



# ECED602

## Early Childhood Development

S1 Day 2015

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Helen Little

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Contact via 98509875

X5B357

Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years) or GradCertEChild

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 <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

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.

## General Assessment Information

All assignments in this unit are submitted online through the unit website.

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

- 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.
- 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;

### Late Assignments:

A deduction of 1 mark per day will be made for each day or part day that an assignment is late, weekends counting as two days.

### 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)

It is expected that you will commence working on your learning activities at the beginning of semester. If you have had a brief illness or adverse event, the unit coordinator will request that you submit all work completed prior to the interruption in your study. If it appears that you have not completed a substantial component of the work, it is unlikely that your extension will be granted. Demonstration of work completed should be done by sending an email to the unit convenor with a word file of completed work attached or the content of your document pasted into the email.

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://studentadmission.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 on 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. ( As Learning Activities are completed as discussion forum posts you are advised to draft your responses in a word document first so that you have another copy should you experience computer malfunctions or technical issues with accessing iLearn
- Extensions are usually not granted on the due date.

### **University Disruption to Studies Policy**

The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities. Support Services are provided by the University to assist students through their studies. Whilst advice and recommendations may be made to a student, it is ultimately the student's responsibility to access these services as appropriate.

The Disruption to Studies Policy applies only to serious and unavoidable disruptions that arise after a study period has commenced. The full Disruption to Studies Policy can be found at [http://mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://mq.edu.au/policy/docs/disruption_studies/policy.html)

**Serious and Unavoidable Disruption:** The University classifies a disruption as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or
- prevented completion of a final examination.

### **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 receive a passing grade in this unit, you must meet the following criteria:

- Receive an adequate total mark for the unit (i.e. your combined marks for the two quizzes, the learning activities and PeerWise tasks).
- Have made a serious attempt at passing all six pieces of work in order to pass the unit.
- In order to receive a grade of *Pass*, your total mark must be at least 50/100.

Note: If you miss one piece of work, you will fail the unit. It is not the responsibility of unit staff to contact students who have failed to submit assignments or have missed a quiz. **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 2015.

*The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.*

**Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.** Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Learning Activity 1</u></a>	5%	26 February
<a href="#"><u>Learning Activity 2</u></a>	10%	12 March
<a href="#"><u>PeerWise Task 1</u></a>	5%	27 March
<a href="#"><u>Quiz 1</u></a>	30%	30 March
<a href="#"><u>Learning Activity 3</u></a>	15%	21 May
<a href="#"><u>PeerWise Task 2</u></a>	5%	29 May
<a href="#"><u>Quiz 2</u></a>	30%	1 June

### Learning Activity 1

Due: **26 February**

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

On successful completion you will be able to:

- 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: **12 March**

Weighting: **10%**

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 800 words to the website

On successful completion you will be able to:

- 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.

## PeerWise Task 1

Due: **27 March**

Weighting: **5%**

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.

On successful completion you will be able to:

- 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: **30 March**

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)

On successful completion you will be able to:

- 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.

## Learning Activity 3

Due: **21 May**

Weighting: **15%**

View the video 'Zero to Hero'. Students are required to imagine that are the teacher of one of these children. Based on the observations of the child from this video as well as what you have learnt about your target child from the other two episodes you have watched during this unit – in **900 words** identify at least 2 specific areas of development that need nurturing or intervention. How would you go about fostering future development? Support your arguments with research where appropriate.

900 words posted to unit website & reflection

On successful completion you will be able to:

- 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 2

Due: **29 May**

Weighting: **5%**

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.

On successful completion you will be able to:

- 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: **1 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)

On successful completion you will be able to:

- 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.

## Delivery and Resources

### Required Texts:

Crain, W. (2010). *Theories of child development: Concepts and applications* (6<sup>th</sup> ed.). London: Pearson.

White, F. Hayes, B. & Livesey, D. (2013). *Developmental Psychology: From infancy to adulthood* (3<sup>rd</sup> ed.). Frenchs Forest, NSW: Pearson Education.

### Learning and Teaching Methods:

The main method of delivery of unit content is via weekly tasks in iLearn. The lectures are not presented during class time, but are available from the ECED602 web site under each weekly section. You must make time to listen to the lectures and take notes. The lecture schedule in this unit guide provides dates for lectures to be completed to ensure you are prepared for your

class. You must complete 3 lectures before attending your first class and, on average, complete 3 lectures in each of the weeks that classes are held.

- Ensure that you are listening to your lectures regularly and completing the associated readings. The material in this unit is complex and cannot be rushed. Set yourself weekly times to ensure that you complete your lectures each week.

This series of recorded lectures, along with accompanying lecture notes and textbook readings, are the core study material. Seminars, tasks and assessments have been developed specifically to facilitate understanding of the lectures and readings. See the lecture schedule for more details.

## Unit Schedule

Complete before	Lecture	Lecturer	Reading
<b>Key Theories</b>			
23 Feb	1. Cognitive Theories	Dr Shirley Wyver	Crain, Ch. 6 & 10
23 Feb	2. Learning/Behaviourism	Dr Helen Little	Crain, Ch. 8 & 9
23 Feb	3. Maturation/Ethology	Dr Frances Gibson	Crain, Ch. 2 & 3
2 March	4. Ecological Systems	Dr Cathrine Neilsen-Hewett	White et al. pp.16-17
2 March	5. Psychoanalysis	Dr Frances Gibson	Crain, Ch. 11 & 12
2 March	6. Research Methods	Dr Cathrine Neilsen-Hewett	White et al. pp. 22-31
<b>Foundations of Development</b>			
9 March	7. Individual Differences and Genetic Contributions	Dr Frances Gibson	White et al. pp. 31-45
9 March	8. Prenatal Development	Dr Frances Gibson	White et al. pp. 45-54
16 March	9. Perception 1	Dr Shirley Wyver	White et al. pp.82-108
16 March	10. Perception 2	Dr Shirley Wyver	White et al. pp.82-108
23 March	11. Physical Development	Dr Cathrine Neilsen-Hewett	White et al. pp. 59-77

23 March	12. Motor Development	Dr Cathrine Neilsen-Hewett	White et al. pp. 57-77
<b>Domains of Development</b>			
20 April	13. Cognition 1	Dr Shirley Wyver	White et al. Ch 5 & 6
20 April	14. Cognition 2	Dr Shirley Wyver	White et al. Ch 5 & 6
27 April	15. Language Development	Dr Shirley Wyver	White et al. Ch. 7
27 April	16. Joint Attention	Dr Shirley Wyver	White et al. p. 166
27 April	17. Theory of Mind	Dr Shirley Wyver	White et al. pp. 166-170
4 May	18. Gender	Dr Cathrine Neilsen-Hewett	White et al. pp. 272-278
4 May	19. Temperament	Dr Frances Gibson	White et al. pp.304-305
11 May	20. Attachment	Dr Frances Gibson	White et al. pp.262-268
11 May	21. Parenting	Dr Cathrine Neilsen-Hewett	White et al. pp. 283-285
18 May	22. Social Development	Dr Cathrine Neilsen-Hewett	See unit website
18 May	23. Peer relationships	Dr Cathrine Neilsen-Hewett	See unit website
18 May	24. Bullying	Dr Cathrine Neilsen-Hewett	See unit website

## 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/)

## 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](http://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](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

### 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:

### **Assessment tasks**

- Learning Activity 1
- Learning Activity 3

## **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 outcomes**

- 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.

### **Assessment task**

- Learning Activity 3

## **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:

### **Assessment tasks**

- PeerWise Task 1
- PeerWise Task 2

## **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**

- 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.

## **Assessment tasks**

- Learning Activity 2
- PeerWise Task 1
- Quiz 1
- Learning Activity 3
- PeerWise Task 2
- Quiz 2

## **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**

- 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.

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

## **Assessment tasks**

- Learning Activity 1
- Learning Activity 2
- PeerWise Task 1
- Quiz 1
- Learning Activity 3
- PeerWise Task 2
- Quiz 2

## **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**

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

## **Assessment tasks**

- Learning Activity 2
- PeerWise Task 1
- Quiz 1
- Learning Activity 3
- PeerWise Task 2
- Quiz 2

## 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

- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Analyse critically links between theory, research and practice to explore the biological underpinnings of development including individual differences.

### Assessment tasks

- Learning Activity 1
- Learning Activity 2
- PeerWise Task 1
- Quiz 1
- Learning Activity 3
- PeerWise Task 2
- Quiz 2

## 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 outcome

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

## 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 outcome**

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