



# ECHX824

## Early Child Development Research and Practice

S2 OUA 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convener

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Contact via Dialogue on iLearn

Friday 10-11am

Helen Little

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Prerequisites

ECHX602 or ECEX602

Corequisites

Co-badged status

Unit description

This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and evaluate programs within prior-to-school settings. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings

Have a good understanding of child development theory to enable the critical assessment of children's learning environments

Use sound analytical skills and evidence from child development research to address

everyday problems concerned with children's early development

Utilise child development knowledge in actively contributing to policy discussions concerning early childhood 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 on the unit 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 supported with documentation such as a doctor's certificate in the case of illness. Please keep copies of any original documents, as they may be requested in the future as part of the assessment process. Request an extension by contacting the unit coordinator through the Dialogue function on iLearn. Note that:

- 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.
- Depending on the circumstances, it may be necessary to consider withdrawal from a unit and, in this instance, OUA's 'Special Circumstances' processes are then implemented.

### OUA Special Circumstances Process:

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open University Australia directly.*

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

OUA will assess the application for a refund of fees and then send it to the University to assess against Macquarie policy in regard to the change of grade, then notify the student. The Unit Convener's advice regarding the student's performance in the unit is taken into consideration in the decision-making. If more than one unit is involved, the IEC's OUA Program Coordinator for the MTeach(Birth to Five Years), will also be consulted.

### 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**.

IEC has adopted the following text for information on APA referencing:

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

### Requirements to Pass the Unit

In order to receive a passing grade in this unit, you must meet the following criteria:

- All assessment tasks must be submitted.
- Receive an adequate total mark for the unit (i.e. your combined marks for the three pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.
- You must receive a minimum of 50% in at least two of the three pieces of

assessment.

**Note:** If you miss one piece of work, you will fail the unit. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator to determine whether it is possible to complete the unit in 2016.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Topic quiz</a>	20%	11/08/2016
<a href="#">Information for parents</a>	30%	2/09/2016
<a href="#">Child development research</a>	50%	23/09/2016

### Topic quiz

Due: **11/08/2016**

Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1 - 4.

**NOTE:** Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually.**

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments

### Information for parents

Due: **2/09/2016**

Weighting: **30%**

Information resource for parents on selected child development topic

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

## Child development research

Due: **23/09/2016**

Weighting: **50%**

Critical review 5 research articles

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Delivery and Resources

### Teaching and Learning Strategy

This unit has been developed to provide a combination of direct experience, experience in communication of child development issues and concepts, and knowledge of current research in child development. Key content is delivered via online lectures and weekly readings. Internal students will explore issues related to each topic during weekly seminars. Information, tasks and discussion questions associated with these seminars will be made available to external students via iLearn each week. External students will have the opportunity to discuss topics further at the two voluntary on campus sessions.

### Lectures and Required Readings

- Lectures will be pre-recorded. The lecture recordings will be available on the unit website. **It is essential that you listen to the lectures before attending the associated seminar.**

- There is no textbook for this unit. Essential weekly readings are listed with lecture sessions in the Unit outline. These readings will be available from e-Reserve in the university library or on the unit website or external websites. Please see the list of other recommended readings as well as the list of websites on the unit website to extend your understanding of unit content.

### **Building a Community of Learners through Social Media**

Online interaction is an essential part of the unit and is integral to both the learning environment and assessment process. The aim is to create a community of learners by creating a learning environment that takes advantage of and encourages distributed expertise within the environment. Within this learning community, members each have expertise in different areas and each member is responsible for sharing their expertise with others and for seeking out others whose expertise can further their own understanding and knowledge.

As part of this process, students are encouraged to use/create their own Twitter account. If you do not already have a Twitter account you will need to create one.

This unit is focused on building your research skills and social media has an important role to play in providing a community within which you can test out your understanding of the literature. Social media can assist you to explore what other academics and professionals think about the ideas and concepts that you formulate as a result of your academic research.

## **Unit Schedule**

## **Policies and Procedures**

### **Late Submission - applies unless otherwise stated elsewhere in the unit guide**

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late

submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Extension Request

### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special



Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](#).

## 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

### 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

- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Assessment task

- Child development research

## 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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Assessment tasks

- Topic quiz
- Information for parents
- Child development research

## 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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address

everyday problems concerned with children's early development

- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

### **Assessment tasks**

- Topic quiz
- Child development research

## **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 outcome**

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

### **Assessment tasks**

- Information for parents
- Child development research

## **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**

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

### **Assessment tasks**

- Information for parents
- Child development research

## Changes since First Published

Date	Description
13/07/2016	No change.