



ECH 113

Play and Inquiry in Early Childhood

S3 Day 2015

Institute of Early Childhood

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	9
<u>Policies and Procedures</u>	13
<u>Graduate Capabilities</u>	15
<u>Changes from Previous Offering</u>	19
<u>Changes since First Published</u>	19

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

co-coordinator

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Please make appointment via iLearn dialogue

co-coordinator

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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.

General Assessment Information

Assignment Instructions

A full set of instructions for each assignment can be found in the Assignment guide, attached to the relevant section of the ECH113 iLearn site.

Presentation and submission guidelines

When preparing your assignments, it is essential that you note that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;
- Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students. ***This is particularly important to note in Session 3, as marking turnaround times will be short compared with Sessions 1 and 2***
- In the case of computer malfunctions, a draft of your assignment may be requested. **You are therefore required to back up your drafts regularly on an external storage device (e.g., flash drive or iCloud),** so that it is available for submission on request.
- All failing assignments will be checked by a second marker when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness may not be checked;
- Assignments will not necessarily be marked by your tutor.

Submission requirements

All assignments are submitted electronically via Turnitin. The direct link to Turnitin for each assignment is provided on the relevant module section of the ECH113 iLearn site.

Assignments are due before midnight on the specified date.

IT IS YOUR RESPONSIBILITY TO CHECK THAT YOUR SUBMISSION HAS BEEN SUCCESSFUL AND TAKE ANY MEASURES TO ENSURE THAT YOUR ASSIGNMENT HAS BEEN SUBMITTED TO THE TURNITIN SITE BY THE DUE TIME AND DATE. YOU MUST ENSURE THAT YOU ALLOW SUFFICIENT TIME FOR YOUR ONLINE SUBMISSION TO BE PROCESSED, AS LATE SUBMISSIONS DUE TO LAST MINUTE TECHNICAL DIFFICULTIES WILL INCUR LATENESS PENALTIES.

For each assignment, the online instructions page will ask you to acknowledge that you have complied with the academic honesty declarations as required by Macquarie University and the Faculty of Human Sciences. By submitting your assignment electronically, you are declaring that you have read and agreed to the statements on this declaration.

All written submissions are to be legible and professionally presented. Please follow the guidelines below:

- Please type all assignments using **12 point font** and **1.5 or double-space** the lines.
- Allow a right and left-hand margin of **at least 3cm** in all assignments. This allows us to attach, and you to read your feedback comments easily.
- **Use APA referencing style** to acknowledge your sources and support your ideas with in-text referencing (See IEC referencing guide for more information).
- Include a full reference list of all works that are cited within your assignment

Understanding the Assessment process for this unit

For details on how assignments in this unit are assessed, including information on expected performance in the academic literacy and knowledge content outcomes, please refer to the Assignment Guide attached to the iLearn site.

Late Assignments

Late assignments where an extension has not been granted will be penalised 5% of the total mark for the assignment for each day (or part of a day) that they are late

Assessment Tasks

Name	Weighting	Due
<u>Reading Analysis</u>	20%	13th December, 2015
<u>Play environment analysis</u>	30%	10th January, 2016
<u>Module 3 online quizzes</u>	15%	on or before relevant tutorial

Name	Weighting	Due
<u>Analysis of learning potential</u>	35%	Friday 29th January, 2016

Reading Analysis

Due: **13th December, 2015**

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: **10th January, 2016**

Weighting: **30%**

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: **on or before relevant tutorial**

Weighting: **15%**

4 online quizzes on Module 3 lecture content, to be completed on or before the day of the associated tutorial for that 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: **Friday 29th January, 2016**

Weighting: **35%**

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

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

Organising your time

Macquarie University Session 3 is delivered over **5 weeks**. The Session 3 teaching period spans from 7/12/2015 to 22/01/2016, which includes a non-teaching period from the 21st of December to the 1st of January. For a 3 credit-point unit, you are expected to allocate approximately 9 hours of study per tutorial, plus non-face-to-face time. This study amount would equate to approximately **120 hours** over the 5 week period. For example, in the first week, you have 3 tutorials, which means you will dedicate $3 \times 9 = 27$ hours to listen to three one-hour lectures online, to do the required and stimulus readings and to prepare for the first assignment. If this is too much for you over summer and leading up the Christmas, **PLEASE WITHDRAW IMMEDIATELY to ensure no penalty is incurred.**

As a rough guide, this time would be broken down to:

	Per Session	Average hours per tutorial	
Online lecture engagement	12	1	
On-campus tutorials	11	1.5	
Tutorial preparation readings	24	2	
Preparation and completion, assignment 1	10	N/A	
Preparation and completion, assignment 2	16	N/A	
Preparation and completion, assignment 3	8	N/A	
Preparation and completion, assignment 4	24	N/A	
Miscellaneous: consultation, reading unit outline, engagement with iLearn site, academic literacy support etc.	10	N/A	
Total	115		

The above guide is an estimation only, and you can expect to vary in the amount of time that you spend per week on this unit. Also, some times will also be more intensive than others.

As you can see, Session 3 study is VERY INTENSIVE, so it is very important that you fully commit yourself at this time. To be successful in this unit, you should keep this time

commitment in mind and organise your study program accordingly.

Required text and readings

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

Degotardi, S. (2013). *ECH113 Play and Inquiry in Early Childhood: Unit Readings (3rd Edition)*. Sydney, Australia: Pearson.

Please note that there are significant changes in this edition from previous editions, so it will be important to obtain the 3rd edition (i.e. the one linked to here).

Other required and additional 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 and assignment 1. 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 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. 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. In addition, it has the following features and functions:

Links to required readings and assignment resources

Assignment submission links: For you to submit your assignment work

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

Dialogue: for private messages to members of the teaching staff (questions that are answered by reading the unit guide or assigned readings **WILL NOT BE ANSWERED**)

Please note:

- The discussion and dialogue functions on the website not substitutes for reading the unit outline and associated expectations, guidelines or information. *It is not a personal 'help-line'*, but is there to support your engagement in the unit and communication with other

students and teaching staff.

- Unit staff will respond to dialogue emails in a timely manner. Please be aware that we have multiple teaching and researching commitments, so may take a couple of days to respond. It is unrealistic to expect us to respond after work hours or during weekends.
- If your question has been answered on discussion boards, in lectures, tutes, readings or the unit guide, please be aware that staff will IGNORE your message. **Please read before you ask.**
- Finally, please follow accepted modes of communication that are appropriate for an academic website. E.g., Please use standard English in your posts and emails (don't 'SMS/text type' –We're way too old for that!), and please consider the tone of any email or posting – respectful communications are expected, and disrespectful ones will be deleted or returned to sender.

Unit Schedule

TUTORIAL CONTENT AND PREPARATION

It is expected that you will have listened to the lecture and read the specified required readings before you come to the associated tutorial.

You will need to bring your lecture notes and a copy of the required reading/s to that tutorial.

MODULE 1: UNDERSTANDING PLAY AND INQUIRY		
Tutorial day & date	Tutorial preparation and additional resources	
1: Monday 7 th Dec	<p><u>Lecture:</u></p> <p>Perspectives on play</p> <p><u>Required readings:</u></p> <p>Resource reading: <i>Why play-based learning</i></p> <p>Unit Text Readings: Three perspectives on play (pp. 1-31)</p> <p><u>Additional resources:</u></p> <p>Stimulus article: Playwork: a professional challenging societal factors devaluing children's play.</p> <p>Stimulus article: Constructive play</p>	

<p>2:</p> <p>Wednesday 9th Dec</p>	<p><u>Lecture:</u></p> <p>Inquiry-based learning</p> <p><u>Required readings:</u></p> <p>Unit Readings: The project approach: Active inquiry in early childhood (pp.32-55)</p> <p>Unit Readings: Born to play: Babies and toddlers playing (pp.60-68; i.e. from 'Heuristic play' to 'Moving and Doing')</p> <p>Resource reading: Inquiry-based learning</p> <p><u>Additional resources:</u></p> <p>Unit Readings: We want to play: Primary children at play in the classroom (pp.89-91; i.e. from 'Opportunities for play' to 'Play to develop communication skills')</p> <p>Stimulus article: Developing an inquiring mind</p> <p>Stimulus article: Revisiting "play": Analyzing and articulating acts of inquiry</p>
<p>3:</p> <p>Friday</p> <p>11th Dec.</p>	<p><u>Lecture:</u></p> <p>Games</p> <p><u>Required readings:</u></p> <p>Unit Readings: We want to play: Primary children at play in the classroom (pp.82-85; i.e. from 'Introduction to 'Play and the developing learner)</p> <p>Resource reading: Air hockey and the Wood Game</p> <p><u>Additional resources:</u></p> <p>E-Reserve chapter (find via Multisearch): Scarlett, W. G., Naudeau, S., Salonijs-Pasternak, D., & Ponte, I. (2005). Organized youth sports. In W. G. Scarlett, S. Naudeau, D. Salonijs-Pasternak, & I. Ponte (Eds.), Children's play (pp. 137-158). London, England: Sage.</p>
<p>Assignment 1 due Sunday 13th December (this means before 11:59 pm)</p>	
<p>MODULE 2: CONTEXTS OF PLAY AND INQUIRY</p>	
<p>4:</p> <p>Monday</p> <p>14th Dec</p>	<p><u>Lectures:</u></p> <p>Materials and resources for play and inquiry</p> <p>Health and Safety</p> <p><u>Required readings:</u></p> <p>E-reserve reading: Curtis, D. & Carter, M. (2008). Enhance the curriculum with materials. In D. Curtis & M. Carter, Learning together with young children: A curriculum framework for reflective teachers (pp. 55-84). St Paul, MN: Redleaf.</p> <p>Resource reading: Landscapes for learning</p> <p><u>Additional resources:</u></p> <p>Stimulus article: Only children can make secret places</p>

5. Wednesday 16 th Dec	<p><u>NOTE: There is no face-to-face tutorial for this class</u></p> <p><u>Lecture:</u></p> <p>Play in diverse contexts</p> <p><u>Required readings:</u></p> <p>Unit Readings: 'We don't play like that here': Social, cultural and gender perspectives on play (pp. 108-110; i.e. up to 'Social theories of learning ...' and then pp. 116-132; i.e. from 'Cultural-historical theories ...' to chapter end).</p> <p><u>Additional resources:</u></p> <p>Stimulus article: Parent-child social play in a children's museum</p>
MID SESSION RECESS: MONDAY 23rd DECEMBER TO FRIDAY 3rd JANUARY	
6: Monday 4 th Jan	<p><u>Lecture:</u></p> <p>Playing outside</p> <p><u>Required readings:</u></p> <p>Unit readings: Outdoor play (pp.113-160)</p> <p>Resource reading: Rethinking outdoor environments (part B)</p> <p><u>Additional resources:</u></p> <p>Stimulus article: Rethinking outdoor environments (Part A)</p> <p>Stimulus article: Learning in outdoor spaces</p> <p>Stimulus article: Who needs a forest?</p>
7. Wednesday 6 th Jan	<p>NOTE that the practical preparation for Assignment 2 is completed in tutorial 7</p> <p><u>Lecture:</u></p> <p>Extending and enhancing play and inquiry</p> <p><u>Required readings:</u></p> <p>Unit Reading: Orchestrating play: Interactions with children (pp.162-187),</p> <p>Resource reading: Responding to children's play</p> <p><u>Additional resources:</u></p> <p>Unit Readings: 'We don't play like that here': Social, cultural and gender perspectives on play (pp.110-116; ie. From 'Social theories of learning ...' to 'Cultural-historical theories of ...')</p> <p>Stimulus reading: Powerful interactions</p>
Assignment 2 due Sunday 10 th January	

<p>8.</p> <p>Monday 11th Jan</p>	<p><u>Lecture:</u></p> <p>Play, inquiry and technology</p> <p><u>Required readings:</u></p> <p>Unit Reading: Computers and technology as emerging toys (pp.188-210)</p> <p>Resource reading: Finding the education in educational technology</p> <p><u>Additional resources:</u></p> <p>Stimulus article: Too much too many</p> <p>Stimulus article: Young children's play in online virtual worlds</p>	
<p>MODULE 3: OPPORTUNITIES FOR DEVELOPMENT AND LEARNING</p>		
<p>9:</p> <p>Wednesday 13th Jan</p>	<p><u>Lecture:</u></p> <p>Imagination and creativity</p> <p><u>Required readings:</u></p> <p>Unit Readings: Play as the cornerstone of development: The literature (pp.212-217; i.e. from Chapter start to 'Play and the development of language and literacy' and then pp.220-227; from 'Play and logical-mathematical thinking' to 'Play and social-moral development')</p> <p>E-reserve reading: Isenberg, J. P. (2014). Understanding children's creative thought and expression. In J. P. Isenberg & M. R. Jalongo, Creative thinking and arts-based learning: Preschool through fourth grade (6th ed.) (Chapter 1, pp. 2-19). Upper Saddle River, NJ: Pearson.</p> <p><u>Additional resources:</u></p> <p>Resource reading: Young children's creativity and pretend play</p> <p>Stimulus article: Assessing and scaffolding make-believe play</p> <p>Weblink: https://www.youtube.com/watch?v=sQb95itdoCM</p>	
<p>10:</p> <p>Monday 18th Jan</p>	<p><u>Lecture:</u></p> <p>Language and literacy</p> <p><u>Required readings:</u></p> <p>Unit Readings: Play as the cornerstone of development: The literature (pp.217-220; i.e. from 'Play and the development of language and literacy' to 'Play and logical-mathematical thinking')</p> <p>Unit Readings: Born to play: Babies and toddlers playing (pp. 74-76)</p> <p><u>Additional resources:</u></p> <p>Stimulus article: It's all in the game</p> <p>Stimulus article: Engage, investigate and report</p>	

<p>11:</p> <p>Wednesday 20th Jan</p>	<p>Lecture:</p> <p>Physical wellbeing and development</p> <p>Required readings:</p> <p>Resource Reading: Places to play outdoors: Sedentary and safe or active and risky? [or use E-reserve: Wyver, S., Tranter, P., Sandseter, E.B.H., Naughton, G., Little, H., Bundy, A., Ragen, J., & Engelen, L. (2012). Places to play outdoors: Sedentary and safe or active and risky? In P. Whiteman & K. De Gioia, (Eds.). Children and childhoods: Contemporary perspectives, places and practices (pp. 85-107). Newcastle upon Tyne: Cambridge Scholars Publishing.]</p> <p>Resource reading: Bubble-wrapped kids</p> <p>Additional resources:</p> <p>Weblink: http://sydney.edu.au/health-sciences/sydney-playground-project/</p>
<p>12:</p> <p>Friday</p> <p>22nd Jan</p>	<p>Lecture:</p> <p>Social development and relationships</p> <p>Required readings:</p> <p>Resource reading: Knowing me, knowing you: The relationship dimensions of infant-toddler play [or E-reserve reading: Degotardi, S., & Pearson, E (2010). Knowing me, knowing you: The relationship dimensions of infant-toddler play. In M. Ebbeck & M. Waniganayake (Eds.). Play in early childhood education: Learning in diverse contexts. Sydney, Australia: Oxford.]</p> <p>Unit Readings: Play as the cornerstone of development: The literature (pp.227-232; From 'Play and social-moral development' to chapter end)</p> <p>Additional resources:</p> <p>Stimulus article: Superhero play</p> <p>Stimulus article: Building friendship through playful learning in the early years.</p>
<p>ASSIGNMENT 4 DUE FRIDAY 29th JANUARY</p>	

YOUR RESULTS WILL BE RELEASED BY THE UNIVERSITY, AND AVAILABLE VIA YOUR E-STUDENT ACCOUNT, ON THE 12th FEBRUARY 2015

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

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

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

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) 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>

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

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

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

- Reading Analysis
- Play environment analysis
- Module 3 online quizzes

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

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

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

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

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

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

- Module 3 online quizzes
- Analysis of learning potential

Changes from Previous Offering

Some lecture and tutorial content has been changed to reflect development in the discipline.

Assignment 1 and 3 stimulus material has been changed from previous offerings.

Changes since First Published

Date	Description
03/12/2015	Updating references to APA 6th edition