



# ECH 452

## Child Development: Research and Practice

S3 External 2016

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Senior Lecturer

Shirley Wyver

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

Contact via Through iLearn if enrolled, otherwise by email

Room 367, X5B

No fixed hours, but available for appointments most days during session.

Credit points

3

Prerequisites

6cp at 200 level including (ECH218 or ECH228 or EDUC262 or PSY235) or admission to GDipAdvStEc or GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description

This unit builds on material introduced in previous child development units. In doing so, the unit has two main focuses. The first is to develop students' skills in using child development research to develop effective programs and interventions for infants and young children. The second is to introduce students to research-based child development programs and interventions that have direct relevance to early childhood programs. Most topics support understanding of EYLF and PDHPE curriculum although links will not always be made explicitly.

## 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:

Investigate a child development topic in detail.

Become familiar with peer reviewed journal articles as a source of evidence in child development.

Understand the importance of evidence based approaches.

Understand limits to generalisability of research findings.

Appreciate the need to update knowledge regularly.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Journal article quiz</a>	10%	12/12/2016 midnight
<a href="#">Essay 1 or quiz</a>	45%	17 or 24 December 2016
<a href="#">Essay 2 or Exam</a>	45%	20/01/2017 (midnight)

### Journal article quiz

Due: **12/12/2016 midnight**

Weighting: **10%**

The purpose of this assessment is to ensure you understand how to access, read and interpret child development journal articles before progressing further in the unit. **10 multiple choice questions** on an article relating to pretend play and development doi: 10.1037/a0029321

On successful completion you will be able to:

- Become familiar with peer reviewed journal articles as a source of evidence in child development.

### Essay 1 or quiz

Due: **17 or 24 December 2016**

Weighting: **45%**

The due date depends on the option you select.

*Select one of the following:*

**Quiz option: 9.30am-10.30am 17 December, 2016**

Quiz questions will be taken from 4 journal articles. Further details published in your assessment guidelines (posted on iLearn). You need to register by 15 December if you wish to select the quiz as your assessment option. The quiz is currently scheduled to take place in C5A 310, but check the timetable closer to the date in case there are room changes.

**Essay option: 2,500 word essay 24 December, 2016 (midnight)**

Based on one of the ECH452 topics (refer to your assessment guidelines on iLearn). Please note, earlier submission is encouraged if you are seeking feedback to help you with the second essay. If you submit on the due date for this essay you may not receive feedback early enough

to make substantial changes for Essay 2. Essays will be marked early if submitted early.

On successful completion you will be able to:

- Investigate a child development topic in detail.
- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.
- Appreciate the need to update knowledge regularly.

## Essay 2 or Exam

Due: **20/01/2017 (midnight)**

Weighting: **45%**

*Select one of the following:*

### **Essay 2: 2,500 word essay due 20 January, 2017**

Based on one of the ECH452 topics (refer to your assessment guidelines on iLearn). Some students select Essay 2 in order to finish the unit early. The essay option allows students to have more control over their assignment completion time and can be useful if managing work, family or other commitments.

### **Exam: Scheduled during the Session 3 exam period**

Questions taken from a selection of journal articles. Refer to the Assessment Guide on iLearn. You must register on iLearn before 4 January 2017 if you wish to select the exam as your option. An iLearn link for exam registration will be available early in S3.

On successful completion you will be able to:

- Investigate a child development topic in detail.
- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.
- Appreciate the need to update knowledge regularly.

## Delivery and Resources

There are no scheduled classes. The unit sometimes has a voluntary on-campus session but it won't be running in S3 as demand for the on-campus has been very low in previous S3 offerings.

### Key Delivery and Resources

- Lectures delivered through Echo (available through iLearn)

- Journal readings

## Unit Schedule

A list of topics to be covered will be available on iLearn. The unit is set up so you can study at your own pace, there is no weekly schedule.

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Investigate a child development topic in detail.
- Appreciate the need to update knowledge regularly.

#### Assessment tasks

- Essay 1 or quiz
- Essay 2 or Exam

### 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:

## **Learning outcomes**

- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Appreciate the need to update knowledge regularly.

## **Assessment tasks**

- Essay 1 or quiz
- Essay 2 or Exam

## **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 outcome**

- Investigate a child development topic in detail.

## **Assessment tasks**

- Journal article quiz
- Essay 1 or quiz
- Essay 2 or 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

- Investigate a child development topic in detail.
- Understand limits to generalisability of research findings.

## Assessment tasks

- Journal article quiz
- Essay 1 or quiz
- Essay 2 or 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:

## Learning outcomes

- Investigate a child development topic in detail.
- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.

## Assessment tasks

- Essay 1 or quiz
- Essay 2 or Exam

## 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 outcome

- Investigate a child development topic in detail.



## **Assessment tasks**

- Essay 1 or quiz
- Essay 2 or Exam

## **Changes from Previous Offering**

This unit previously included a quiz on APA style to help students check their referencing and writing skills. If you are unsure of your abilities with APA style, check the Macquarie University website for their extensive list of links to style guides. For specific concerns, check with the unit convenor.

ECH452 usually has a voluntary when it runs in S1. Very few students take the option of attending the on-campus during S3, so it won't be offered.

## **Assessment Flexibility**

This unit provides students with a lot of flexibility in selection of assessment content and type. Think about your goals for the unit in deciding which type of assessment will best suit you. For example, if you do the two essays as your major assessment you will be able to go into depth in your chosen topics. The quiz and the exam will expose you to more topics and a broader range of information. If you want to finish the unit early, then selecting the essay rather than the exam for your second major assessment makes this possible. The exam cannot be offered earlier than the S3 exam period.