



ECED733

Child Development in Context

S1 External 2015

Institute of Early Childhood

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General Information

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Credit points 4
Prerequisites Admission to MRes
Corequisites
Co-badged status
Unit description This unit has been designed to support development of research skills in child development through reading, reviewing and critiquing journal articles and other research based publications. It is assumed that students undertaking this unit have completed previous studies in child development. Students in this unit will investigate a specific topic in depth rather than covering a wide range of topics and will develop a research proposal for the final assignment.

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:

- Use of databases relevant to child development
- Application of developmental theory and research in centre and school settings
- Selection of appropriate techniques for documenting early development.
- Selective use of child development research based on adequacy of findings and applicability to context
- Development of plans to evaluate effectiveness of intervention programs
- Select research on the basis of research design
- Understand the relationship between a single study and a larger body of research.
- Develop methods to increase quality of early childhood programs on the basis of

research findings.

Use technology to solve problems

Understand problems from multiple perspectives

Develop a range of options to problem solve rather than a single solution

Understand that not all solutions work in all contexts

Provide professional documentation to parents and/or other professionals

Develop a shared language of child development for communicating with other professionals

Advocate for infants and children on the basis of understanding their shared and individual characteristics

Understand the role of the early childhood teacher in relation to families and professional networks

Understand the range of factors influencing child development including biological, social, cultural and psychological

Use child development research to analyse real world problems

Use child development research to support others in understanding children

Understand how to update knowledge of research through use of current journals

Appreciate the need to frequently update knowledge of child development

Assessment Tasks

Name	Weighting	Due
<u>What do researchers know?</u>	35%	30/03/2015
<u>How do researchers investigate</u>	40%	01/05/2015
<u>Research proposal</u>	25%	29/05/15

What do researchers know?

Due: **30/03/2015**

Weighting: **35%**

From the unit readings, identify an area that is currently under investigation by child development researchers. Discuss the key research findings in this area.

Unit readings are online textbooks available through the Macquarie University Library:

Goswami, U. (2011). *The Wiley-Blackwell handbook of childhood and cognitive development* (2nd ed).

Bremner, G.J. & Wachs, T. (2010). *Blackwell handbook of infant development*(2nd ed)

To find these books, go to the Macquarie University Library website http://www.mq.edu.au/on_campus/library/ and type the names of these e-books into Multisearch

On successful completion you will be able to:

- Use of databases relevant to child development
- Understand problems from multiple perspectives
- Understand the range of factors influencing child development including biological, social, cultural and psychological
- Use child development research to analyse real world problems
- Use child development research to support others in understanding children
- Understand how to update knowledge of research through use of current journals
- Appreciate the need to frequently update knowledge of child development

How do researchers investigate

Due: **01/05/2015**

Weighting: **40%**

This assignment is directly linked to Assessment 1. Assessment 1 is an examination of what researchers know. Assessment 2 is an examination of how the research is conducted (i.e. methods used).

On successful completion you will be able to:

- Selection of appropriate techniques for documenting early development.
- Selective use of child development research based on adequacy of findings and applicability to context
- Development of plans to evaluate effectiveness of intervention programs
- Select research on the basis of research design
- Understand the relationship between a single study and a larger body of research.
- Develop methods to increase quality of early childhood programs on the basis of research findings.
- Understand problems from multiple perspectives
- Develop a range of options to problem solve rather than a single solution
- Understand that not all solutions work in all contexts
- Understand the range of factors influencing child development including biological, social, cultural and psychological
- Use child development research to analyse real world problems
- Use child development research to support others in understanding children

- Understand how to update knowledge of research through use of current journals
- Appreciate the need to frequently update knowledge of child development

Research proposal

Due: **29/05/15**

Weighting: **25%**

The purpose of this assignment is to support you in thinking about ways in which you can become involved in research. For this assignment, you will write a proposal for a small study you might conduct based on the research you have reviewed in Assignments 1 & 2.

On successful completion you will be able to:

- Application of developmental theory and research in centre and school settings
- Use technology to solve problems
- Understand problems from multiple perspectives
- Provide professional documentation to parents and/or other professionals
- Develop a shared language of child development for communicating with other professionals
- Advocate for infants and children on the basis of understanding their shared and individual characteristics
- Understand the role of the early childhood teacher in relation to families and professional networks
- Use child development research to support others in understanding children

Delivery and Resources

ECED733 is fully online. It is important to access iLearn and electronic resources from the Macquarie University Library for this unit.

There are no on-campus sessions.

Unit Schedule

ECED733 does not have a weekly schedule. Students generally work through this unit at their own pace (subject to assignment due dates).

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

- Use child development research to analyse real world problems
- Use child development research to support others in understanding children
- Understand how to update knowledge of research through use of current journals
- Appreciate the need to frequently update knowledge of child development

Assessment task

- How do researchers investigate

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

- Use of databases relevant to child development
- Application of developmental theory and research in centre and school settings
- Selection of appropriate techniques for documenting early development.

Assessment tasks

- What do researchers know?
- How do researchers investigate

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

- Selective use of child development research based on adequacy of findings and applicability to context
- Development of plans to evaluate effectiveness of intervention programs
- Develop a range of options to problem solve rather than a single solution
- Understand that not all solutions work in all contexts

Assessment tasks

- What do researchers know?
- How do researchers investigate

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 outcomes

- Select research on the basis of research design
- Understand the relationship between a single study and a larger body of research.
- Develop methods to increase quality of early childhood programs on the basis of research findings.
- Use technology to solve problems

Assessment tasks

- What do researchers know?
- How do researchers investigate

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

- Understand problems from multiple perspectives
- Provide professional documentation to parents and/or other professionals
- Develop a shared language of child development for communicating with other professionals

Assessment task

- Research proposal

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Advocate for infants and children on the basis of understanding their shared and individual characteristics
- Understand the role of the early childhood teacher in relation to families and professional networks
- Understand the range of factors influencing child development including biological, social, cultural and psychological

Assessment task

- Research proposal

Changes from Previous Offering

This is the first time ECED733 has been offered. Any feedback to improve future offerings will be greatly appreciated at any time during the unit.