ECHX886
Multimodality and Early Childhood
S1 OUA 2017
Institute of Early Childhood

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**General Information**

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Convenor</td>
</tr>
<tr>
<td>Emilia Djonov</td>
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<td>Contact via <a href="mailto:emilia.djonov@mq.edu.au">emilia.djonov@mq.edu.au</a></td>
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**Prerequisites**

ECHX600

**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 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. All enrolment queries should be directed to Open Universities Australia (OUA): see 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**

1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
2. Develop a metalanguage for discussing how images interact with language and other modes of communication
3. Evaluate how multimodal texts and environments for children support learning and literacy development
4. 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
5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
6. 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>27 March 2017</td>
<td></td>
</tr>
<tr>
<td>Assignment 2</td>
<td>50%</td>
<td>8 May 2017</td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
<td>fortnightly by 5 June 2017</td>
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</tr>
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</table>

**Assignment 1**

Due: **27 March 2017**
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.

This Assessment Task relates to the following Learning Outcomes:
- 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: **8 May 2017**
Weighting: **50%**

*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. Record and
submit a presentation on the key results and interpretation of the analysis, and a reflection on the multimodal literacy demands of this task.

This Assessment Task relates to the following 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
- 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: **fortnightly by 5 June 2017**
Weighting: **30%**

**Study Guide - 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. Students write one extended response (800-1000 words) to a study guide task in Module 3 that demonstrates their ability to evaluate toys and/or picture book apps and/or multimodal environments for children and make recommendations for the design and use of the analysed toys/environment based on this analysis.

This Assessment Task relates to the following 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

[http://unitguides.mq.edu.au/unit_offerings/75682/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/75682/unit_guide/print)
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 10-12 hours a week over 13 weeks (approximately 150 hours over the course of the session) working on this unit to achieve a passing grade. This commitment includes accessing the unit’s iLearn website at least twice a week and participating in online discussions, listening to recorded 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


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

Late Submission

Unless otherwise stated, late submission of written work will result in a deduction of 10% of the mark awarded for each week or part of a week beyond the due date, or date to which an extension has been granted.

Extension Request


The University recognises that students may experience disruptions that adversely affect their academic performance in assessment activities.

The disruption to studies policy (http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) applies only to serious and unavoidable disruptions that arise after a study period has commenced.

Serious and unavoidable disruption

The University classifies a disruption as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
• occurred during an event critical study period and was at least three (3) consecutive days duration, and/or
• prevented completion of a final examination.

If you feel that you’ve been impacted by a serious and unavoidable disruption to study situation, submit an application as follows:

1. Visit Ask MQ (https://ask.mq.edu.au) and use your OneID to log in via 'Current student domestic and international'
2. Under 'Forms' select 'disruptions' and 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

Review

Once your submission is assessed, recommendations are sent to your unit convenor to ensure an appropriate solution for affected assessment(s) is organised.

OUA Specific Policies and Procedures

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 Universities Australia directly:


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


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 Enquiry Service**

For all student enquiries, visit Student Connect at ask.mq.edu.au

**Equity 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.

**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 - 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

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
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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

• 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

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

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 3

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
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Assessment task

• Assignment 2

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>26/02/2017</td>
<td>I changed the due date for Assign 1 from 27/3 to 4/4 so that it fits the lecture and readings schedule better.</td>
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