This Assessment Task relates to the following Learning Outcomes:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
Learning Activity 2

Due: 11 March
Weighting: 7%

Select two theories to focus on and read the key readings concerning these. Outline your understandings of these theories. What are the key aspects of their explanation of human development? Describe whether the theories are consistent with your observations of development.

Post 700 words to the website

This Assessment Task relates to the following Learning Outcomes:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Learning Activity 3

Due: 27 May
Weighting: 12%

Students are required to imagine that they have been asked to contribute ideas to a study on how children develop early social relationships. They need to describe the research design and methods they would choose and what other factors they would need to consider in conducting such a study. Comment on why they have chosen that approach.

1000 words posted to unit website & reflection

This Assessment Task relates to the following Learning Outcomes:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.
PeerWise Task 1
Due: 31 March
Weighting: 8%

Students in ECED602 will use PeerWise to create, share and evaluate multiple choice quiz questions. Peerwise is designed to help students consolidate course content and prepare for the two Quiz assessment tasks.

PeerWise Task 1: Upload minimum of 1 multiple choice question per lecture topic for Lectures 1 to 12. Evaluation of 10 questions written by other students.

This Assessment Task relates to the following Learning Outcomes:
• Acquire an understanding of the many and varying influences important to the development of a child.
• Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
• Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
• Demonstrate awareness and respect for cultural, historical and contextual influences on child.
• Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

PeerWise Task 2
Due: 2 June
Weighting: 8%

PeerWise Task 2: Upload minimum of 1 multiple choice question per lecture topic for Lectures 13 to 24. Evaluation of 10 questions written by other students.

This Assessment Task relates to the following Learning Outcomes:
• Acquire an understanding of the many and varying influences important to the development of a child.
• Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Quiz 1
Due: 1 April
Weighting: 30%

36 multiple choice questions (18 marks), 12 Short Answer (24 marks)
Multiple choice from lectures, Short answer from lectures and readings.
Open Book (notes, lecture overheads and textbooks)

This Assessment Task relates to the following Learning Outcomes:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Quiz 2
Due: 3 June
Weighting: 30%

36 multiple choice questions (18 marks), 12 Short Answer (24 marks)
Multiple choice from lectures, Short answer from lectures and readings.
Open Book (notes, lecture overheads and textbooks)
This Assessment Task relates to the following Learning Outcomes:

- Acquire an understanding of the many and varying influences important to the development of a child.
- Develop an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Complete before</th>
<th>Lecture</th>
<th>Lecturer</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Feb</td>
<td>1. Cognitive Theories</td>
<td>Dr Shirley Wyver</td>
<td>Crain, Ch. 6 &amp; 10</td>
</tr>
<tr>
<td>25 Feb</td>
<td>2. Learning/Behaviourism</td>
<td>Dr Helen Little</td>
<td>Crain, Ch. 8 &amp; 9</td>
</tr>
<tr>
<td>25 Feb</td>
<td>3. Maturation/Ethology</td>
<td>Dr Frances Gibson</td>
<td>Crain, Ch. 2 &amp; 3</td>
</tr>
<tr>
<td>4 March</td>
<td>4. Ecological Systems</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>White et al. pp.16-17</td>
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<tr>
<td>4 March</td>
<td>5. Psychoanalysis</td>
<td>Dr Frances Gibson</td>
<td>Crain, Ch. 11 &amp; 12</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Instructor</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>4 March</td>
<td>6. Research Methods</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>White et al. pp. 22-31</td>
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<tr>
<td>11 March</td>
<td>7. Individual Differences and Genetic Contributions</td>
<td>Dr Frances Gibson</td>
<td>White et al. pp. 31-45</td>
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<td>11 March</td>
<td>8. Prenatal Development</td>
<td>Dr Frances Gibson</td>
<td>White et al. pp. 45-54</td>
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<td>25 March</td>
<td>9. Perception 1</td>
<td>Dr Shirley Wyver</td>
<td>White et al. pp. 82-108</td>
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<tr>
<td>25 March</td>
<td>10. Perception 2</td>
<td>Dr Shirley Wyver</td>
<td>White et al. pp. 82-108</td>
</tr>
<tr>
<td>29 April</td>
<td>13. Cognition</td>
<td>Dr Shirley Wyver</td>
<td>White et al. Ch 5 &amp; 6</td>
</tr>
<tr>
<td>29 April</td>
<td>14. Cognition</td>
<td>Dr Shirley Wyver</td>
<td>White et al. Ch 5 &amp; 6</td>
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<td>29 April</td>
<td>15. Language Development</td>
<td>Dr Shirley Wyver</td>
<td>White et al. Ch 7</td>
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<td>6 May</td>
<td>16. Joint Attention</td>
<td>Dr Shirley Wyver</td>
<td>White et al. p. 166</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Facilitator</td>
<td>Reading Material</td>
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<td>------------</td>
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<tr>
<td>6 May</td>
<td>17. Theory of Mind</td>
<td>Dr Shirley Wyver</td>
<td>White et al. pp. 166-170</td>
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<tr>
<td>6 May</td>
<td>18. Gender</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>White et al. pp. 272-278</td>
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<td>13 May</td>
<td>19. Temperament</td>
<td>Dr Frances Gibson</td>
<td>White et al. pp. 304-305</td>
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<td>13 May</td>
<td>20. Attachment</td>
<td>Dr Frances Gibson</td>
<td>White et al. pp. 262-268</td>
</tr>
<tr>
<td>27 May</td>
<td>22. Social Development</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>See website</td>
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<tr>
<td>27 May</td>
<td>23. Peer relationships</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>See website</td>
</tr>
<tr>
<td>27 May</td>
<td>24. Bullying</td>
<td>Dr Cathrine Neilsen-Hewett</td>
<td>See website</td>
</tr>
</tbody>
</table>

### Learning and Teaching Activities

**Learning Activity 1**

Learning Activity 1: “Your Theory” 500 words posted to unit website & reflection (5%)  

**Learning Activity 2**

Learning Activity 2: “Key understandings of Two Major Theories” 700 words posted to unit website & reflection (7%)  

**Learning Activity 3**

Learning Activity 3: “Researching the Development of Social Relationships” 1000 words posted to unit website & reflection (12%)
PeerWise Task 1
PeerWise Task 1: Upload minimum of 1 multiple choice question per lecture topic for Lectures 1 to 12. Evaluation of 10 questions written by other students(8%)

PeerWise Task 2
PeerWise Task 2: Upload minimum of 1 multiple choice question per lecture topic for Lectures 13 to 24. Evaluation of 10 questions written by other students(8%)

Quiz 1
Quiz 1 – Lectures 1-12 inclusive (Cognitive Theories to Motor Development) (30%)

Quiz 2
Quiz 2 – Lectures 13-24 inclusive (Cognition to Bullying) (30%)

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html
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.