



ECED824

Early Childhood Development Research and Practice

S2 External 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Helen Little

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Credit points

4

Prerequisites

(ECED602 or ECED819) or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd

Corequisites

Co-badged status

Unit description

This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and to evaluate programs within prior-to-school settings.

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:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions

concerning early childhood practice

General Assessment Information

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the

assessment due date. Reasons for the extension need to be documented through the [Disruption to Studies](#) form accessible through ask.mq.edu.au under "Disruption" and supported (e.g., a [Professional Authority Form must be used](#) in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au 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 malfunction, 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.

IEC Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Academic Honesty Handbook**.

IEC has adopted the following text for information on APA referencing:

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

Requirements to Pass the Unit

In order to receive a passing grade in this unit, you must meet the following criteria:

- All assessment tasks must be submitted.
- Receive an adequate total mark for the unit (i.e. your combined marks for the three pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.
- You must receive a minimum of 50% in at least two of the three pieces of

assessment.

Note: If you miss one piece of work, you will fail the unit. 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.

Final Grades

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
Topic quiz	20%	19/08/2015
Information for parents	30%	14/09/2015
Child development research	50%	16/10/2015

Topic quiz

Due: **19/08/2015**

Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1 - 4.

NOTE: Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually.**

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments

Information for parents

Due: **14/09/2015**

Weighting: **30%**

Information resource for parents on selected child development topic

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

Child development research

Due: **16/10/2015**

Weighting: **50%**

Critical review 10 research articles

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Delivery and Resources

Teaching and Learning Strategy

This unit has been developed to provide a combination of direct experience, experience in communication of child development issues and concepts, and knowledge of current research in child development. Key content is delivered via online lectures and weekly readings. Internal students will explore issues related to each topic during weekly seminars. Information, tasks and discussion questions associated with these seminars will be made available to external students via iLearn each week. External students will have the opportunity to discuss topics further at the two voluntary on campus sessions.

Lectures and Required Readings

- Lectures will be pre-recorded. The lecture recordings will be available on the unit website. **It is essential that you listen to the lectures before attending the associated seminar.**
- There is no textbook for this unit. Essential weekly readings are listed with lecture sessions in the Unit outline. These readings will be available from e-Reserve in the

university library or on the unit website or external websites. Please see the list of other recommended readings as well as the list of websites on the unit website to extend your understanding of unit content.

Classes

Internal Students: Two hour weekly seminar, Mondays 3-5pm

External Students: Two voluntary on-campus sessions for external students will be held 1-5pm on Saturday on 15 August and 10 October in W5A Room 202. Each on-campus session will be a chance to meet and discuss unit topics and requirements with the unit coordinator and other external students (15 August) as well as to share main points from unit readings and have the opportunity to engage in some of the seminar tasks. Please let the unit coordinator know by the 13th August via the website if you will be attending the 1st on-campus session and by 8th October for the 2nd on-campus session.

Building a Community of Learners through Social Media

Online interaction is an essential part of the unit and is integral to both the learning environment and assessment process. The aim is to create a community of learners by creating a learning environment that takes advantage of and encourages distributed expertise within the environment. Within this learning community, members each have expertise in different areas and each member is responsible for sharing their expertise with others and for seeking out others whose expertise can further their own understanding and knowledge.

As part of this process, students are encouraged to use/create their own Twitter account. If you do not already have a Twitter account you will need to create one.

This unit is focused on building your research skills and social media has an important role to play in providing a community within which you can test out your understanding of the literature. Social media can assist you to explore what other academics and professionals think about the ideas and concepts that you formulate as a result of your academic research.

Unit Schedule

Lecture Schedule and Calendar of Classes

Date	Events	Internal Seminar	Relation to Assessment
Week 1 27 July	<p>Introduction to unit content and requirements</p> <p>Lecture - Theoretical approaches</p> <p>Lecture – Research and evidence-based practice</p>	<p>Theoretical approaches</p> <p>EBP</p>	Quiz
Week 2 3 Aug	Lecture – Australian studies of child development	Australian studies	Quiz

Week 3 10 Aug	Lecture – International studies on child development and early childhood education	International studies	Quiz
<p>On-campus session for External students</p> <p>Saturday 15 August 1pm-5pm W5A202</p>			
Week 4 17 Aug	Lecture – Early brain development in children	Early brain development	A2
<p>Assessment 1 (quiz) due</p> <p>Wednesday 19 August (week 4)</p>			
Week 5 24 Aug	Lecture – Social-emotional wellbeing and development	Wellbeing	A2
Week 6 31 Aug	Lecture– Culture, child development and early childhood education	Culture	A3
Week 7 7 Sept	Lecture – Key transitions in early childhood development	Transitions	A3
<p>Recess 14 Sept – 27 Sept</p> <p>Assessment 2 due Monday 14 September</p>			
Week 8 28 Sept	Lecture – Risk-taking behaviour and child development	Risk-taking	A3
Week 9 5 Oct	Lecture – Effects of child abuse and neglect on the developing child	Public Holiday NO CLASS	
<p>On-campus session for External students</p> <p>Saturday 10 October 1-5pm W5A202</p>			

Week 10	Lecture – Prevention/intervention	Abuse/ neglect	
12 Oct		Prevention	
Assessment 3 due			
Friday 16 October (end of week 10)			
Note: ECED603 Prac 19 Oct – 6 Nov			

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment task

- Child development research

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment tasks

- Topic quiz
- Information for parents
- Child development research

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment tasks

- Topic quiz
- Child development research

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

Assessment tasks

- Information for parents
- Child development research

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment tasks

- Information for parents
- Child development research