



ECHE118

Infancy and Early Development

S2 Day 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Rosalind Walsh

rosalind.walsh@mq.edu.au

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children from birth to three years. Theories and research, which attempt to describe and explain early childhood development and individual differences, are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are examined. Students are also encouraged to make links between the content covered and observations and experiences with infants and very young children.

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:

Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings

Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment Tasks

Name	Weighting	Due
Online quiz	7%	14 August
Major Essay	45%	9 October
Participation in research	3%	9 November
Exam	45%	S2 Exam period

Online quiz

Due: **14 August**

Weighting: **7%**

Multiple choice questions from content delivered up to and including 31 July, 2015.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Major Essay

Due: **9 October**

Weighting: **45%**

Your 2,000 word essay will be on developmental outcomes related to international adoption.

The digital object identifier (doi) for the key chapter you will use is 10.1007/978-3-319-13491-8_4

If you are unsure how to find this, go to <https://dx.doi.org/> then make sure you are logged in to the Macquarie Library to get the chapter for free. It is important to understand how to access electronic material in order to complete this essay. If you already find it a challenge to access this chapter go to http://www.mq.edu.au/on_campus/library/research/researching_your_assignment/ The earlier you develop your research skills the easier you will find this unit.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings

- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Participation in research

Due: **9 November**

Weighting: **3%**

Throughout the session, you will see information about research you can participate in (e.g. completing online surveys, being interviewed). You can accumulate up to 3 marks based on your participation in research.

If you do not want to participate in research, you can submit a 1,000 word essay instead.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Exam

Due: **S2 Exam period**

Weighting: **45%**

The final exam covers content from lectures, textbook and tutorials.

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Delivery and Resources

An assessment guide will be available from iLearn in Week 1. The assessment guide includes details of your assessment tasks.

Some lectures will be available from iLearn before Week 1 and you should listen to these lectures before Week 2.

Unit Schedule

Week beginning	Lecture
20 July	Release pre-recorded theory lectures before the first tutorial <ol style="list-style-type: none">1. Introduction to key issues in CD2. Maturation and ethology3. Psychoanalytic theory4. Dynamic systems
27 July	Research methods 1
27 July	Research methods 2
3 Aug	Prenatal
3 Aug	Genetics
10 Aug	Developmental Neuroscience
10 Aug	Individual Differences
17 Aug	Self
17 Aug	Emotion
24 Aug	Attachment
24 Aug	Temperament
31 Aug	Peers
31 Aug	Parenting
7 Sep	Nonparental care
7 Sep	Conception Day – no lecture

28 Sep	Perception
28 Sep	Perception
5 Oct	Physical – No tutorials this week
5 Oct	Motor – No tutorials this week
12 Oct	Cognition
12 Oct	Cognition
2 Nov	Language
2 Nov	Joint Attention

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 outcome

- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Assessment task

- Major Essay

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

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Online quiz
- Major Essay
- Exam

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

- Appreciate the unique contribution of cultural, historical, contextual and individual factors

in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

- Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Major Essay
- Exam

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:

Assessment task

- Participation in research

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:

Assessment task

- Major Essay

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 unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Textbook

Go to:

<http://www.coop.com.au/text/235/macquarie-university/1502/ECHE118>

IEC students use Perrin as their guide for APA style, so should have this book for other units. If you are not an IEC student, you may prefer to use a free online source for APA referencing.

Recommended online sources are:

<http://libguides.mq.edu.au/Referencing> <http://www.apastyle.org/learn/tutorials/basics-->

[-tutorial.aspx](http://www.apastyle.org/learn/quick--guide--on--references.aspx) <http://www.apastyle.org/learn/quick--guide--on--references.aspx>

<https://owl.english.purdue.edu/owl/section/2/10/>