



ABEC313

Early Development 2

S2 External 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff Helen Little helen.little@mq.edu.au
Credit points 3
Prerequisites 39cp and admission to BTeach(ECS)
Corequisites
Co-badged status
Unit description This unit examines current research and theory in the area of child development during the preschool years. Contemporary issues and thinking concerning cognitive and social emotional development is considered and particular attention is paid to the implications of the content for educators working with Aboriginal and Torres Strait Islander children and communities.

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:

Understand the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.

Demonstrate an understanding of the whole child by appreciating the links between different areas of development.

Identify factors contributing to individual differences in development.

Appreciate the cultural, historical and contextual influences on development

Understand the biological underpinnings of development.

Understand the links between research, theory and 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 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.

Assessment Tasks

Name	Weighting	Due
Child development research	30%	11/09/2015
Child development topics	40%	2nd block (September)
Promoting development	30%	02/11/2015

Child development research

Due: **11/09/2015**

Weighting: **30%**

Critical discussion of 10 journal articles related to specific area of development.

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Demonstrate an understanding of the whole child by appreciating the links between different areas of development.
- Identify factors contributing to individual differences in development.
- Appreciate the cultural, historical and contextual influences on development
- Understand the biological underpinnings of development.
- Understand the links between research, theory and practice.

Child development topics

Due: **2nd block (September)**

Weighting: **40%**

Quizzes based on lecture content

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Identify factors contributing to individual differences in development.
- Understand the biological underpinnings of development.
- Understand the links between research, theory and practice.

Promoting development

Due: **02/11/2015**

Weighting: **30%**

Researching AEDC data for local community

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Demonstrate an understanding of the whole child by appreciating the links between different areas of development.
- Identify factors contributing to individual differences in development.
- Appreciate the cultural, historical and contextual influences on development

- Understand the links between research, theory and practice.

Delivery and Resources

Content in the unit will mainly be delivered via online lectures. Lectures are available on iLearn accessed via ECHO360.

The lecture series covers four main areas of development:

1. Biological bases
2. Perceptual-motor
3. Cognitive-linguistic
4. Social-emotional
5. Relationships

Tutorials will be held during the two on campus blocks (July and September). These will provide the opportunity to engage in practical tasks associated with lecture content. A tutorial workbook has been prepared for this unit and is available on iLearn.

Textbook

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

IEC Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Attend all on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to lectures before completing tasks and attending tutorials
- **All assessment tasks must be submitted**

Unit Schedule

Lecture Topics	Lecturer	Assessment
BLOCK 1: 21 – 30 July		

1	Physical development	Helen Little	Assessment 2: Quiz1
2	Motor development	Helen Little	Assessment 1: Quiz1
3	Cognitive development 1	Shirley Wyver	Assessment 1: Quiz1
4	Cognitive development 2	Shirley Wyver	Assessment 1: Quiz1
5	Development of memory	Shirley Wyver	Assessment 1: Quiz1
6	Problem solving, reasoning and Executive Functions (EF)	Shirley Wyver	Assessment 1: Quiz1
7	Theory of mind	Shirley Wyver	Assessment 1: Quiz1
8	Language	Helen Little	Assessment 1: Quiz1
9	Moral development	Shirley Wyver	Assessment 1: Quiz1
10	Emotional development	Carol Newall	Assessment 1: Essay
August/September – between blocks listen to lectures, complete readings and complete Assessment 1. Prepare for quizzes.			
BLOCK 2: 14 – 25 September			
11	Personality	Helen Little	Assessment 2: Quiz 2
12	Self-Concept	Shirley Wyver	Assessment 2: Quiz 2

13	Gender development	Cathrine Neilsen Hewett	Assessment 2: Quiz 2
14	Assessment of development	Shirley Wyver	Assessment 3: Applied task
15	Parenting	Cathrine Neilsen-Hewett	Assessment 2: Quiz 2
16	Non-parental care	Rebecca Andrews	Assessment 2: Quiz 2
17	Sibling relationships	Rebecca Andrews	Assessment 2: Quiz 2
18	Peer relationships and friendships	Shirley Wyver	Assessment 2: Quiz 2
19	Prosocial and anti-social behaviours	Shirley Wyver	Assessment 2: Quiz 2:
20	Social Skills	Shirley Wyver	Assessment 2: Quiz 2
21	Wellbeing and development	Helen Little	Assessment 3: Applied task

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

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

- Appreciate the cultural, historical and contextual influences on development
- Understand the links between research, theory and practice.

Assessment task

- Promoting development

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 task

- Child development research

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

- Understand the many and varying influences important to the development of a child,

with particular emphasis on the development of Aboriginal and Torres Strait Islander children.

- Demonstrate an understanding of the whole child by appreciating the links between different areas of development.
- Identify factors contributing to individual differences in development.
- Appreciate the cultural, historical and contextual influences on development
- Understand the biological underpinnings of development.
- Understand the links between research, theory and practice.

Assessment tasks

- Child development research
- Child development topics
- Promoting development

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

- Demonstrate an understanding of the whole child by appreciating the links between different areas of development.
- Appreciate the cultural, historical and contextual influences on development
- Understand the links between research, theory and practice.

Assessment tasks

- Child development research
- Child development topics
- Promoting development

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 the links between research, theory and practice.

Assessment tasks

- Child development research
- Promoting development

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 the links between research, theory and practice.

Assessment tasks

- Child development research
- Promoting development

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

- Appreciate the cultural, historical and contextual influences on development

Assessment task

- Promoting 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

- Appreciate the cultural, historical and contextual influences on development
- Understand the links between research, theory and practice.

Assessment task

- Promoting development