# ECHX886

## Multimodality and Early Childhood

S1 OUA 2017

*Institute of Early Childhood*

## Contents

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# General Information

Unit convenor and teaching staff
Unit Convenor
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X5B276

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

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 | Hurdle | Due |
|------|-----------|--------|-----|
| Assignment 1 | 20% | No | 27 March 2017 |
| Assignment 2 | 50% | No | 8 May 2017 |
| Assignment 3 | 30% | No | fortnightly by 5 June 2017 |

## 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.

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: **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.

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: **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.

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 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

**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

## 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

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.

# 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 task

- Assignment 2

## 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

- 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 - 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

# Changes since First Published

| Date | Description |
| --- | --- |
| 26/02/ 2017 | I changed the due date for Assign 1 from 27/3 to 4/4 so that it fits the lecture and readings schedule better. |