



# ECED720

## Families in Context

S1 External 2017

*Institute of Early Childhood*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11

---

#### **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

Fay Hadley

[fay.hadley@mq.edu.au](mailto:fay.hadley@mq.edu.au)

Contact via 98509833

X5B365

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

The unit is relevant to students aspiring towards leadership positions working with children, families and communities and are interested in doing higher degree research. The overarching aim of this unit is to raise awareness of diversity in family values and the value of families across a range of contexts. Over the course of the unit, we will consider the role of socio-cultural, economic and political contexts in shaping family life and values in the 21st century. Drawing on a variety of resources, including media, academic publications and reflections on personal experiences, we will explore changing family lives and the extent to which traditional, largely Western-based, images of 'family' life reflect the daily experiences/practices of families and children in Australia and abroad. There will be an emphasis on both an understanding of advanced concepts as well as their application in research and/or professional environments.

## 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:

1. To explore diverse contexts in and perspectives on ways in which families function.
2. To reflect on personal experiences and how these shape perspectives.
3. To source credible and scholarly research concerning families to inform practice and

generate new understandings and knowledge.

4. To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
6. To explore the online environment and contribute effectively and respectfully.
7. To engage in active and critical reflective practice about working with diverse families.

## **General Assessment Information**

### **Assessment presentation**

**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.
- Only 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.

### **Final Submissions**

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via [ask.mq.edu.au](https://ask.mq.edu.au). This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: [http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. 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 Academic Honesty Handbook**. All students will need to download this guide and use it as they prepare their assignment.

#### *Compulsory text*

Perrin, R. (2015). *Pocket guide to APA style* (5<sup>th</sup> ed.). Wadsworth: Cengage Learning.

### Academic Honesty

The University defines plagiarism in its rules: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas." Plagiarism is a serious breach of the University's rules and carries significant penalties. Students must read the University's practices and procedures on plagiarism. These can be found on the web at: [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Assignment 1</u></a>	20%	No	19th March and 21st May
<a href="#"><u>Assignment 2</u></a>	40%	No	24th April
<a href="#"><u>Assignment 3</u></a>	40%	No	8th June

### Assignment 1

Due: **19th March and 21st May**

Weighting: **20%**

#### Task 1: On-Line participation (5 marks)

This task requires you to participate in the **Unit iLearn private mail** and discussion forum to assist in building your confidence with the on-line learning systems. **By 19<sup>th</sup> March you will need to:**

1. Find out and use effectively your username and password to access the ECED 820 iLearn site.
2. Explore iLearn and understand how to access the recorded lectures (through the ECHO block).
3. Download the unit outline (from iLearn) and read it. Any questions about the unit outline should be posted in the discussion titled "Questions about the unit outline".
4. Make yourself familiar with the information about this unit in iLearn. In particular read all information in the assessment section so you understand the university policy on plagiarism.
5. Make one contribution to the iLearn Discussion tagged as "Who am I?" Each student is to post a brief note of 500 words or less about themselves and their interest in exploring families.
6. Send an email by 6th March to Fay Hadley through ***iLearn Dialogue: Private communications with your tutor or other students*** telling her that you have successfully gained access to the iLearn system, have worked out how to listen to the recorded lectures in echo, have downloaded and read the unit outline, have made yourself familiar with iLearn and have completed the discussion task "Who am I". **Do not**

send this to my university email.

**Criteria for assessment: (5 marks)**

1. Effective use of Unit webpage and discussion board
2. Email to Fay via iLearn dialogue
3. Ability to contribute to online discussion posting “Who am I” with professionalism and clarity

**Task 2: On-Line discussions (15 marks) Due 21st May**

The on-line discussions for each module will form an important part of students’ developing understandings and critical interpretation of key readings for each Learning Module. Students should see the Discussions as an opportunity to express responses to readings, ideas and questions that arise during the course of the unit, as well as receiving feedback from other students enrolled in the unit.

Students are invited to contribute online postings based on their learning in each Module. There are some key questions to guide students’ learning with each Module. Your postings can be in response to these questions but are not limited to these. Independent and creative thinking by students on any matters raised during each Module is welcomed.

- There are 11 modules and students **must post a discussion on at least 5 of these modules**
- Students **must respond to at least 5 other students’ posts**, these responses do not have to be in the same week you have posted a discussion.
- The posting must occur by the end of the week the module is set for or the student will not receive a mark for that posting. **So for example all postings for week 2 would need to be completed by Sunday 12<sup>th</sup> March no later than 12pm.**
- The **posting needs to also include one other reading** (peer reviewed journal article or seminal report) with a short description of the main point of the reading. The reading needs to be referenced in APA style.
- **There is however no limit on how many** or how often you write postings online for each module.
- General feedback from the unit coordinator will be posted in these Discussion forums.

On-line postings are individual in nature and might, for example, offer engaging points of discussion or useful insights/alternative perspectives on focus topics. The structure and content of your posting will depend on the point(s) that you wish to make and your purpose (i.e., whether you are seeking other students’ thoughts/feedback, or wanting to offer relevant personal experiences, etc.). Postings should also provide comments/thoughts on set readings - NOT a summary of content.

Students must select 5 postings and 5 responses and compile into one word assignment.

Students will need to show clearly which module the post relates to and which module and discussion post the response relates to (this may require students to screen shot the iLearn page). This is to be submitted through turnitin.

### Posting Guidelines

In order for on-line discussions to effectively contribute to students' learning on the unit, the following *guidelines* should be considered:

1. Each posting can be between 100 - 300 words; **but definitely no longer than 500 words.**
2. Postings should reflect students' understanding of topics studied, on the basis of set readings and your other appropriate source. You can respond to the questions posted in the module OR provide your own reflection.
3. If postings include the expression of personal opinions, ideas or perspectives they should, where possible, be supported by relevant literature.
4. Informed answers and/or responses to questions posed, based on course readings which are appropriately referenced.
5. A single question in itself will not be regarded as a sufficient contribution; some background to the comment/question should be provided in order to stimulate further discussion.
6. APA in text referencing should be included when citing or commenting on a reading or citing sourced evidence.

### Criteria for assessment: (15 marks)

- Level of participation in discussions – demonstration of engagement with peers by stimulating and adding to ongoing discussions.
- Provided discussion in 5 modules and in the timeframe set.
- Provided 5 responses to other students' posts and in the timeframe set.
- Clarity of written communication.
- Correct APA referencing

On successful completion you will be able to:

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 2. To reflect on personal experiences and how these shape perspectives.
- 4. To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- 6. To explore the online environment and contribute effectively and respectfully.
- 7. To engage in active and critical reflective practice about working with diverse families.

## Assignment 2

Due: **24th April**

Weighting: **40%**

The purpose of this assignment is to investigate family diversity focusing on any one of the modules presented in the unit. Discussion of the family diversity will be informed and sensitive. Analysis of the role of media in portraying family diversity will be outlined and linked to the academic literature on the chosen module. For the assignment, you are required to collect one or more media artefacts that reflect a particular aspect of “family” in contemporary society. These ‘artefacts’ may be a YouTube video or an article from a newspaper or a popular magazine or a collection of 2-3 images of families from one type of media. It should act as a stimulus or focus point for a specific area of discussion based on one of the modules identified in this unit.

Using your readings and studies in this unit, you are required to construct a literature review that could be the basis of a research project. The critical analysis of literature will:

1. Outline the family module, using the media artefacts and other academic literature to discuss the extent to which the media can influence, or reflect, public perceptions of family life.
2. Provide an explicit statement of the significance of the family module being explored and why it should be researched further (identify the gap in the literature).

Clearly identify the topic or Module that your essay is targeting. Ensure that your analysis is constructed with reference to scholarly, evidence-based perspectives presented in your readings.

### Assessment Criteria

Your overall mark on this assignment will be based on the following:

- Clear definition of your topic/Module of interest and key arguments presented in your assignment.
- Use of scholarly theories and concepts of family in constructing a critical analysis of readings used to inform your discussion.
- Explicit statement of why the family topic should be researched.
- Shows understanding of key concepts & there is evidence of original critical thinking.
- A well-constructed analysis in APA style that is linked to your learning in this unit.

On successful completion you will be able to:

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.



- 4. To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- 7. To engage in active and critical reflective practice about working with diverse families.

## Assignment 3

Due: **8th June**

Weighting: **40%**

Building on assignment 2 the purpose of this assignment is to outline a research project that would investigate the significant family diversity area you argued about in assignment 2.

Using your readings and studies in this unit, you are required to outline a research project that would investigate the significant issue. You will:

1. Provide an overarching aim of your research project – the rationale of your project. This will be developed from your explicit statement of the significance of the family module being explored and why it should be researched from assignment 2.
2. A list of questions to research (2-5)
3. A research methodology outlined, which will include explanation of the method and justification of the data collection tools for the project.
4. An outline of how the data would be analysed (you are not conducting the research).

Ensure that your research project is constructed with reference to scholarly, evidence-based references. This project is not being implemented as a part of this unit or assessment.

### Assessment Criteria

Your overall mark on this assignment will be based on the following:

- Use of scholarly theories and concepts of family in constructing a rationale for the project.
- Strong methodology, including and data collection tools and analysis well justified.
- Shows understanding of key concepts of research design.
- A well-constructed analysis in APA style that is linked to your learning in this unit.

On successful completion you will be able to:

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 2. To reflect on personal experiences and how these shape perspectives.
- 3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- 5. To consider ways in which awareness of families in context can facilitate/support early

childhood teaching practice.

- 7. To engage in active and critical reflective practice about working with diverse families.

## Delivery and Resources

- This unit consists of **12 Learning Modules or topics**, presented each week which form the basis for class discussions. Details for each Module are provided later in this unit outline. There are **3 assessment components** based on Learning Module postings, a major essay, and a paper on working with families in early childhood settings.
- One of the aims of this unit is to promote **collaborative learning** and identification of links between everyday, personal life experiences and the more formal perspectives that you will come across in the set readings. The primary aim is to “bring to life” academic concepts of “family”. Students are therefore strongly encouraged to participate actively in seminars and on-line discussions, each of which will focus on a key topic.
- In order for students to make sense of **personal and professional perspectives** and experiences in a manner that will contribute to their learning on this unit, it is essential that these be **expressed in the context of unit readings**. Expression of personal perspectives is welcomed in the unit and should enhance students’ learning, provided that they are interpreted in the light of information contained in the set readings. For this reason, you are strongly advised to keep up with the readings, most of which you should find interesting and thought provoking.

## 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\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

### 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**

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 2. To reflect on personal experiences and how these shape perspectives.
- 4. To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- 5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- 6. To explore the online environment and contribute effectively and respectfully.
- 7. To engage in active and critical reflective practice about working with diverse families.

### **Assessment tasks**

- Assignment 1
- 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**

- 1. To explore diverse contexts in and perspectives on ways in which families function.
- 3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- 4. To highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- 5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- 6. To explore the online environment and contribute effectively and respectfully.
- 7. To engage in active and critical reflective practice about working with diverse families.

### **Assessment tasks**

- Assignment 1
- Assignment 2

- Assignment 3

## 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

- 2. To reflect on personal experiences and how these shape perspectives.
- 3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- 4. To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- 6. To explore the online environment and contribute effectively and respectfully.
- 7. To engage in active and critical reflective practice about working with diverse families.

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

## 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

- 3. To source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- 4. To highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.

### Assessment tasks

- Assignment 2

- 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 outcomes

- 2. To reflect on personal experiences and how these shape perspectives.
- 5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- 6. To explore the online environment and contribute effectively and respectfully.

### Assessment task

- Assignment 1

## 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 outcome

- 5. To consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.

### Assessment task

- Assignment 1