ECED886
Multimodality and Early Childhood
S1 External 2017
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Emilia Djonov
emilia.djonov@mq.edu.au
Contact via emilia.djonov@mq.edu.au
X5B276

Credit points
4

Prerequisites
(ECED600 or ECED817) or admission to MEChild or MEd or PGDipEdS or MIndigenousEd or MSpecEd 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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

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

http://unitguides.mq.edu.au/unit_offerings/75790/unit_guide/print
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>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>4 April 2017</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>50%</td>
<td>8 May 2017</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
<td>fortnightly by 5 June 2017</td>
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**Assignment 1**

Due: **4 April 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
- 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.

http://unitguides.mq.edu.au/unit_offerings/75790/unit_guide/print 5
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


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/](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 Enquiry Service
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://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/](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](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

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
• 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
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
- 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
Changes since First Published

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<th>Description</th>
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<tbody>
<tr>
<td>26/02/2017</td>
<td>I changed the due date for Assignment 1 from 27/3 to 4/4, so that it fits better with the lecture schedule. As this is an elective unit, this should not have any major implications for the students enrolled in it.</td>
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