



ECED824

Early Childhood Development Research and Practice

S2 External 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Convener

Carol Newall

carol.newall@mq.edu.au

Contact via Dialogue on iLearn

Tutor

Emma Sutherland

emma.sutherland@mq.edu.au

Credit points

4

Prerequisites

(ECED602 or ECED819) or (admission to MEChild or MEd or PGDipEdS or MIndigenousEd or MSpecEd or PGCertSpEd)

Corequisites

Co-badged status

Unit description

This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and to evaluate programs within prior-to-school settings.

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:

Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings

Have a good understanding of child development theory to enable the critical

assessment of children's learning environments

Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Communicate child development research effectively to other professionals and parents

General Assessment Information

Department Assessment Presentation & Submission Guidelines

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each **student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

Please follow these guidelines when you submit each written assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 2.0 spacing.
- Essay must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- 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.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students understand that lecturers, tutors, and conveners will not be able to read your draft assignment to provide guidance. However, please see **Learning Skills** for assessment support (under *Policies and Procedures*).

- 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.

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.

Grading

- No failed assessment may be re-submitted.
- Turnover time for the essay can take 4-6 weeks. The aim is for students to have at least the final grades of 2 assignments (Quiz and Essay) to facilitate exam planning and strategy.

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 by the Unit Convenor (and in some cases by Faculty Student Services) provided it is aligned with the Disruption to Studies Policy. 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.

It is important to note:

- **Do NOT contact your unit convener about extensions.** Please submit ALL extension and special consideration requests through <https://ask.mq.edu.au>.
- Emails are not appropriate means of extension requests. Your unit convener will not respond to extension requests via emails or iLearn Dialogues.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.

Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, 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**.

The following guide can be purchased from the Co-op Bookshop. This is a required text: *

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

Eligibility for a Passing Grade in the Unit

In order to receive a passing grade in this unit, you must meet the following criteria:

- All assessment tasks must be submitted.
- Receive an adequate total mark for the unit (i.e. your combined marks for the three pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.
- You must receive a minimum of 50% in at least two of the three pieces of

assessment.

Note: If you miss one piece of work, you will fail the unit. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator to determine whether it is possible to complete the unit in 2017.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|------------|
| Topic quiz | 20% | No | 25/08/2017 |
| Information for parents | 30% | No | 15/09/2017 |
| Child development research | 50% | No | 27/10/2017 |

Topic quiz

Due: **25/08/2017**

Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1 - 4.

NOTE: Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually.**

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments

Information for parents

Due: **15/09/2017**

Weighting: **30%**

Information resource for parents on selected child development topic

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Communicate child development research effectively to other professionals and parents

Child development research

Due: **27/10/2017**

Weighting: **50%**

Critical review 5 research articles

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Delivery and Resources

Teaching and Learning Strategy

This unit has been developed to provide a combination of direct experience, experience in communication of child development issues and concepts, and knowledge of current research in child development. Key content is delivered via online lectures and weekly readings. Internal students will explore issues related to each topic during weekly seminars. Information, tasks and discussion questions associated with these seminars will be made available to external students via iLearn each week. External students will have the opportunity to discuss topics further at the two voluntary on campus sessions.

Lectures and Required Readings

- Lectures will be pre-recorded. The lecture recordings will be available on the unit website.
- There is no textbook for this unit. Essential weekly readings are listed with lecture sessions in the Unit outline. These readings will be available from e-Reserve in the university library or on the unit website or external websites. Please see the list of other recommended readings as well as the list of websites on the unit website to extend your understanding of unit content.

Classes

Please see timetables.mq.edu.au for room locations.

Seminar attendance is essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Attendance at seminars is expected. Attendance will recorded.

Internal Students

Seminar 1: 18 August 2017, Friday 10am to 4pm

Seminar 2: 8 September 2017, Friday 10am-4pm

Consultation, review, and questions: 20 October 2017, Friday 1-4pm

External Students

On-campus 1: 19 August 2017, Saturday 10am to 4pm

On-campus 2: 9 September 2017, Saturday 10am to 4pm

Each session will be a chance to meet and discuss unit topics and requirements with the unit coordinator and other students as well as to share main points from unit readings and have the opportunity to engage in some of the seminar tasks. **External students** are welcome to attend the internal seminars (subject to availability), which will be identical to the on-campus days. However, please contact your convener to book a place for the seminars.

Building a Community of Learners through Social Media

Online interaction is an essential part of the unit and is integral to both the learning environment and assessment process. The aim is to create a community of learners by creating a learning environment that takes advantage of and encourages distributed expertise within the environment. Within this learning community, members each have expertise in different areas and each member is responsible for sharing their expertise with others and for seeking out others whose expertise can further their own understanding and knowledge.

As part of this process, students are encouraged to use/create their own Twitter account. If you do not already have a Twitter account you will need to create one.

This unit is focused on building your research skills and social media has an important role to play in providing a community within which you can test out your understanding of the literature. Social media can assist you to explore what other academics and professionals think about the ideas and concepts that you formulate as a result of your academic research.

Unit Schedule

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.

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

- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice
- Communicate child development research effectively to other professionals and parents

Assessment task

- Child development research

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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address

everyday problems concerned with children's early development

- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment tasks

- Topic quiz
- Information for parents
- Child development research

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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in prior to school settings
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Assessment tasks

- Topic quiz
- Child development research

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

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Communicate child development research effectively to other professionals and parents

Assessment tasks

- Information for parents
- Child development research

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

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice
- Communicate child development research effectively to other professionals and parents

Assessment tasks

- Information for parents
- Child development research

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

- Communicate child development research effectively to other professionals and parents

Convener's Notes

Communication with staff

Types of Questions

I enjoy teaching and I love watching my students learn. Some questions that we love to see in our Dialogue boxes:

- Is gender colour preference innate or learned?
- Do children understand the minds of other children better than minds of adults?
- What is a good strategy for dealing with a child who has anxiety over class presentations?

Example questions we will **NOT ANSWER**

- How much is the Essay worth?
- When is the quiz due?
- Are tutorials compulsory?
- When will you finish grading our essays?

Rule of thumb: If it can be found in the **Unit Guide** or on the **Unit's iLearn site**, these questions will be ignored. It's not because we are trying to be mean or nasty. There are two major benefits when we ignore these questions:

1. It teaches you to be an independent and competent learner, which is not only a major learning goal for all undergraduate students, but will help build your confidence and learning capacity.
2. It frees your lecturers, tutors, and convener up to focus on the unit, rather than work as an administrative guide to the unit. That means we can devote our time to teaching according to our expertise.

Preferred Contact

All staff will only communicate via Dialogue on iLearn. We will not respond to emails. It allows us to control our communication so that our email inbox is not flooded with teaching questions from students, but also helps us organise our communication (e.g., many of us teach on more than one unit). To show that you have read your unit guides, please send me a photo of Steve Urkel from the 90s sitcom Family Matters. This may put you on my list of favourite students who have read their unit guides thoroughly to the end.

Changes since First Published

| Date | Description |
|------------|---|
| 25/07/2017 | There was a typo on the second on-campus day, which listed an incorrect date. |

