



# ECH 218

## Child Development Preschool to Adolescence

S1 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

### Unit description

This unit offers a critical overview of current theory, research and issues in child development from the preschool years through to late middle childhood and puberty. The unit covers the major aspects of children's cognitive, physical and social/emotional development, personality, gender and moral development. The unit also considers the influence of key relationships with siblings and peers for children's development. An understanding of factors that promote and attenuate optimal development and well-being and the unique contribution of child rearing contexts is integrated throughout. In addition, students develop knowledge of strategies for the promotion of good mental health for young children. During the course of the unit, students are encouraged to engage in active interpretation of the material covered and to consider both the implications and practical application in their professional contexts. Particular attention is paid to the implications for prior to school and primary school educators within the contemporary Australian social/cultural context.

## 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 a thorough working knowledge of current research, theory and issues in child development
- Explain the many and varying influences important to the development of a child
- Understand the whole child by appreciating the links between different areas of development
- Appreciate cultural, historical and contextual influences on development
- Appreciate the biological underpinnings of development
- Examine the role of child development research for informing teaching practice

## General Assessment Information

### Department Assessment Presentation & Submission Guidelines

**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. The unit consists of ~300 students, and we do not have the appropriate workload hours available to read everyone's drafts. 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**

- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.
- Given that this unit has a moderately large cohort (~300 students), it takes us awhile to mark the assignment and to double-mark a percentage (~15-20%) for reliability. 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.

## Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor after a 72hr moratorium (waiting period) once the grade has been released. This is to ensure that you have had time to read and consider the feedback given in the essay. Please request regrade within 10 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your argument for a regrade. ***Unfortunately, intense effort and hard work are not grounds for a regrade.***

Note: Failed assessments cannot be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

## Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration 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 Special Considerations policy and are submitted via <https://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 unavoidable disruption according to the University definition of same, see:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

**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.

### **University policy on grading**

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

#### **Criteria for awarding grades in the unit**

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

| Grade                    | Descriptor  |
|--------------------------|---|
| HD<br>(High Distinction) | Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.   |
| D<br>(Distinction)       | Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.   |
| Cr<br>(Credit)           | Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline. |

|              |   |
|--------------|---|
| P<br>(Pass). | Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes |
| F<br>(Fail)  | Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.  |

### Eligibility for a Passing Grade in the Unit

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

- Receive an adequate total mark for the unit (i.e. your combined marks for the four pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

## Assessment Tasks

| Name                              | Weighting | Hurdle | Due                           |
|-----------------------------------|-----------|--------|-------------------------------|
| <u>Essay</u>                      | 30%       | No     | Week 6, 5 April 2019          |
| <u>Parent information leaflet</u> | 30%       | No     | Week 11, 24 May 2019          |
| <u>Final Exam</u>                 | 40%       | No     | Semester 1 examination period |

### Essay

Due: **Week 6, 5 April 2019**

Weighting: **30%**

Discuss and critically evaluate the findings of at least five research studies related to specified area of development.

On successful completion you will be able to:

- Explain the many and varying influences important to the development of a child

- Understand the whole child by appreciating the links between different areas of development
- Examine the role of child development research for informing teaching practice

## Parent information leaflet

Due: **Week 11, 24 May 2019**

Weighting: **30%**

Information sheet designed for parents of children attending EC centre/school to promote awareness of one of specified area of child development

On successful completion you will be able to:

- Appreciate cultural, historical and contextual influences on development
- Examine the role of child development research for informing teaching practice

## Final Exam

Due: **Semester 1 examination period**

Weighting: **40%**

A 2hr and 30min exam (plus 10mins reading time) that consists of a combination of multiple-choice, short answer and essay questions.

On successful completion you will be able to:

- Demonstrate a thorough working knowledge of current research, theory and issues in child development
- Explain the many and varying influences important to the development of a child
- Understand the whole child by appreciating the links between different areas of development
- Appreciate cultural, historical and contextual influences on development
- Appreciate the biological underpinnings of development

## Delivery and Resources

### Department of Educational Studies (EC) Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *Academic Honesty Handbook*
- *Unit Guide*
- *Unit assigned reading*
- *Assessment in Detail*



- *Lecture and Tutorial Schedule*

### **Department of Educational Studies Electronic Communication**

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email Address*

It is the student's responsibility to check all electronic communication on a regular weekly basis.

### **Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

### **Teaching and Learning Strategy**

#### **Lectures**

Two separate one hour lectures will be presented each week. Please refer to lecture schedule for details. Recordings of lectures will be available on Echo360 for both internal and external students. Lecture slides will be made available the day before the lecture for students who are attending the live lecture to download and have available during the lecture. Attendance is optional. However, all lecture contents may be included in the subsequent quiz and exam. If it is not possible to attend the live lecture, you must listen to the Echo360 recording.

#### **Required Textbook**

Custom Edition for Macquarie University by Pearson, Australia compiled from Peterson, C.C. (2015). *Looking Forward through the Lifespan: Developmental Psychology (6th edition)*. Sydney, Australia: Pearson Education.

#### **Supplementary readings**

White, F., Hayes, B., & Livesey, D. (2015). *Developmental psychology: From infancy to adulthood* (3<sup>rd</sup> ed.). Frenchs Forest, NSW: Pearson Education.

#### **Tutorials and Attendance**

Tutorials are scheduled to occur fortnightly and will either begin on Week 1 or Week 2 of Semester 1, 2019. Activities completed during fortnightly tutorials (internal) or on campus days (external) are 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 all tutorials or on campus days is expected. Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. **Please do not contact the unit convenor requesting a change.**

**All tutorial content may be included in the exam.** The tutorials and iLearn discussion forums are the most appropriate forums to raise questions and engage in group discussion to further

your understanding of the material. Diverse views are welcome. It is important that you feel free to express your ideas openly (with the exception of views that may offend other students). The iLearn site is ideal for an exchange of ideas with all students and teaching staff.

**Internal students** will have fortnightly tutorials of 2hrs each. Tutorials will commence in Week 1 for the first cohort and Week 2 for the second cohort.

**External students** will cover the tutorial content during their two days of on-campus attendance.

### Workbook

This unit has a workbook available on the unit website. The workbook is to be used to record notes from tutorials, lectures and your readings. You should **bring your workbook with you to all classes**. Internal students will work through the tasks at their fortnightly tutorials. External students will complete the tasks at the On Campus days.

## Unit Schedule

| Week | Lecture   | Tutorial  |
|------|---|---|
| 1    | L1: Research Evidence and Practice (CN)<br>L2: Gender Development (CN)  | Foundations of Development  |
| 2    | L1: Physical Development (HL)<br>L2: Motor Development (HL)   | Foundations of Development (repeat of Week 1 tutorial for cohort 2) |
| 3    | L1: Cognitive Development I (CN)<br>L2: Cognitive Development II (CN)   | Cognition   |
| 4    | L1: Language (HL)<br>L2: Development of Memory (SW)   | Cognition (repeat of Week 3 tutorial for cohort 2)                  |
| 5    | L1: Problem-solving, reasoning, and executive functions (SW)<br>L2: Theory of Mind (SW)                                 | Self Agency   |
| 6    | L1: Moral Development (SW)<br>L2: Self-concept and self-worth (SW)<br>L3: Assessment of Development (pre-recording; SW) | Self Agency (repeat of Week 5 tutorial for cohort 2)                |
| 7    | L1: Social Skills (SW)<br>L2: Prosocial and antisocial behaviour (SW)   | Social Development  |
| 8    | No lectures or tutorials (prac week for ECHP222 students)   | No tutorials  |
| 9    | No lectures or tutorials (prac week for ECHP222 students)   | No tutorials  |
| 10   | No lectures or tutorials (prac week for ECHP222 students)   | No tutorials  |
| 11   | L1: Peer relationships and friendships (CN)<br>L2: Sibling relationships (RA)   | Social Development (repeat of Week 7 for cohort 2)                  |

|    |  |  |
|----|--|--|
| 12 | L1: Personality Development (HL)<br>L2: Emotional Development (CN) | Emotional Development and Wellbeing                                  |
| 13 | L1: Emotional Health I (CN)<br>L2: Emotional Health II (HL)        | Emotional Development and Wellbeing (repeat of Week 12 for cohort 2) |

Lecturer: Dr Carol Newall (CN), Dr Shirley Wyver (SW), Dr Helen Little (HL), Dr Rebecca Andrews (RA).

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](#)

### Convener's Role in Essay Support (30%, due Week 7, 14 April 2017)

The unit staff (e.g., convener and tutors) will provide guidance that is relevant to the unit topic (e.g., articles that may be relevant). However, the unit convener and tutors will not provide any generic writing support (e.g., narrative structure, grammar, basics on writing skill, interpreting the essay question). As noted above, **Learning Skills** provide workshops and support for tertiary-level writing skills. Students are encouraged to seek out these supports prior to the essay due date.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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:

### **Assessment task**

- Parent information leaflet

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcome**

- Appreciate cultural, historical and contextual influences on development

### **Assessment tasks**

- Parent information leaflet
- Final Exam

## **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**

- Demonstrate a thorough working knowledge of current research, theory and issues in child development
- Explain the many and varying influences important to the development of a child
- Understand the whole child by appreciating the links between different areas of development
- Appreciate cultural, historical and contextual influences on development
- Appreciate the biological underpinnings of development
- Examine the role of child development research for informing teaching practice

## Assessment tasks

- Essay
- Parent information leaflet
- Final Exam

## 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

- Demonstrate a thorough working knowledge of current research, theory and issues in child development
- Explain the many and varying influences important to the development of a child
- Understand the whole child by appreciating the links between different areas of development
- Appreciate cultural, historical and contextual influences on development
- Examine the role of child development research for informing teaching practice

## Assessment tasks

- Essay
- Parent information leaflet
- Final Exam

## 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

- Understand the whole child by appreciating the links between different areas of development
- Examine the role of child development research for informing teaching practice

## Assessment tasks

- Essay
- Parent information leaflet
- Final Exam

## 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 outcome

- Examine the role of child development research for informing teaching practice

## Assessment tasks

- Essay
- Parent information leaflet

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Assessment task

- Parent information leaflet

## Changes from Previous Offering

This unit now has 2hr fortnightly tutorials, rather than weekly 1hr tutorials. The current unit only has three assessment tasks, removing the online quiz from previous years (2017 and prior).

## 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.