



# ECH 218

## Child Development 4-12 Years

S2 Day 2014

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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X5B357

Thursday 11am - 12.30pm; 2-4pm;

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TBA

Tutor

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

### Unit description

This unit offers a critical overview of current theory, research and issues in child development and wellbeing from the preschool years through to late middle childhood and puberty. The unit covers the major aspects of children's cognitive, physical and social/emotional development; personality; prosocial and antisocial behaviours; and the development and salience of relationships. An understanding of factors that promote and attenuate optimal development and the unique contribution of child rearing contexts is integrated throughout. During the unit, students are encouraged to engage in active interpretation of the material covered and to consider both the implications and practical application in their professional contexts. Particular attention is paid to the implications for prior-to-school and primary school educators within the contemporary Australian social/cultural context.

## 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:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.
- Understand role of child development research for informing teaching practice.

## General Assessment Information

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

### Assessment Submission

*Assessment task 1 Quiz:* This will be an online assessment based on the content of the lectures given in Weeks 1 - 3. This assessment will be open on Wednesday 27<sup>th</sup> August only between the specified hours (refer to iLearn site for details). Make sure you put aside time to complete the assessment. You should have your textbook/reading, lecture notes, and any other resources with you. There will be 20 questions and you will only be able to attempt the assessment once.

*Assessment task 2A, Information leaflet:* Submitted through the iLearn website via relevant link.

*Assessment task 2B, Essay:* submitted through the iLearn website via the Turnitin link in the assignment section of the site.

**Both Assignment 2A and 2B must be submitted online by 11.55pm on the due dates.**

*Assessment task 4 Exam:* The exam is scheduled by Macquarie University (not IEC) and will take place during the second half examination period. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

### **Notes about TURNITIN:**

When writing assignments, it is essential that students acknowledge the source of information correctly and do not breach Academic Honesty. 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 can be found in the IEC referencing guide on the iLearn site. Information on how to submit assignment to TURINITIN is provided on the iLearn site for this unit.

### **Presentation and other information for assignments**

- The left hand margin should be at least 3cm wide to allow for comments (for essay only).
- Use 12pt font size and 1.5 or double line spacing (for essay only).
- You should *keep a copy of your assignment*.
- You are expected to comply with the Macquarie University Academic Honesty policy. If you have problems interpreting the guidelines, please contact your tutor before submitting the assignment.
- Assignments are to be submitted on the due date via the relevant link on iLearn.
- 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.

### **Word Limit**

All sections of the assignment, apart from references are included in the word limit. If your assignment seriously exceeds the word limit, it will be marked only to the point at which the word limit is reached plus 10% leeway. If it falls seriously short of the word limit it is likely that the criteria for content will not have been met.

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

### **Work Awarded a Fail**

All assessments awarded a fail will be double marked, or double checked in the case of multiple choice items. There are no resubmissions in this unit.

### **Eligibility for a Passing Grade**

In order to be eligible to receive a passing grade in this unit **all assessment tasks must be completed**. This means you must complete the on-line quiz, submit the 2 written assignments and sit for the exam. It is not the responsibility of unit staff to contact students who have failed to submit assignments or have missed the exam.

**If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator** to determine whether it is possible to complete the unit in 2014.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assessment 1</u></a>	10%	27th August
<a href="#"><u>Assessment 2A</u></a>	20%	18th September
<a href="#"><u>Assessment 2B</u></a>	30%	23rd October
<a href="#"><u>Assessment 4</u></a>	40%	November 2014

### Assessment 1

Due: **27th August**

Weighting: **10%**

Quiz on content of lectures and readings Weeks 1-3

On successful completion you will be able to:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.

### Assessment 2A

Due: **18th September**

Weighting: **20%**

Information leaflet for parents on an aspect of development

On successful completion you will be able to:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.

- Understand role of child development research for informing teaching practice.

## Assessment 2B

Due: **23rd October**

Weighting: **30%**

Critical analysis of child development research studies

On successful completion you will be able to:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.
- Understand role of child development research for informing teaching practice.

## Assessment 4

Due: **November 2014**

Weighting: **40%**

Multiple choice, short answer and essay questions

On successful completion you will be able to:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.

## 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 offers a critical overview of current theory, research and practice in the early and middle childhood period 4-12 years. The unit covers aspects of children's cognitive, social/emotional, and physical development and relationships during the preschool and primary school years. Particular attention is paid to the implications of research and theory for early childhood educators within the Australian social/cultural context.

The vast changes that occur in all aspects of a child's development during the 4-12 year age range make this a fascinating period in the life-span. As you may know, there are many conflicting views concerning the mechanisms underlying such change. You will find for almost every topic examined in this unit that there are differences of opinion, questions unanswered, different interpretations of research findings and many areas in which research is still to be done. For this reason, it is expected that you will not approach your study in this unit as merely learning a set of facts. Rather, you should continually be critically analysing the material presented, and contrasting the approaches of authors with conflicting theories. You should also consider practical application of major concepts in your professional contexts.

### **Technology Used and Required**

Students are required to access iLearn at least once per week and for submission of assessment tasks. Other technologies (e.g iPads) introduced in tutorial sessions.

### **Lecture and Tutorial Times**

Please check the university timetable for updates <https://timetables.mq.edu.au/2014/>. Lectures are currently scheduled for Thursday 9am and 10am.

Tutorials are timetabled for Thursdays 12pm; 1pm; 3pm and 4pm. Fridays 9am; 10am; 11am; 1pm and 2pm.

Students should note that it may not be possible to enrol in the popular tutorial times as these fill quickly.

**Note:** There are no tutorials in Week 1.

**To gain the most benefit from tutorials, students are required to access relevant lectures before attending the associated tutorial.** For students attending Thursday tutorials, this is only possible by attending the live lectures. It is assumed that students have acquired the required background information before engaging in tutorial tasks. Students attending the Friday tutorials are also expected to complete the associated lectures before attending the tutorial. If it is not possible to attend the live lecture, you must listen to the Echo360 recording.

### **Teaching and Learning Strategy**

Weekly content is delivered through lectures and readings. Tutorials and assessment tasks are used to explore content in more detail.

To gain the most benefit from tutorials, students are required to access relevant lectures before



attending the associated tutorial.

This unit has a workbook available as a PDF file on iLearn. The workbook is to be used to record notes from tutorials, lectures and your readings. You should bring your workbook with you to all classes. Internal students will work through the tasks at their weekly tutorials.

**Textbook:** White, F., Hayes, B., & Livesey, D. (2013). *Developmental psychology: From infancy to adulthood* (3rd ed.). Frenchs Forest, NSW: Pearson Education.

**Supplementary Readings:** Available from Library e-reserve.

Dunn, J. (2005). Commentary: Siblings in their families. *Journal of Family Psychology, 19*(4), 654-657.

McCall, R., & Green, B. (2004). Beyond the methodological gold standards of behavioral research: Considerations for practice and policy. *Social Policy Report, 18*(2), 2-12.

Pakarinen, E., Kiuru, N., Lerkkanen, M., Poikkeus, A., Siekkinen, M., & Nurmi, J. (2010). Classroom organisation and teacher stress predict learning motivation in kindergarten children. *European Journal of Psychology of Education, 25*(3), 281-300.

Twigg, D., & Pendergast, D. (2013). Social and emotional well-being. In D. Pendergast and S. Garvis (Eds), *Teaching early years. Curriculum, pedagogy and assessment* (pp.231-243). Sydney: Allen & Unwin.

## Unit Schedule

Week/ Date	Lecture Topic	Tutorial
Week 1 7 August	Introduction to unit	<b>No Tutorial</b>
	Research: Evidence and practice	
Week 2 14 August	Parenting	Parenting and sibling relationships
	<b>No live lecture. Pre-recorded lecture available on iLearn</b>	
Week 3 21 Aug	Peer relationships	Peer relationships
	Development of pro-social/anti-social behaviour	
Week 4 28 Aug	Social skills	Self-esteem/ self-worth
	Self-esteem and self-worth	

<b>Week 5</b> <b>4 Sept</b>	Emotional development Attachment	Emotion
<b>Week 6</b> <b>11 Sept</b>	Stress and coping <b>No live lecture. Pre-recorded lecture available on iLearn</b> Personality development	Stress & Coping/ personality
<b>Week 7</b> <b>18 Sept</b>	Wellbeing and development Non-parental care	Wellbeing
<b>Week 8</b> <b>9 Oct</b>	Physical development Motor development	Motor development
<b>Week 9</b> <b>16 Oct</b>	Gender Language	Gender
<b>Week 10</b> <b>23 Oct</b>	Cognition 1 Cognition 2	Cognitive development
<b>Week 11</b> <b>30 Oct</b>	Development of memory Problem solving, reasoning and Executive Functions (EF)	Memory & Executive functions
<b>Week 12</b> <b>6 Nov</b>	Theory of Mind Moral development	ToM / Moral development
<b>Week 13</b> <b>13 November</b>	Developmental psychopathology Assessment of development and intelligence	Assessment of development

## 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

### 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 outcome

- Understand role of child development research for informing teaching practice.

#### Assessment tasks

- Assessment 2A
- Assessment 2B

### 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 outcome

- Understand role of child development research for informing teaching practice.

#### Assessment task

- Assessment 2B

### 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

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.
- Understand role of child development research for informing teaching practice.

## Assessment tasks

- Assessment 1
- Assessment 2A
- Assessment 2B
- Assessment 4

## 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

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Appreciating cultural, historical and contextual influences on development.
- Understand role of child development research for informing teaching practice.

## Assessment tasks

- Assessment 1
- Assessment 2A
- Assessment 2B

- Assessment 4

## 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 outcome

- Understand role of child development research for informing teaching practice.

### Assessment tasks

- Assessment 2A
- Assessment 2B

## 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 outcome

- Understand role of child development research for informing teaching practice.

### Assessment tasks

- Assessment 2A
- Assessment 2B
- Assessment 4

## 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 outcomes

- Understanding the many and varying influences important to the development of a child.
- Appreciating cultural, historical and contextual influences on development.

## 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

- Understanding the many and varying influences important to the development of a child.
- Appreciating cultural, historical and contextual influences on development.

## Changes since First Published

Date	Description
25/07/2014	Addition of teaching staff