



# ECH 113

## Play and Inquiry in 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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X5B274

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines the role of play and inquiry in children's lives, their learning and development. Students develop a theoretical understanding of the characteristics of young children's play and inquiry and explore how environments, resources and teaching techniques can be structured to facilitate children's active and meaningful engagement in the learning process. Students will analyse the developmental and educational potential of children's play and inquiry across a range of contexts and will reflect on how play and inquiry experiences can be used to cater for children with diverse developmental, educational and cultural learning styles.

## 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:

An understanding of the characteristics of young children's play and inquiry across different contexts

An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.

An ability to analyse the features and potentials of young children's play environments and materials

An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning

An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

An ability to address assignment requirements using appropriate academic written expression.

An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments

An ability to use in-text citations and construct a reference list using APA 6th style.

## Assessment Tasks

Name	Weighting	Due
<u>'Getting Started'</u>	5%	17th March
<u>Reading Analysis</u>	20%	23rd March
<u>Play environment analysis</u>	25%	27th April
<u>Module 3 online quizzes</u>	15%	within 1 week of each lecture
<u>Analysis of learning potential</u>	35%	16th June

### 'Getting Started'

Due: **17th March**

Weighting: **5%**

Multiple choice quiz based on unit expectations and lecture 1 content

On successful completion you will be able to:

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

### Reading Analysis

Due: **23rd March**

Weighting: **20%**

600-700 word written analysis of a set article

On successful completion you will be able to:

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- An ability to address assignment requirements using appropriate academic written expression.
- An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- An ability to use in-text citations and construct a reference list using APA 6th style.

## Play environment analysis

Due: **27th April**

Weighting: **25%**

Complete a 1000 word analysis of a self-designed play setting according to set environmental principles.

On successful completion you will be able to:

- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- An ability to address assignment requirements using appropriate academic written expression.
- An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- An ability to use in-text citations and construct a reference list using APA 6th style.

## Module 3 online quizzes

Due: **within 1 week of each lecture**

Weighting: **15%**

4 online quizzes to be completed within a week of the delivery of the lecture. Best 3 scores count towards final mark

On successful completion you will be able to:

- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

## Analysis of learning potential

Due: **16th June**

Weighting: **35%**

1200-1400 words analysis of set play/inquiry scenario according to Module 3 content.

**Please note that the details above are summaries only. Full instructions for each assignment are found in the full Unit Guide, found on the ECH113 iLearn site**

On successful completion you will be able to:

- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- An ability to address assignment requirements using appropriate academic written expression.
- An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- An ability to use in-text citations and construct a reference list using APA 6th style.

## Delivery and Resources

### Delivery

The unit is taught via:

- 1 x 1-hour lecture per week, delivered digitally via ECHO360 on the ECH113 iLearn site

- 2 x compulsory full day on-campus sessions.

**On-campus session 1:** Students must register to attend on *either* the 12th *or* the 13th April

**On-campus session 2:** Students must attend on the 31st May

Students are expected to engage with the lecture content of the weeks leading up to each on-campus session before coming to that session.

## There are three principal expectations in this unit.

1. Completion and submission of the written assessments to an overall satisfactory standard. ***Non submission of assignments 2, 3 or 5 will automatically result in a fail grade of a maximum of 45, and any subsequent pieces of work will not be assessed.*** Please see the note about non-completion of the assignment 1 and 4 quizzes in the full unit outline provided on the ECH113 iLearn site.
2. Attendance at **all** tutorials (i.e. both external on-campus sessions) is expected. Unless there are documented and extenuating circumstances, ***less than 80% attendance will result in a fail grade of no more than 45. Students prevented from attending as required due to illness or misadventure should either withdraw before the census date or apply to Withdraw without Academic Penalty*** (see information in the 'organising your time' section above).
3. Completion of preparatory readings and engagement with the required lecture material ***before*** coming to the related on-campus session.

## Organising your time.

Macquarie University semesters are spread over 15 weeks, which includes a 2-week non-teaching time between weeks 7 and 8. For a 3 credit-point unit, you are expected to allocate approximately 9 hours of study per week. In the case of ECH113, this study amount would equate to approximately **135 hours** over the 15 week period.

### **There are three principal expectations in this unit.**

1. Completion and submission of the written assessments to an overall satisfactory standard. ***Non submission of assignments 2, 3 or 5 will automatically result in a fail grade of a maximum of 45, and any subsequent pieces of work will not be assessed.*** Please see the note about non-completion of the assignment 1 and 4 quizzes in the full unit outline provided on the ECH113 iLearn site.
2. Attendance at **all** tutorials (i.e. both external on-campus sessions) is expected. Unless there are documented and extenuating circumstances, ***less than 80% attendance will result in a fail grade of no more than 45. Students prevented from attending as required due to illness or misadventure should either withdraw before the census date or apply to Withdraw without Academic Penalty*** (see information in the 'organising your time' section above).
3. Completion of preparatory readings and engagement with the required lecture material ***before*** coming to the related on-campus session.

## Study Resources

### Required texts and readings

There is one required text which is available from the Co-op Bookshop on campus.

Degotardi, S. (2012). *ECH113 Play and Inquiry in Early Childhood: Book of Readings (3<sup>rd</sup> Edition)*. Sydney, Pearson

***Please note that there are significant changes in this edition from previous editions, so it will be important to obtain the 3<sup>rd</sup> edition.***

### Recommended text

The following text is recommended for Institute of Early Childhood students and students from other departments who are required to use the American Psychological Association (APA) referencing style

**Perrin, R.** (2010). *Pocket Guide to APA Style (4<sup>th</sup> Edition)*. Belmont, CA: Cengage Learning

## Supplementary readings

You will need to access supplementary readings for your tutorial and assignment preparation:

**The Resource Readings** are ones that you require for your tutorial preparation. These are found in an appropriately labeled folder in the **Study Resources and Assignment Links** section of the ECH113 iLearn website.

**Additional resources** are not required for tutorial preparation, but can help you to develop a deeper understanding of the topic. These are listed as either **stimulus readings**, which are available in an appropriately labeled folder in the **Study Resources and Assignment Links** section of the ECH113 iLearn website or E-reserve readings, or **E-reserve readings**, which can be found via the Macquarie University library website. E-reserve readings are usually book chapters that have been converted to a pdf file for you to print or download onto your computer. These chapters plus other useful books can be found by typing 'ECH113' to the Multisearch function on the library homepage and then using the chapter title or author name to locate them. Please familiarise yourself with this facility as it contains some essential readings.

## 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. This site is an essential unit resource.

***You are required to check this website at least twice per week*** for any announcements or messages. In addition, it has the following features and functions:

*Study resources and online assignment submission links*

*Discussion forums*: For you to clarify any assignment expectations with your peers

*Dialogue*: for private messages to members of the teaching staff.

## Unit Schedule

Please note that this content is to be read along-side the full ECH113 Unit Outline available on the ECH113 iLearn site. The information below only provides the weekly topic. Your full guide includes information about your required readings and additional resources.

**Session 1 starts on the 3rd March.**

Week 1: Perspectives on play

Week 2: Inquiry-based learning

Week 3: Games

Week 4: Materials and resources for play

Week 5: Playing outside

Week 6: Extending and enhancing play and inquiry

Week 7: Play in diverse contexts

Week 8: Play, inquiry and technology

Week 9: Imagination and creativity

Week 10: Language and literacy development

Week 11: Physical wellbeing and development

Week 12: Social development and relationships

Week 13: Individual consultation and final assignment preparation

## Learning and Teaching Activities

### Tutorials

Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## 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/)

## **Unit-specific Procedures**

For full details on procedures related to assessment, assignment submission, extensions, and late assignments, please refer to the full unit guide on your iLearn site.

## **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

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcomes

- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

#### Assessment tasks

- 'Getting Started'
- Reading Analysis
- Play environment analysis
- Module 3 online quizzes

## Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning

## Assessment tasks

- Reading Analysis
- Play environment analysis
- Module 3 online quizzes
- Analysis of learning potential

## Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- An ability to address assignment requirements using appropriate academic written expression.

### Assessment tasks

- Reading Analysis
- Play environment analysis
- Analysis of learning potential

### Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments and materials
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- An ability to address assignment requirements using appropriate academic written expression.
- An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments

## Assessment tasks

- Reading Analysis
- Play environment analysis
- Analysis of learning potential

## Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## Learning outcomes

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- An ability to analyse the features and potentials of young children's play environments

and materials

- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning

## **Assessment tasks**

- Play environment analysis
- Analysis of learning potential

## **Learning and teaching activities**

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- An ability to address assignment requirements using appropriate academic written expression.
- An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- An ability to use in-text citations and construct a reference list using APA 6th style.

## **Assessment tasks**

- 'Getting Started'
- Reading Analysis
- Play environment analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Learning and teaching activities**

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These

sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- An understanding of the characteristics of young children's play and inquiry across different contexts
- An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

### Assessment tasks

- 'Getting Started'
- Module 3 online quizzes
- Analysis of learning potential

### Learning and teaching activities

- Students attend 2 x full day on-campus sessions. During these sessions, external

students work through the same tutorial experiences as their internal peers. These sessions contain essential practical and discussion opportunities which support the understanding and application of unit content.

## **What has changed from 2013**

The assignment structure and requirements have changed from 2013 in response to student feedback. Assignments are now more varied, with less weighting per task. They are also designed to encourage continued engagement with the unit content.

The structure and of the on-campus sessions has changed from 2-13, so as to scaffold external student learning more effectively across the entire teaching session.