



# ECED833

## Child Development in Context

S3 External 2014

*Institute of Early Childhood*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes from Previous Offering</u>	10

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Shirley Wyver

[shirley.wyver@mq.edu.au](mailto:shirley.wyver@mq.edu.au)

Lee Mowbray

[lee.mowbray@mq.edu.au](mailto:lee.mowbray@mq.edu.au)

Credit points

4

Prerequisites

((ECED602 or ECED819) and (ECED605 or ECED824)) or admission to MEd or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild

Corequisites

Co-badged status

Unit description

Central to this unit is an understanding of child development through reading, critiquing and conducting empirical research. It is assumed that students undertaking this unit have completed previous studies in child development. The unit starts with a range of topics from which students are encouraged to find a topic of interest which they will then investigate in depth. The unit offers opportunities for students to create small research proposals, prepare material for professional development, and develop and apply other skills of relevance to workplace or research pathways.

## 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

Understanding of the links between child development research and the early childhood curriculum

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%	22/12/14
<u>How do researchers investigate</u>	40%	13/01/15
<u>Communicating about research</u>	25%	27/01/15

### What do researchers know?

Due: **22/12/14**

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* (2<sup>nd</sup> ed).**

[http://www.blackwellreference.com/subscriber/uid=39/  
book?id=g9781405191166\\_9781405191166](http://www.blackwellreference.com/subscriber/uid=39/book?id=g9781405191166_9781405191166)

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

[http://www.blackwellreference.com/subscriber/uid=39/  
book?id=g9781444332735\\_9781444332735&authstatuscode=202.](http://www.blackwellreference.com/subscriber/uid=39/book?id=g9781444332735_9781444332735&authstatuscode=202)

On successful completion you will be able to:

- Use of databases relevant to child development
- Understanding of the links between child development research and the early childhood curriculum
- 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: **13/01/15**

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:

- Understanding of the links between child development research and the early childhood curriculum
- 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

## Communicating about research

Due: **27/01/15**

Weighting: **25%**

The purpose of this assignment is to support you in thinking about ways in which you can become involved in research. For some students, this will involve steps towards becoming a researcher. For most it will involve playing a role in disseminating research to families, co-workers and professional networks. You can submit a conventional written assignment or use less conventional forms such as youtube or Twitter.

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

ECED833 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

ECED833 does not have a weekly schedule. Students generally work through this unit at their own pace (subject to assignment due dates). That said, it is essential to start on time to have your topic identified by the end of the first week at the absolute latest.

## 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/)

## 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

### 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
- Understanding of the links between child development research and the early childhood curriculum
- 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

- Communicating about research

## 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

- Communicating about research

## 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

## **Changes from Previous Offering**

There have been some changes in our use of social media in this unit as Twitter has now become one of the most important ways the research community maintains communication. Aspects of the unit that students have previously found useful have been retained. These include; selection of a topic of interest, self-paced rather than weekly activities, application to workplace.