ECED733

Child Development in Context

S1 External 2017

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff
Senior Lecturer
Shirley Wyver
shirley.wyver@mq.edu.au
Contact via Once enrolled, all contact should be through iLearn
X5B 232
Appointments required for consultation.

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
ECED733

Unit description
This unit has been designed to support development of research skills in child development through reading, reviewing and critiquing journal articles and other research based publications. It is assumed that students undertaking this unit have completed previous studies in child development. Students in this unit will investigate a specific topic in depth rather than covering a wide range of topics and will develop a research proposal for the final assignment.

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:

Extend understanding of an area of child development.

Locate and interpret empirical research on a selected topic of child development.

Understand the relationship between research methods and evidence quality.

Develop skills in using research findings in practice or research.

Assessment Tasks

Name	Weighting	Hurdle	Due
What do researchers know?	35%	No	30 March
How do researchers investigate	40%	No	1 May
How can researchers find out	25%	No	5 June

What do researchers know?

Due: **30 March**

Weighting: **35%**

A 2,000 word assignment in which you identify an area that is currently under investigation by child development researchers. Discuss the key research findings in this area.

On successful completion you will be able to:

- Extend understanding of an area of child development.
- Locate and interpret empirical research on a selected topic of child development.

How do researchers investigate

Due: **1 May**

Weighting: **40%**

Using your first assignment as the basis, you will focus on the *methods* used by researchers to find out about your topic. 'Methods' includes: the research design, measures used in the research and research participants. Length is 2-3,000 words noting that there will be some overlap with material from your first assignment.

On successful completion you will be able to:

- Locate and interpret empirical research on a selected topic of child development.
- Understand the relationship between research methods and evidence quality.

How can researchers find out

Due: **5 June**

Weighting: **25%**

For this 1,000 word assignment ECED833 students can select from all options. ECED733 should select from options 1 & 2.

1. How can researchers find out more? This should be submitted as a 1,000 word written assignment. For this assignment, you are required to develop a brief research proposal.

It is an ideal assignment for students who would like to use the work completed in ECED733 as the basis for a future research study.

2. How can researchers improve their methods? You may consider that there are significant methodological constraints in the area of research you are investigating. In this 1,000 word written assignment, you will present an argument for introducing a different methodological approach. It is possible that the approach you propose will complement rather than replace existing methods.

3. How can this area of research be used to improve practice? Develop a brief professional development program for staff working in an early childhood service. The term 'early childhood service' could include long day care, preschools, schools, family day care, early intervention programs, supported playgroups, or any other service you would like to select. If you select this option you can exceed the 1,000 word requirement if appropriate. This option is only available for ECED833.

On successful completion you will be able to:
- Develop skills in using research findings in practice or research.

Delivery and Resources

It is important for students to use iLearn and check messages at least once per week. Material to support your progress will be available through iLearn.

Unit Schedule

This unit has been designed to allow students to pace their own learning. It is possible to have periods when you work on your assessments intensively and other periods where you do less work. It is important to design a schedule that will work best for you and stick to the schedule. Some students will prefer to keep to a weekly commitment while others will know they have weeks with heavy work demands which will be their lighter weeks and more serious work will occur during other weeks.

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

Assessment Policy 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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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.

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*. 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/

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.

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 outcome

- Develop skills in using research findings in practice or research.

Assessment task

- How can researchers find out

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

- Extend understanding of an area of child development.
- Locate and interpret empirical research on a selected topic of child development.

Assessment task

- What do researchers know?

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 outcome

- Understand the relationship between research methods and evidence quality.

Assessment task

- 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 outcome

- Understand the relationship between research methods and evidence quality.

Assessment task

- 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

- Extend understanding of an area of child development.
- Understand the relationship between research methods and evidence quality.

Assessment tasks

- What do researchers know?
- How do researchers investigate