



# ECH 113

## Play and Inquiry in Early Childhood

S2 Day 2017

*Department of Educational Studies*

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## General Information

Unit convenor and teaching staff

Convenor

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275

Consultation by appointment only

Co-Coordinator

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Contact via Contact via Dialogue message (see instructions on Dialogue function before sending)

Consultation by appointment only

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines the role of play and inquiry in children's lives, their learning and development. Students develop a theoretical understanding of the characteristics of young children's play and inquiry and explore how environments, resources and teaching techniques can be structured to facilitate children's active and meaningful engagement in the learning process. Students will analyse the developmental and educational potential of children's play and inquiry across a range of contexts and will reflect on how play and inquiry experiences can be used to cater for children with diverse developmental, educational and cultural learning styles.

## 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:

1. An understanding of the characteristics of young children's play and inquiry across different contexts
2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
3. An ability to analyse the features and potentials of young children's play environments and materials
4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
6. An ability to address assignment requirements using appropriate academic written expression.
7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
8. An ability to use in-text citations and construct a reference list using APA 6th style.

## **General Assessment Information**

### **Assignment Instructions**

A full set of instructions for each assignment can be found in the Assignment guide, which will be available on the ECH113 iLearn site, under "Study Resources and Assignment Links"

#### **Presentation and submission guidelines**

**When preparing your assignments, it is essential that you note that:**

- Students must **retain a copy of all assignments before submission (with a save date before the due date & time - do not overwrite this copy until you have received a grade)**, and retain the copy until your final grade for the unit has been received;
- Assignments will lose 5% of total marks for every 24-hour increment late (i.e., from 1 min to 23 hrs 59 mins late; refer to the 'late assignments' section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- In the case of computer malfunctions, a draft of your assignment may be requested. **You are therefore required to back up your drafts regularly on an external storage device (e.g., flash drive or iCloud)**, so that it is available for re-submission on request.
- All failing assignments will be checked by a second marker when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness will not be

double-marked;

- Assignments will be marked by a random marker from the unit, and by a different marker each assignment, in order to ensure the greatest objectivity. **Submission requirements**

**All assignments are submitted electronically via Turnitin on the iLearn site.** The direct link to Turnitin for each assignment is provided on the relevant module section of the ECH113 iLearn site (do not use the Turnitin website directly).

**Assignments are due before midnight on the specified date.**

**IT IS YOUR RESPONSIBILITY TO CHECK THAT YOUR SUBMISSION HAS BEEN SUCCESSFUL AND TAKE ANY MEASURES TO ENSURE THAT YOUR ASSIGNMENT HAS BEEN SUBMITTED TO THE TURNITIN SITE BY THE DUE TIME AND DATE. YOU MUST ENSURE THAT YOU ALLOW SUFFICIENT TIME FOR YOUR ONLINE SUBMISSION TO BE PROCESSED, AS LATE SUBMISSIONS DUE TO LAST MINUTE TECHNICAL DIFFICULTIES WILL INCUR LATENESS PENALTIES. We cannot offer concessions based on a computer error; it is your responsibility to check the assignment has been lodged correctly.**

For each assignment, the online instructions page will ask you to acknowledge that you have complied with the academic honesty declarations as required by Macquarie University and the Faculty of Human Sciences. By submitting your assignment electronically, you are declaring that you have read and agreed to the statements on this declaration.

**All written submissions are to be legible and professionally presented. Please follow the guidelines below:**

- Please type all assignments using **12 point font** and **1.5 or double-space** the lines.
- Allow a right and left-hand margin of **at least 3cm** in all assignments. This provides space for electronic comments.
- **Use APA 6th Edition referencing style** to acknowledge your sources and support your ideas with in-text referencing (use Perrin, 2015 to ensure correctness). Attention to all APA formatting conventions is important.
- Include a full reference list of all works that are cited within your assignment (this does not include works that you have not read or cited within something you have read; only list those works you have read and referred to).

### **Understanding the Assessment process for this unit**

For details on how assignments in this unit are assessed, including information on expected performance in the academic literacy and knowledge content outcomes, please refer to the Assignment Guide attached to the iLearn site, under "Study Resources and Assignment Links" .

### **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 "**serious and unavoidable**" disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration/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 minute 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Reading Analysis</a>	20%	No	20/8/2017
<a href="#">Play Environment Analysis</a>	30%	No	1/10/2017
<a href="#">Module 3 online quizzes</a>	15%	No	Ends of weeks 8, 9, & 12
<a href="#">Analysis of learning potential</a>	35%	No	12/11/2017

### Reading Analysis

Due: **20/8/2017**

Weighting: **20%**

Students are required to respond to certain aspects regarding a specified text on play

On successful completion you will be able to:

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- 8. An ability to use in-text citations and construct a reference list using APA 6th style.

## Play Environment Analysis

Due: **1/10/2017**

Weighting: **30%**

This Assessment Task requires students to provide an analysis of a play setting according to set environmental principles from the readings.

On successful completion you will be able to:

- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- 8. An ability to use in-text citations and construct a reference list using APA 6th style.

## Module 3 online quizzes

Due: **Ends of weeks 8, 9, & 12**

Weighting: **15%**

This Assessment Task requires students to answer questions relating to lecture content from weeks 8-12.

On successful completion you will be able to:

- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 5. An ability to format and submit assignments appropriately and on time, as per

instructions in the Unit Guide.

## Analysis of learning potential

Due: **12/11/2017**

Weighting: **35%**

This Assessment Task requires an analysis of a play/inquiry scenario using all readings, with an emphasis on Module 3 content.

On successful completion you will be able to:

- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments
- 8. An ability to use in-text citations and construct a reference list using APA 6th style.

## Delivery and Resources

### Organising your time

Macquarie University semesters are spread over 15 weeks, which includes a 2-week non-teaching time between weeks 6 and 7. For a 3 credit-point unit, such as ECH 113, you are expected to allocate approximately 9 hours of study per week.

In the case of ECH113, this study amount would equate to approximately 135 hours over the 15 week period. As a rough guide, this time would be broken down to:

	Per Session	Average hours per tutorial	
Weekly lectures (1 hour online)	12	1	
Weekly tutorials (internal students)	18	1.5	
Required readings (completed <u>before</u> relevant lecture)	24	2hrs	

Preparation and completion, assignment 1	10	N/A	
Preparation and completion, assignment 2	16	N/A	
Preparation and completion, assignment 3	10	N/A	
Preparation and completion, assignment 4	25	N/A	
Miscellaneous: consultation, reading unit outline, engagement with iLearn site, academic literacy support etc.	20	N/A	
<b>Total</b>	<b>135</b>		

The above guide is an estimation only, and you can expect to vary in the amount of time that you spend per week on this unit. Also, some weeks will also be more intensive than others. You will notice the time allocated for assignment preparation. This time will allow you to read and work on your assignments progressively, rather than leaving everything to the last minute. To be successful in this unit, you should keep this time commitment in mind and organise your study program accordingly.

### Required text and readings

There is **one required text** which is available from the Co-op Bookshop on campus.

[Degotardi, S. \(2013\). \*ECH113 Play and Inquiry in Early Childhood: Unit Readings \(3rd Edition\)\*. Sydney, Australia: Pearson. \[Please note that there are significant changes in this edition from previous editions, so it will be important to obtain the 3rd edition \(i.e. the one linked to here\)\].](#)

It is also required that students have access to a copy of a style guide in order to reference correctly for assignments:

Perrin, R. (2015). Pocket guide to APA style (5th ed). Boston, MA: Cengage Learning. **[Note that this is the 5<sup>th</sup> edition of a book that provides information on how to correctly reference in APA 6<sup>th</sup> style, a requirement of ECH113.]**

### Other required and additional readings

You will need to access supplementary readings for your tutorial and assignment preparation:

**The Required Readings** are ones that you require for your tutorial and assignment preparation. These are found in an appropriately labeled folder in the ***Study Resources and Assignment***



**Links** section of the ECH113 iLearn website.

**Additional resources** are not required for tutorial preparation, but can be used for assignments help you to develop a deeper understanding of the topic. These are listed as either **stimulus readings** or **E-reserve readings**. **Stimulus readings** are available in an appropriately labelled folder in the **Study Resources and Assignment Links** section of the ECH113 iLearn website. **E-reserve readings** can be found via the Macquarie University library website. E-reserve readings are usually book chapters that have been converted to a pdf file for you to print or download onto your computer. These chapters plus other useful books can be found by typing 'ECH113' to the Multisearch function on the library homepage and then using the chapter title or author name to locate them. Please familiarise yourself with this facility as it contains some essential readings.

### **Unit website**

There is a website for this unit. Access to this unit is available online through **iLearn**, at [ilearn.mq.edu.au](http://ilearn.mq.edu.au). You will need to login using your Macquarie ID. This site is an essential unit resource. **You are required to check this website at least twice per week** for any announcements. In addition, it has the following features and functions:

#### **Links to required readings and assignment resources**

**Assignment submission links**: For you to submit your assignment work (DO NOT submit via the Turnitin website, use the link provided on iLearn)

**Discussion forums**: For you to ask any questions that pertain to other students as well as yourself. You are expected to answer other students' queries every week using this function as it consolidates your own learning and puts you in contact with other students.

**Dialogue**: for questions relating to yourself only. Note that questions of a general nature will not be answered. Only questions not already answered in the Unit Guide or on Discussion forums will be answered, during business hours, within 48 hours. Students need to be aware of this as assignments are generally submitted on weekends, which are not in business hours.

### **Please note:**

- This **discussion board** is a great place to respond to other students' ideas and queries and discuss approaches to the unit content. It is expected that questions posted here will be answered by other students, not staff.
- The **dialogue function** on the website is not a substitute for reading the unit outline and associated expectations, guidelines or information. *It is not a personal 'help-line'*, but is there to support your engagement in the unit and communication with teaching staff. Unit staff will respond to appropriate dialogue messages in a timely manner. Please be aware that we have multiple teaching and researching commitments, so may take a couple of days to respond. It is unrealistic to expect us to respond after work hours or during weekends.
- Finally, please follow accepted modes of communication that are appropriate for an

academic website. E.g., Please use standard English in your posts and emails (don't 'SMS/text type' –We're way too old for that!), and please consider the tone of any email or posting – respectful communications are expected, and disrespectful ones will be deleted or returned to sender.

## Unit Schedule

### TUTORIAL CONTENT AND PREPARATION

*It is expected that you will have read the specified required readings for the lecture before you come to lectures. Lectures are made assuming knowledge acquired from the readings. Readings will also be discussed and tested during the associated tutorial that week.*

**You will need to bring:**

**(a) your lecture notes, (b) the textbook, (c) hard copies of that week's required readings, and (d) your notes about the readings**

**to all tutorials.**

<p>In order to participate this unit, you will need your own copy of the textbook in addition to the articles provided on iLearn:</p> <p>Degotardi, S. (2013). <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 1-31). Sydney, Australia: Pearson Education Limited. <b>Please bring this to every tutorial</b></p> <p>You will also need access to Perrin's (2015) style guide for assignments:</p> <p>Perrin, R. (2015). <i>Pocket guide to APA style</i> (5th ed). Boston, MA: Cengage Learning. <b>[Note that this is the 5<sup>th</sup> edition of a book that provides information on how to correctly reference in APA 6<sup>th</sup> style, a requirement of ECH113.]</b></p>	
<b>Week</b>	<b>Tutorial preparation and additional resources</b>
<b>Week 1:</b>	<b><u>Lecture:</u> Perspectives on play</b>
<b>Monday</b>	<b><u>Two required readings:</u></b>
<b>31st July</b>	<p><b>1. Resource reading:</b> Barblett, L. (2010). Why play-based learning. <i>Every Child</i>, 16(3), 4-5. Retrieved from <a href="http://search.informit.org/documentSummary;dn=960046192255856;res=IELHSS">http://search.informit.org/documentSummary;dn=960046192255856;res=IELHSS</a></p> <p><b>2. Unit Text Readings:</b> Jarvis, P., Brock, A., &amp; Brown, F. (2013). Three perspectives on play. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 1-31). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga, Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited)</p> <p><b><u>Two Additional resources:</u></b></p> <p><b>1. Stimulus article:</b> Patte, M. M., &amp; Brown, F. (2011). Playwork: a profession challenging societal factors devaluing children's play. <i>Journal of Student Wellbeing</i>, 5(1), 58–70. Retrieved from <a href="http://www.ojs.unisa.edu.au/index.php/JSW">http://www.ojs.unisa.edu.au/index.php/JSW</a></p> <p><b>2. Stimulus article:</b> Drew, W. F., Christie, J., Johnson, J., Meckley, A., &amp; Nell, M. (2008). Constructive play: A value-added strategy for meeting early learning standards. <i>Young Children</i>, 63(4), 38-44. Retrieved from <a href="http://www.jstor.org/stable/42730304">http://www.jstor.org/stable/42730304</a></p>

<p><b>Week 2:</b></p> <p><b>Monday 7th August</b></p>	<p><b><u>Lecture: Inquiry-based learning</u></b></p> <p><b><u>Three required readings:</u></b></p> <p><b>1. From textbook:</b> Follari, L. M. (2013). The project approach: Active inquiry in early childhood. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 32-55). Sydney, Australia: Pearson Education Limited. (Reprinted from Follari, L. M. (2011). <i>Foundations and best practices in early childhood education</i> (2nd ed.). Upper Saddle River, NJ: Pearson Education Inc)</p> <p><b>2. From textbook:</b> Doherty, J., Brock, A., Brock, J. &amp; Jarvis, P. (2013). Born to play: Babies and toddlers playing. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 56-81). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited)</p> <p><b>3. Resource reading:</b> Touhill, L. (2012). Inquiry-based learning. <i>National Quality Standard Professional Learning Program e-Newsletter</i>, 45, 1-4. Retrieved from <a href="http://www.earlychildhoodaustralia.org.au/">http://www.earlychildhoodaustralia.org.au/</a></p> <p><b><u>Three additional resources:</u></b></p> <p><b>1. From textbook:</b> Dodds, S. (2013). 'We want to play': Primary children at play in the classroom. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 82-107). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited) <b>(read only pp.89-91; i.e. from 'Opportunities for play' to 'Play to develop communication skills')</b></p> <p><b>2. Stimulus article:</b> Connor J. (2009). Developing an inquiring mind. <i>Every Child</i>, 15(4), 26-27.</p> <p><b>3. Stimulus article:</b> Youngquist, J., Pataray-Ching, J. (2004). Revisiting "play": Analyzing and articulating acts of inquiry. <i>Early Childhood Education Journal</i>, 31(3), 171-178.</p>
<p><b>Week 3:</b></p> <p><b>Monday 14th August</b></p>	<p><b><u>Lecture: Games</u></b></p> <p><b><u>Two Required readings:</u></b></p> <p><b>1. From textbook:</b> Dodds, S. (2013). 'We want to play': Primary children at play in the classroom. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 82-107). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited) <b>(read only pp.82-85; i.e. from 'Introduction to 'Play and the developing learner)</b></p> <p><b>2. Resource reading:</b> Fleet, A., Patterson, C., Robertson J. (2012). Conversations: behind early childhood pedagogical documentation. Mt Victoria, Australia: Pademelon Press. <b>(Read only pp. 178-187)</b></p> <p><b><u>One additional resource:</u></b></p> <p><b>1. E-Reserve chapter (find via Multisearch):</b> Scarlett, W. G., Naudeau, S., Salonijs-Pasternak, D., &amp; Ponte, I. (2005). Organized youth sports. In W. G. Scarlett, S. Naudeau, D. Salonijs-Pasternak, &amp; I. Ponte (Eds.), <i>Children's play</i> (pp. 137-158). London, England: Sage.</p>
<p><b>Assignment 1 due 11:59pm Sunday 20th August</b></p>	
<p><b>MODULE 2: CONTEXTS OF PLAY AND INQUIRY</b></p>	

<p><b>Week 4:</b></p> <p><b>Monday 21st August</b></p>	<p><b><u>Lecture:</u> Materials and resources for play and inquiry</b></p> <p><b><u>Three Required readings:</u></b></p> <p><b>1. E-reserve reading:</b> Curtis, D. &amp; Carter, M. (2008). Enhance the curriculum with materials. In D. Curtis &amp; M. Carter, <i>Learning together with young children: A curriculum framework for reflective teachers</i> (pp. 55-84). St Paul, MN: Redleaf.</p> <p><b>2. Resource reading:</b> Touhill, L. (2011). Landscapes for learning. <i>Rattler</i>, 97, 20-23. Retrieved from <a href="http://cccncsw.org.au">http://cccncsw.org.au</a></p> <p><b>3. Resource reading:</b> Australian Competition &amp; Consumer Commission (2005). <i>Safe toys for kids</i>. Dickson, Australia: Commonwealth of Australia. Retrieved from <a href="http://www.cbs.sa.gov.au/assets/files/safetoy.pdf">http://www.cbs.sa.gov.au/assets/files/safetoy.pdf</a></p> <p><b><u>Additional resource:</u></b></p> <p><b>1. Stimulus article:</b> Moore, D. (2009). 'Only children can make secret places': children's secret places in early childhood settings. <i>Every Child</i>, 15(3), 6-7. Retrieved from <a href="http://search.informit.com.au/fullText;dn=180874;res=AEIPT">http://search.informit.com.au/fullText;dn=180874;res=AEIPT</a></p> <p><b>2. Stimulus chapter:</b> Curtis, D. &amp; Carter, M. (2014). Provoke wonder, curiosity, and intellectual challenge. In D. Curtis &amp; M. Carter (eds.). <i>Designs for living and learning: Transforming early childhood environments</i> (pp. 149- 176). Redleaf Press, 2014.</p>
<p><b>Week 5:</b></p> <p><b>Monday 28th Aug</b></p>	<p><b><u>Lecture:</u> Play in diverse contexts</b></p> <p><b><u>One required reading:</u></b></p> <p><b>1. From textbook:</b> Olusoga, Y. (2013). 'We don't play like that here': Social, cultural and gender perspectives on play. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 108-132). Sydney: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited) (<b>Read pp. 108-110; i.e. up to 'Social theories of learning ...' and then pp. 116-132; i.e. from 'Cultural-historical theories ...' to chapter end</b>).</p> <p><b><u>Two additional resources:</u></b></p> <p><b>1. Stimulus article:</b> Lancy, D. F. (2007). Accounting for variability in mother-child play. <i>American Anthropologist</i>, 109(2), 273-284. doi:10.1525/aa.2007.109.2.273</p> <p><b>2. Stimulus article:</b> Shine, S., &amp; Acosta, T. Y. (2000). Parent-Child Social Play in a Children's Museum. <i>Family Relations</i>, 49(1), 45-52. Retrieved from <a href="http://www.jstor.org/stable/585700">http://www.jstor.org/stable/585700</a></p>
<p><b>Week 6:</b></p> <p><b>Monday 4<sup>th</sup> Sept</b></p>	<p><b><u>Lecture:</u> Playing outside</b></p> <p><b><u>Two required readings:</u></b></p> <p><b>1. From textbook:</b> Perry, J.P. (2013). Outdoor play. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 133-160). Sydney, Australia: Pearson Education Limited. (Reprinted from Van Hoorn, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (Eds.), <i>Play at the center of the curriculum</i> (5th ed.). Boston, NJ: Pearson Education Inc.)</p> <p><b>2. Resource reading:</b> Young, T., &amp; Elliot, S. (2013b). Rethinking outdoor learning environments: Part B: Provisions. National Quality Standard (NQS) Professional Learning Program (PLP) e-newsletter, 60, 1-5. Retrieved from: <a href="http://www.earlychildhoodaustralia.org.au/nqsp/e-newsletters/newsletters--56--60/newsletter--60/">http://www.earlychildhoodaustralia.org.au/nqsp/e-newsletters/newsletters--56--60/newsletter--60/</a></p> <p><b><u>Three additional resources:</u></b></p> <p><b>1. Stimulus article:</b> Young, T., &amp; Elliot, S. (2013a). Rethinking outdoor learning environments: Part A: Provocations. National Quality Standard (NQS) Professional Learning Program (PLP) e-newsletter, 59, 1-4. Retrieved from: <a href="http://www.earlychildhoodaustralia.org.au/nqsp/e-newsletters/newsletters--56--60/newsletter--59/">http://www.earlychildhoodaustralia.org.au/nqsp/e-newsletters/newsletters--56--60/newsletter--59/</a></p> <p><b>2. Stimulus article:</b> Galizio, C. Stoll, J. &amp; Hutchins, P. (2009). "We Need a Way to Get to the Other Side!" Exploring the Possibilities for Learning in Natural Spaces. <i>Young Children</i>, 64(4), 42-48.</p> <p><b>3. Stimulus article:</b> Robertson, J. (2011). Who needs a forest? <i>Rattler</i>, 99, 10-13</p>

<p><b>Week 7:</b> <b>Monday</b> <b>11th Sept</b></p>	<p><b>NOTE</b> (<i>internal students</i>): the practical preparation for Assignment 2 will be completed in this week's tutorial. <i>External students will complete practical preparation during On-Campus Session 1</i></p> <p><b>Lecture:</b> Extending and enhancing play and inquiry</p> <p><b>Two required readings:</b></p> <p><b>1. From textbook:</b> Van Hoon, J., Nourot, P.M., Scales, B., &amp; Alward, K.R. (2013a). Orchestrating play: Interactions with children. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 162-187). Sydney, Australia: Pearson Education Limited. (Reprinted Van Hoon, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2011). <i>Play at the center of the curriculum</i> (5th ed.). Boston, NJ: Pearson Education Inc.)</p> <p><b>2. Resource reading:</b> Cheeseman, S. (2012). Responding to children's play. <i>National Quality Standard (NQS) Professional Learning Program (PLP) e--newsletter</i>, 34, 1-4. Retrieved from: <a href="http://www.earlychildhoodaustralia.org.au/nqslp/">http://www.earlychildhoodaustralia.org.au/nqslp/</a></p> <p><b>Two additional resources:</b></p> <p><b>1. From textbook:</b> Olusoga, Y. (2013). 'We don't play like that here': Social, cultural and gender perspectives on play. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 108-132). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited). <b>(read only pp.110-116; ie. From 'Social theories of learning ...' to 'Cultural-historical theories of ...')</b></p> <p><b>2. Stimulus reading:</b> Dombro, A. L., Jablon, J R. &amp; Stetson, C. (2011). Powerful interactions. <i>Young Children</i>, 66(1), 12-16. Retrieved from <a href="http://www.jstor.org/stable/42730691">http://www.jstor.org/stable/42730691</a></p>
<p><b>Mon 18th Sept - Sunday 1st October Mid-Session Break</b></p> <p>Wednesday 19th September : On-campus Session (external students only)</p> <p><b>Assignment 2 due 11:59pm Sunday 1st October</b></p>	
<p><b>MODULE 3: OPPORTUNITIES FOR DEVELOPMENT AND LEARNING</b></p>	
<p><b>Week 8:</b> <b>Tuesday 3<sup>rd</sup></b> <b>October</b></p>	<p><b>Lecture:</b> Imagination and creativity</p> <p><b>Two required readings:</b></p> <p><b>1. From textbook:</b> Van Hoon, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2013b). Play as the cornerstone of development: The literature. In S.Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 212-232). Sydney, Australia: Pearson Education Limited. (Reprinted from Van Hoon, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2012). <i>Play at the centre of the curriculum</i> (5th ed.). Boston, NJ: Pearson Education Inc.). <b>(Read only pp.212-217; i.e. from Chapter start to 'Play and the development of language and literacy' and then pp.220-227; from 'Play and logical-mathematical thinking' to 'Play and social-moral development')</b></p> <p><b>2. E-reserve reading:</b> Jalongo, M R., &amp; Narey, M. J. (2014). Understanding children's creative thought and expression. In J. P. Isenberg &amp; M. R. Jalongo, <i>Creative thinking and arts-based learning: Preschool through fourth grade</i> (6th ed., pp. 2-19). Upper Saddle River, NJ: Pearson <b>[Read only pp. 2- 19]</b></p> <p><b>Three additional resources:</b></p> <p><b>1. Resource reading:</b> Saracho, O. (2002). Young children's creativity and pretend play. <i>Early Child Development and Care</i>, 172(5), 431-438. doi:10.1080/03004430214553</p> <p><b>2. Stimulus article:</b> Leong, D. J., &amp; Bodrova, E. (2012). Assessing and Scaffolding Make-Believe Play. <i>YC: Young Children</i>, 67(1), 28-34. Retrieved from <a href="http://www.naeyc.org/yc">www.naeyc.org/yc</a></p> <p><b>3. Weblink:</b> <a href="https://www.youtube.com/watch?v=sQb95itdoCM">https://www.youtube.com/watch?v=sQb95itdoCM</a></p>

<p><b>Week 9:</b></p> <p><b>Monday 9th Oct</b></p>	<p><b><u>Lecture:</u> Language and literacy</b></p> <p><b><u>Two required readings:</u></b></p> <p><b>1. From textbook:</b> Van Hoorn, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2013b). Play as the cornerstone of development: The literature. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 212-232). Sydney, Australia: Pearson Education Limited. (Reprinted from Van Hoorn, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2012). <i>Play at the centre of the curriculum</i> (5th ed.). Boston, NJ: Pearson Education Inc.). <b>(Read only pp.217-220; i.e. from ‘Play and the development of language and literacy’ to ‘Play and logical-mathematical thinking’)</b></p> <p><b>2. From textbook:</b> Doherty, J., Brock, A., Brock, J. &amp; Jarvis, P. (2013). Born to play: Babies and toddlers playing. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 56-81). Sydney, Australia: Pearson Education Limited. (Reprinted from Brock, A., Dodds, S., Jarvis, P., &amp; Olusoga Y. (Eds.), <i>Perspectives on play: Learning for life</i>. Harlow, England: Pearson Education Limited) <b>(Re-read pp. 74-76)</b></p> <p><b><u>Two additional resources:</u></b></p> <p><b>1. Stimulus article:</b> Collins, K.M. and Griess, C. (2011). It’s all in the game: Designing and playing board games as a means of fostering the many ways children communicate. <i>YC Young Children</i>, 12-19. Retrieved from <a href="http://www.naeyc.org/yc">http://www.naeyc.org/yc</a></p> <p><b>2. Stimulus article:</b> Blake, S. (2009). Engage, Investigate, and Report: Enhancing the Curriculum with Scientific Inquiry. <i>YC Young Children</i>, 64(6), 49-53. Retrieved from <a href="http://www.jstor.org/stable/42731050">http://www.jstor.org/stable/42731050</a></p>
<p><b>Week 12:</b></p> <p><b>Monday 30th Oct</b></p>	<p><b><u>Lecture:</u> Physical wellbeing and development</b></p> <p><b><u>One required reading:</u></b></p> <p><b>1. E-reserve:</b> Wyver, S., Tranter, P., Sandseter, E.B.H., Naughton, G., Little, H., Bundy, A., Ragen, J., &amp; Engelen, L. (2012). Places to play outdoors: Sedentary and safe or active and risky? In P. Whiteman &amp; K. De Gioia, (Eds.). <i>Children and childhoods: Contemporary perspectives, places and practices</i> (pp. 85-107). Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p><b><u>One additional resource:</u></b></p> <p><b>Weblink:</b> <a href="http://sydney.edu.au/health-sciences/sydney-playground-project/">http://sydney.edu.au/health-sciences/sydney-playground-project/</a></p>
<p><b>Week 13:</b></p> <p><b>Monday 6th November</b></p>	<p><b><u>Lecture:</u> Social development and relationships</b></p> <p><b><u>Three required readings:</u></b></p> <p><b>1. E-reserve reading:</b> Degotardi, S. &amp; Pearson, E (2016). Infant play: how interactions build and support relationships. In M. Ebbeck and M. Waniganayeke (Eds.), <i>Children’s play in early childhood education: Facilitating learning in diverse contexts</i> (2<sup>nd</sup> ed., pp. 76-95). Sydney, Australia: Oxford University Press.</p> <p><b>2. From textbook:</b> Van Hoorn, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2013b). Play as the cornerstone of development: The literature. In S. Degotardi (Ed.), <i>ECH113 Play and inquiry in early childhood: Unit readings</i> (pp. 212-232). Sydney, Australia: Pearson Education Limited. (Reprinted from Van Hoorn, J., Nourot, P. M., Scales, B., &amp; Alward, K. R. (2012). <i>Play at the centre of the curriculum</i> (5th ed.). Boston, NJ: Pearson Education Inc.). <b>(Read pp.227-232; From ‘Play and social-moral development’ to chapter end)</b></p> <p><b>3. Resource reading:</b> Broadhead, P. (2010). Building friendship through playful learning in the early years. In J. Moyles, <i>The Excellence of play</i> (3<sup>rd</sup> Ed., pp. 216-228). Maidenhead, England: Open University Press.</p> <p><b><u>One additional resource:</u></b></p> <p><b>1. Stimulus article:</b> De-Souza, D., &amp; Radell, J. (2011). Superheroes: An Opportunity for Prosocial Play. <i>YC: Young Children</i>, 66(4), 26-31. Retrieved from <a href="http://www.jstor.org/stable/42731050">http://www.jstor.org/stable/42731050</a></p>
<p><b>Saturday 4th November: <u>On-campus Session 2</u> (external students only)</b></p>	
<p><b>ASSIGNMENT 4 due 11:59pm Sunday 12th November</b></p>	

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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](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 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](http://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/](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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning

### Assessment tasks

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue



knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- 8. An ability to use in-text citations and construct a reference list using APA 6th style.

### **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's

experiences and learning

## **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments

## **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 2. An ability to identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- 3. An ability to analyse the features and potentials of young children's play environments and materials
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately to support the views expressed in assignments

## **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- 6. An ability to address assignment requirements using appropriate academic written expression.
- 7. An ability to identify key arguments in academic readings and use these appropriately

to support the views expressed in assignments

- 8. An ability to use in-text citations and construct a reference list using APA 6th style.

## **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- 1. An understanding of the characteristics of young children's play and inquiry across different contexts
- 4. An ability to generate ideas about play/inquiry experiences that will enhance children's experiences and learning
- 5. An ability to format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

## **Assessment tasks**

- Reading Analysis
- Play Environment Analysis
- Module 3 online quizzes
- Analysis of learning potential

## **Changes from Previous Offering**

The range of assessment tasks is similar to 2014, however specific readings/scenarios etc for each assignment have been updated and changed.