



ECED833

Child Development in Context

S1 Online 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Shirley Wyver

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Contact via Contact through iLearn

X5B 232

There are no fixed consultation times. Please make an appointment for face to face meetings

Credit points

4

Prerequisites

(Admission to MTeach(Birth to Five) and (ECED605 or ECED824)) or (admission to MEChild or MEd or MEdLead or PGDipEdS or MIndigenousEd or MSpecEd or PGCertSpEd or GradCertEdS)

Corequisites

Co-badged status

ECED733

Unit description

Central to this unit is an understanding of child development through reading, critiquing and conducting empirical research. It is assumed that students undertaking this unit have completed previous studies in child development. The unit starts with a range of topics from which students are encouraged to find a topic of interest which they will then investigate in depth. The unit offers opportunities for students to create small research proposals, prepare material for professional development, and develop and apply other skills of relevance to workplace or research pathways. It is important to note that this unit does not provide a general overview of child development.

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:

Detailed understanding of an area of child development.

An understanding of the research methods and procedures underpinning developmental findings.

An understanding of the relationship between research methods, findings and theory.
An understanding of how to use published developmental research in professional contexts.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>What do researchers know?</u>	35%	No	30 March
<u>Investigation</u>	40%	No	1 May
<u>Application</u>	25%	No	12 June

What do researchers know?

Due: **30 March**

Weighting: **35%**

In this 2,000 word essay you will document what is known in your focus area of child development research. See the Assessment Guide published in iLearn for more details.

On successful completion you will be able to:

- Detailed understanding of an area of child development.

Investigation

Due: **1 May**

Weighting: **40%**

In this 2-3,000 word essay, you will document how researchers investigate your topic of interest. Note that this assignment is directly linked to your first assignment and you will most likely use the same or similar references. Further details are published in the Assessment Guide on iLearn.

On successful completion you will be able to:

- An understanding of the research methods and procedures underpinning developmental findings.
- An understanding of the relationship between research methods, findings and theory.

Application

Due: **12 June**

Weighting: **25%**

Following from your previous assignments, select one of the following options:

1. How can researchers find out more? This should be submitted as a 1,000 word written assignment. For this assignment, you are required to develop a brief research proposal. It is an ideal assignment for students who would like to use the work completed in ECED733 as the basis for a future research study.
2. How can researchers improve their methods? You may consider that there are significant methodological constraints in the area of research you are investigating. In this 1,000 word written assignment, you will present an argument for introducing a different methodological approach. It is possible that the approach you propose will complement rather than replace existing methods.
3. How can this area of research be used to improve practice? Develop a brief professional development program for staff working in an early childhood service. The term 'early childhood service' could include long day care, preschools, schools, family day care, early intervention programs, supported playgroups, or any other service you would like to select. If you select this option you can exceed the 1,000 word requirement if appropriate.

On successful completion you will be able to:

- An understanding of how to use published developmental research in professional contexts.

Delivery and Resources

Guidance will be provided through Echo recordings and online discussion. Please note that this unit does not have weekly activities or similar structures. A high level of independence is involved.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 outcome

- An understanding of how to use published developmental research in professional contexts.

Assessment task

- Application

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 outcome

- Detailed understanding of an area of child development.

Assessment task

- What do researchers know?

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

- An understanding of the research methods and procedures underpinning developmental

findings.

- An understanding of the relationship between research methods, findings and theory.

Assessment task

- Investigation

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

- An understanding of the research methods and procedures underpinning developmental findings.
- An understanding of the relationship between research methods, findings and theory.

Assessment task

- Investigation

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

- Detailed understanding of an area of child development.
- An understanding of how to use published developmental research in professional contexts.

Assessment task

- What do researchers know?

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

- An understanding of how to use published developmental research in professional contexts.

Assessment task

- Application