



ECHE1180

Infancy and Early Development

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Unit convenor and lecturer

Helen Little

helen.little@mq.edu.au

Contact via via iLearn dialogue

29 WW, Room 235

By appointment

Lecturer

Shirley Wyver

Lecturer

Belinda Davis

Lecturer

Rebecca Andrews

Tutor

Lorraine Fordham

Contact via via iLearn dialogue

Tutor

Iliana Skrebneva

Contact via via iLearn Dialogue

Tutor

Emma Sutherland

Contact via via iLearn Dialogue

Tutor

Jennifer Burgess

Contact via via iLearn Dialogue

Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children aged 0-3 years within the Australian social context. Theories and research, which attempts to describe and explain early childhood development and individual differences are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are also examined. Teacher Education Students are encouraged to make links between content, research, to observations and experiences with infants and very young children within early childhood 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:

ULO1: Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.

ULO2: Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.

ULO3: Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

General Assessment Information

NOTE: Comprehensive details of assessment tasks are provided on iLearn

SUBMISSION REQUIREMENTS

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- 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.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

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.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Extensions

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 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 **unavoidable disruption** according to the University definition of same, and currently available at:

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

Note that:

Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation. Emails are not appropriate means of extension requests. It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension. In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request. Extensions are usually not granted on the due date.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved:

(a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date; and,

(b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Please note:

GRADES for TASKS will be released through Grade Mark online in *iLearn*. An announcement will be made when your Grades and Comments are available.

http://www.mq.edu.au/iLearn/student_info/gradebook.htm

This link provides guidance as to how you can access the Grades.

Appealing an assignment grade (requesting a re-mark)

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. To request a re-mark, you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

Academic Integrity

The pursuit of academic integrity is a shared responsibility across the University. All members of the University community have a role in maintaining a positive culture that supports the values of academic integrity. All work completed for this unit must adhere to the [Academic Integrity Policy](#). All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. In the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures. **The library provides a range of resources and referencing information:** <https://libguides.mq.edu.au/referencing/APA7thEdition>

Online quizzes/exams 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 Integrity policy](#) for more information.

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (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 (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 (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 (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 (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.

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](#).

Withdrawing from this UG Unit

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Understanding development	45%	No	11 October
Final exam	50%	No	November TBC
Research participation	5%	No	by 15 November

Understanding development

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **11 October**

Weighting: **45%**

1800 word essay focusing on a specific topic and critically evaluating the literature and empirically-derived evidence on this topic

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

Final exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **November TBC**

Weighting: **50%**

3 hour exam with combination of multiple choice, short answer and essay questions

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

Research participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 12 hours

Due: **by 15 November**

Weighting: **5%**

Participant in staff and/or student research projects

On successful completion you will be able to:

- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and Recommended Texts and/or Materials

Prescribed Texts:

The following text is **essential** for this unit.

Peterson, C. (2015). *Looking forward through the lifespan. Developmental psychology: Birth to middle childhood*. (Custom edition). Sydney: Pearson.

Note: It is also fine to use the 6th edition of Peterson (2014). *Looking forward through the lifespan. Developmental psychology*. Sydney: Pearson. Please do not buy another textbook if you already have this version.

Recommended Resources

In the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures.

The library provides a range of resources and referencing information:

<https://libguides.mq.edu.au/referencing/APA7thEdition>

Unit Expectations

- Students are expected to read weekly readings before completing discussion tasks and tutorials.
- Students are expected to listen to weekly lectures before completing tasks and tutorials.
- Students are expected to complete online activities as required.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address* [Note: Please do not email staff from any email account other than your uni email account.]
- The *Dialogue* function on iLearn
- Other iLearn communication functions

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to *iLearn* is **compulsory** for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included as a core component of this unit. Electronic links and suggested references will be included in the **Resources** section. Please check the *iLearn* unit regularly.

Unit Structure

The unit comprises two one-hour lectures and a one-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/

preparation is available on the following pages or on the unit iLearn site.

Lectures - Weekly lectures are available on the web through the *ECHO360* lecture component in iLearn from the following website link: <http://ilearn.mq.edu.au>. **You must listen to all lectures weekly BEFORE the associated tutorial.**

PowerPoint slides are available in *iLearn* in advance of the weekly lecture and/or are available in the Active Learning Tool.

All lectures are pre-recorded and will be available each week no later than 9.00am Thursday (as per timetable) to enable students to listen to them prior to tutorials which are also timetabled on Thursday each week.

Tutorials will be delivered either online or face to face (depending on COVID-19 social distancing restrictions) during the timetabled tutorial times. These tutorials are supported by pre-recorded online lectures, readings and reflection tasks. Students will be informed of the tutorial delivery mode via iLearn.

Attendance Requirements

Attendance at all tutorials (whether online or face-to-face) is expected. There will be a supporting iLearn website for the unit providing additional readings, links and materials.

All online tutorials begin in Week 1 of Session. There is a unit workbook provided which outlines weekly tutorial tasks which will be completed as either online discussion tasks or during online tutorials.

Activities completed during weekly online tutorials (internal) or online sessions for external students 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.

Internal Students: Content is delivered via tutorials which take place from week 1 to 12 (inclusive) of the session. Tutorials are delivered during the weekly timetabled tutorial times on Thursdays (either by Zoom or face-to-face depending on COVID-19 social distancing restrictions). Online tutorials are delivered via Zoom, and students will be provided with the online tutorial link via the relevant weekly section on iLearn.

External Students: Two sessions are scheduled on the **14th and 15th September**. Details of start times and duration and format (Zoom or face-to-face depending on COVID-19 social distancing restrictions) will be provided on iLearn.

Attendance at all tutorials is expected and the roll will be taken. Students are required to attend the tutorial in which they are registered. Any changes to tutorial registration must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for online tutorials (using Zoom), discussion forums for tutorial tasks, the online completion of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignment.

Unit Schedule

Thursday	Lecture	Lecturer	Tutorial	Textbook Reading (Peterson, 2015)
Week 1 30 July	Research methods	Belinda Davis	Introduction to key issues in child development	Chapter 1
	Introduction to key issues in child development	Helen Little		
Week 2 6 Aug	Maturation/ethology	Helen Little	Research methods & Key debates	Chapter 2
	Behaviourism/learning theory	Helen Little		
Week 3 13 Aug	Dynamic systems	Helen Little	Theories	Chapter 3
	Genetics & Individual differences	Helen Little		

Unit guide ECHE1180 Infancy and Early Development

Week 4 20 Aug	Prenatal	Helen Little	Genetics & Prenatal	Chapter 4 (pp. 104-122)
	Studies of Child Development	Helen Little		
Week 5 27 Aug	Physical	Helen Little	Physical & Motor	Chapter 4 (pp. 122-124)
	Motor	Helen Little		
Week 6 3 Sept	Perception	Shirley Wyver	Perception	Chapter 4 (pp. 124-132)
	Perception	Shirley Wyver		
Week 7 10 Sept	Cognition	Shirley Wyver	Cognition	
	Cognition	Shirley Wyver		
Week 8 1 Oct	Developmental neuroscience	Shirley Wyver	Developmental neuroscience	
	Attachment	Helen Little		
Week 9 8 Oct	Temperament	Helen Little	Attachment & Temperament	Chapter 5
	Joint attention & mind-mindedness	Belinda Davis		
Week 10 15 Oct	Language	Helen Little	Joint Attention & Language	Chapter 6 (pp. 166 -192)
	Bilingualism	Helen Little		
Week 11 22 Oct	Emotion	Rebecca Andrews	Emotion &	Chapter 6 (pp. 192 – 203) *BeYou – Developing children’s social & emotional skills
	Self	Rebecca Andrews	Self	
Week 12 29 Oct	Parenting	Helen Little	Parenting &	Chapter 8: pp 244-249 *Grimes et al. (2004)
	Peers	Helen Little	Peers	

Week 13 5 Nov	NO lectures or tutorials – reading/study week			
------------------	--	--	--	--

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.*)

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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.