ECED886

Multimodality and Early Childhood

S1 External 2016

Institute of Early Childhood

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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X5B276

Credit points
4

Prerequisites
(ECED600 or ECED817) or admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd

Corequisites

Co-badged status

Unit description
This unit explores multimodality – the role of images and their interaction with language and other modes of communication – in early childhood. The initial focus is on visual representations of children and childhood in advertising, marketing and popular culture. This equips students with a variety of critical concepts and provides a context for analysing relations between different modes in multimodal texts and environments for children, including interactive and traditional picture books, e-games, websites, apps, toys and toy stores, educational policy documents, museums, and early childhood settings.

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 a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts

Develop a metalanguage for discussing how images interact with language and other modes of communication

Evaluate how multimodal texts and environments for children support learning and literacy development

Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments

Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assessment Tasks

Name	Weighting	Due
Assignment 1	20%	4 April 2016
Assignment 2	40%	2 May 2016
Assignment 3	30%	16 June 2016
Assignment 4	10%	fortnightly

Assignment 1

Due: **4 April 2016**
Weighting: **20%**

Critical comparison of images of children and childhood

Analyse 2 advertisements showing images of children and/or advertising products for children. Using this analysis, discuss what ideas about children and childhood are conveyed and how these ideas function in the social context to which the images belong.

On successful completion you will be able to:

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assignment 2

Due: **2 May 2016**
Weighting: **40%**

Analysing visual-visual and visual-verbal relations in picture books

Analyse how relations between images and between language and images in two picture books present different ideas about children and childhood and engage their readers.

On successful completion you will be able to:
- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assignment 3

Due: **16 June 2016**
Weighting: **30%**

Evaluating toys and/or picture book apps and/or multimodal environments for children

Analyse a selection of toys, a hypermedia or physical environment designed for children and evaluate the ideas about childhood it reflects and its potential to support children's learning. Then provide recommendations for the design and use of this environment.

On successful completion you will be able to:
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Assignment 4

Due: **fortnightly**

Weighting: **10%**

Online participation and collaboration

Students post responses to study guide tasks online and respond to peer postings/contributions in a constructive and collaborative way that supports the unit as a community of learners.

On successful completion you will be able to:
- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Delivery and Resources

Study commitment

As this is a 4 credit point unit, it is estimated that students will need to spend an average of 12 hours a week over a 15 week semester (this includes the university recess), i.e. 180 hours per semester, working on this unit to achieve a passing grade. This includes accessing the unit's iLearn website at least twice a week and participating in online discussions, attending seminars and on-campus sessions, attending or listening to lectures, reading and studying, working on assignments.

Principal requirements

As postgraduate students, you are expected to participate fully in this unit, be self-directed in your learning, and approach the unit content with enthusiasm. To achieve a passing grade, you need to:

§ listen to all lectures

§ complete, post and discuss study-guide tasks online

§ complete the required readings and participate in online discussions

§ complete and submit all assignments

§ complete all required readings

§ check the unit's iLearn website at least twice a week

STUDY RESOURCES

Required readings and other resources

Kress & Van Leeuwen (2006). *Reading Images: Grammar Of Visual Design, 2nd edition.* **Routledge: London & New York.**

Serafini, Frank. (2014). *Reading the visual: an introduction to teaching multimodal literacy.* **New York: Teachers College Press.**

There are also required readings and other resources that will be available through the library's e-reserve collection and/or the unit's iLearn website. All required and recommended readings are listed in the complete unit outline available through the ECED886 iLearn website.

Unit website

There is a website for this unit. Access to this unit is available online through **iLearn**, at ilearn.mq.edu.au .   You will need to login using your Macquarie ID.

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

New Assessment Policy in effect from Session 2 2016 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/

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

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://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

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assessment tasks

- Assignment 2
- Assignment 3

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 a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments

- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
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Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Develop a metalanguage for discussing how images interact with language and other modes of communication
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Assessment task

- Assignment 3

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 outcome

- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

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

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
- Evaluate how multimodal texts and environments for children support learning and literacy development
- Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assessment tasks

- Assignment 1
- Assignment 4