ECHE3110

Infant and Toddler Curriculum and Pedagogy

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

Disclaimer

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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
Sheila Degotardi
sheila.degotardi@mq.edu.au

Credit points
10

Prerequisites
130cp at 1000 level or above including (ECHE220 or ECHE2200) and (ECHE118 or ECHE1180 or ABEC113)

Corequisites

Co-badged status

Unit description
This unit focuses attention on curriculum and pedagogical approaches to teaching and learning with children from birth to two years. The unit introduces students to research relating to how infants and toddlers learn and the role of intentional teaching in promoting learning and development. Students will engage in a critical analysis of curriculum approaches, relationship-based teaching and learning, and environmental contexts that are recommended for infants and toddlers. The unit will culminate in the planning and documentation of an effective learning environment for children in this age group.

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: Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.

ULO2: Demonstrate an in-depth understanding of the ways in which different relationships and relationships characteristics are played out in, and impact on, infant-toddler learning and teaching.

ULO3: Plan an effective learning environment for infants and toddlers that takes account research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues.

ULO4: Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

General Assessment Information

Full instructions for each assignment, including the assessment criteria can be found in the assignment guide attached to the ECHE3110 iLearn site.

Unit Expectations:

- All assignments must be submitted and must demonstrate a serious attempt to address the assessment task and criteria
- Students are expected to attend at least 80% of their tutorial sessions
- Students are required to read weekly readings, listen to weekly lecture and complete associated tasks before attending tutorials

Failure to meet any of the requirements listed above will place students at serious risk of failing the unit.

EXPECTED ACADEMIC LITERACY LEVEL

As a 3000-level unit, students are expected to demonstrate a fully functional level of academic literacy in their assignment work. The expectation levels are listed below. Students whose work does not meet these standards are at serious risk of failing the unit.

Students will receive feedback on their demonstrated level of academic literacy in assignment 1. Students who fail to meet the minimum standards for assignment 2 and 3 will receive a fail grade for that assignment.

Note that work that breaches the Macquarie University academic honesty policy (see Academic honesty and plagiarism section below) will attract significant deductions in marks and may, in some cases, be referred to the Faculty academic honesty committee for consideration. Penalties may apply beyond those specified above.

Key academic literacy skill	Expected level of performance

Assignment requirements are addressed using a satisfactory level of academic written expression, appropriate to the genre of the assignment.	Each required part of the assignment has been addressed. The assignment is generally well structured, demonstrating logically organised ideas and concepts. There may be minor spelling or grammatical errors which make the meaning unclear in small portions of the assignment. The assignment complies with the specified word limit.
Unit readings and other appropriate academic sources are used to support the views expressed in assignments	Relevant infant-toddler curriculum and pedagogy academic sources, including the set unit readings, have been used to support the ideas expressed in the work. The assignment shows an ability to identify the key arguments in the required readings and relate these to the topic in question.
APA 6th / 7th referencing style is used to correctly acknowledge sources through in-text citations and a reference list.	A consistent effort has been made to use the APA 6th or 7th referencing and citation style. There may be a few style errors and/or some inconsistencies that will need to be addressed in future assignments. All consulted sources have been acknowledged through in-text citations and included in the reference list. Quoted material has been appropriately represented in quotation marks, with in-text citations to correctly identify the source.

PRESENTATION AND SUBMISSION GUIDELINES

- Students must regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances (see special consideration below), no assessment will be accepted more than one week (including weekends) after the due date.
- 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.

Assignment presentation and submission

All written submissions are to be legible and professionally presented. **Please follow these guidelines when you submit each assignment:**

- All assignments must include the academic honesty declaration as required by all Macquarie University students.
- Assignments must represent the student's individual work (see Academic Honesty section below).
- Please type all assignments using *12 point font* and *1.5 or double-space* the lines. Save your file in .doc, .docx or pdf format.
- Allow a left and right-hand margin of *at least 2.5cm* in all assignments. This allows us to attach, and you to read your feedback comments easily.
- 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.
- Use APA 6th or 7th referencing style to acknowledge your sources and support your ideas with in-text referencing, and include a full reference list of all works that are cited within your assignment.

Draft Submissions & Turnitin Originality Reports

- You 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

- You are responsible for checking that your 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 or submission errors cannot be corrected after the submission date. **Please check very carefully.**

Word limit

All sections of the assignment, apart from references and appendices, are included in the word limit. If your assignment seriously exceeds the word limit (more than 10% over), it will be marked only to the point at which the word limit is reached.

Academic honesty and plagiarism

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for

assessment; and

- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: http://www.mq.edu.au/policy/index.html

TURNITIN is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have stated your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn.

Extensions and Late Assignments

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 2% reduction of the total possible mark for each day late (including weekends and public holidays). **Late penalties are applied by unit convenors or their delegates after tasks are assessed. N***o assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.*

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.

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 within 7 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 judgments.

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

Also 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.

Grading Information

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central: http://www.mq.edu.au/policy/index.html

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: http://www.mq.edu.au/policy/docs/grading/policy.html

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Synthesis	35%	No	23rd August 2020
Learning Resource	25%	No	27th September 2020
Evidence based intentional teaching	40%	No	8th November 2020

Research Synthesis

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 30 hours
Due: **23rd August 2020**
Weighting: **35%**

Students source and synthesise from findings from research articles on a specified topic related to high-quality pedagogies (choice of 2 topics). Students use this synthesis to identify implications for their pedagogical practice. (Approximately 1100 words)

On successful completion you will be able to:

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Learning Resource

Assessment Type [1]: Learning resource creation
Indicative Time on Task [2]: 25 hours
Due: **27th September 2020**
Weighting: **25%**

Drawing on the content of weeks 4 to 7, students develop, visually present and analyse the learning potential of a material resource for birth to 2 year old children. (Photographs of resource, plus approximately 800 words)

On successful completion you will be able to:

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Draw on contemporary literature and real-world experience to demonstrate an reflective,

evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Evidence based intentional teaching

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 35 hours
Due: **8th November 2020**
Weighting: **40%**

Using their assignment 2 resource as a basis, students will i) design a learning area, ii) explain and justify the physical design and the inclusions in terms of the learning / development potential and iii) draw on an infant-toddler research evidence base to identify and discuss pedagogies that will effectively support the learning / development identified in ii). (Pictorial plan plus approximately 1800 words)

On successful completion you will be able to:

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Demonstrate an in-depth understanding of the ways in which different relationships and relationships characteristics are played out in, and impact on, infant-toddler learning and teaching.
- Plan an effective learning environment for infants and toddlers that takes account research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues.
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

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[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

TUTORIAL CLASSES AND LECTURES

This unit is taught in tutorial mode, delivered either face to face or online (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.

Online lectures have reflection questions and tasks that students are required to complete prior to the relevant weekly tutorial. Weekly readings also form the basis for tutorial discussions. Tutorials are structured to include whole and small group discussions an tasks, as well as independent work. **Effective preparation is required, and attendance is expected.**

Internal Students: Tutorials are delivered during the weekly timetabled tutorial times on Tuesdays. Content is delivered via tutorials which take place from week 1 to 9 (inclusive) of the session.

External Students: A one day, session is scheduled on the *16th September*.

Students completing ECHP4240: Due to a misalignment with the professional experience dates for ECHP4240 and weekly tutorials, students must either enrol as an external student or attend the relevant tutorial sessions at the external on-campus day on the *16th September*. **Please contact Sheila asap to make arrangements.**

Any student who is undertaking a different professional experience block (other than ECHP3250) during their scheduled tutorial time must contact Sheila asap to discuss arrangements.

UNIT WEBSITE AND STAFF CONTACT

This unit has a full web presence through *iLearn*. Online workshops are delivered via Zoom, and students will be provided with the online tutorial link via the relevant weekly section on iLearn.

Students will need regular access to a computer and a reliable internet connection to complete this unit.

Weekly access to *iLearn* is **compulsory** for all students**.** In addition to links to the online lectures and readings, important assessment information will be posted here, as will other relevant unit notices and materials that will assist your studies.

REQUIRED READINGS

Required text (available via Booktopia):

Maguire-Fong, M.J (2015). *Teaching and learning with infants and toddlers: Where meaning making begins.* San Francisco: WestEd.

Other required readings

Each week, students are required to read three allocated readings, comprising practioner focused readings (e.g., text chapter / practitioner article) and one research article. These readings will form the basis of our tutorial discussions, and students are required to bring them to their class / on-campus session.

The readings are located via the Leganto link on the ECHE3110 ilearn site.

Students are required to will demonstrate continued engagement with these reading materials in

their tutorials and assignment work.

Useful books:

The following books on infant-toddler learning and teaching can also be located via the Multisearch function:

Bergen, D. (2001). *Educating and caring for very young children : The infant/toddler curriculum.* New York: Teachers College Press.

Curtis, D. & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments.* Minnesota: Redleaf Press.

Curtis, D. & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers.* Minnesota: Redleaf Press.

Gandini, L., Pope, C., & Edwards. (2001). *Bambini : The Italian approach to infant/toddler care* . London: Teachers College Press

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2007). *Infants, Toddlers and Caregivers: A curriculum of respectful, responsive care and education*. Boston: McGraw Hill

Goouch, K. & Powell, S. (2013). *The baby room: Principles, policy and practice,* Maidenhead, UK, Open University Press.

Greenman, J.T., Stonehouse, A., & Schweikert, G., (2008). *Prime times: a handbook for excellence in infant and toddler programs*. St. Paul, MN: Redleaf Press,

Greenman, J. (2005). Places for childhood in the 21st century: A conceptual framework. *Beyond the Journal: Young Children on the Web*, May 2005, http://www.journal.naeyc.org/btj/200505/

Harris, P. (2009). Language learning in the baby and toddler years. Terrigal, NSW: David Barlow Publishing

Lally, R., Mangione, P., & Greenwald, D. (2006). *Concepts for care: 20 essays on infant/toddler development and learning*. San Francisco, CA : WestEd

Makin, L., & Spedding, S. (2012). *Learning literacies, birth to three: Positive approaches for early childhood educators.* Castle Hill, N.S.W. : Pademelon Press, 2012.

Page, J., Clare, A. & Nutbrown, C. (2013). *Working with babies and children from birth to three,* London, Sage.

Peterson, S. H. (2009). *Endless opportunities for infant and toddler curriculum : A relationship-based approach.* Upper Saddle River, N.J.: Merrill

Wittmer, D.S. (2008). *Focusing on peers: The importance of relationships in the early years.* Washington, DC : Zero to Three

Wittmer, D.S., & Petersen, S.H. (2006). *Infant and toddler development and responsive program development: A relationship-based approach*. New Jersey: Pearson.

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Beyond the Journal: Young Children on the Web

Contemporary Issues in Early Childhood (online www.triangle.co.uk/ciec)

Early Childhood Research and Practice (online http://ecrp.uiuc.edu/index.html)

Early Childhood Research Quarterly

Early Years; International Journal of Research and Development

International Journal of Early Childhood

International Journal of Early Years Education

The First Years: New Zealand Journal of Infant and Toddler Education

Young Children

Zero to Three

Unit Schedule

The content of ECHE3110 is organised in three distinct modules. The precise weeks for each module content will be provided in iLearn

MODULE 1: HIGH QUALITY INFANT-TODDLER PEDAGOGIES	
Topic	**Required Readings**
The infant-toddler specialist teacher	**Your text.** Foreword by R. Lally and Prologue by T. Berry Brazelton. pp.ix-x, then Chapter 1, pp. 8-10. **Practitioner article:** Powell, H. (2018) More than just nappy changes and sleep times. *Educating Young Children, 24*(1), 29-30. **Research:** Davis, B. & Dunn, R. (2019). Professional identity in the infant room. *Australasian Journal of Early Childhood,* Doi: 10.1177/1836939119855222
Conceptualising quality in birth to two settings 1: Perspectives on learning and curriculum	**Text:** Chapter 1: Infants as active meaning makers. Pp. 3-8 **Text:** Chapter 3: Knowledge from the infants' point of view. pp.22-32 **Research:** La Paro, K. & Gloeckler, L. (2016). The context of child care for toddlers: The "experience expectable environment". *Early Childhood Education Journal, 44*, 147-153. doi: 10.1007/s10643-015-0699-0
Conceptualising quality in birth to two settings 2: Evidence-based pedagogies	**Text Chapter 2**: Relationships shape the developing brain. pp.11-21. **Practitioner article:** Dalli, C., (2014). Quality for babies and toddlers in early years settings. TACTYC Occasional Paper 4. Retrieved from http://tactyc.org.uk/wp-content/uploads/2014/04/Occ-Paper-4-Prof-Carmen-Dalli.pdf, **Research**: Degotardi, S. (2010). High quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine experiences. *International Journal of Early Years Education, 18*(1), 27-41.
MODULE 2: TEACHING TO PROMOTE LEARNING AND DEVELOPMENT	

Teaching to promote social and emotional development	**Text:** Chapter 5. First Feelings: Emotional development. pp.44-53. **Text:** Chapter 6. Sense of Self and Other: Social development. pp.54-63 **Research:** Chapter: Relationships with peers: Togetherness, cooperation, friendship and belonging, in S. Degotardi and E. Pearson (2014) The Relationships Worlds of Infants and Toddlers (pp.88-106). MaidenHead, UK: Open University Press.
Teaching to promote language and thinking	**Text.** Chapter 9: Communicating. Language development, pp. 92-103 (stop at Conversation and story as context for comprehension) **Practitioner article:** Hirsch-Pasek, K. & Golinkoff, R.M. (2018). 'Languagizing' their world. Zero to Three, 38(3), 12-18. **Research:** Degotardi, S. (2017). Joint attention in infant-toddler early childhood programs: its dynamics and potential for collaborative learning. *Contemporary Issues in Early Childhood, 18*(4), 409-421.
Infant-toddler play and exploration 1: Motor and exploratory learning experiences	**Text.** Chapter 7: Taking Action: Motor Development. pp.64-76 **Text:** Chapter 8: Thinking: Cognitive development. pp. 77-91 **Research**: Cheeseman, S. (2017). Narratives of infants' encounters with curriculum: Beyond the curriculum of care. Contemporary Issues in Early Childhood, 18(1), 55-66.
Infant-toddler play and exploration 2: Symbolic and language learning experiences	**Text.** Chapter 9: Communicating. Language development, pp. 103-105 (from Conversation and story as context for comprehension). **Practitioner chapter:** Chapter 3: Languages of self expression, in Makin, L. & Spedding, S. (2012), Learning literacies: Birth to three. Castle Hill, NSW: Pademelon Press **Research**: Morrissey, A (2014). Scaffolding, analysis and materials: Contributing factors in an unexpected finding of advanced infant/toddler pretend play. Journal of Early Childhood Research, 12(2), 195-213. doi: 10.1177/1476718X13515428
MODULE 3: CREATING EFFECTIVE LEARNING ENVIRONMENTS	
Routines and rituals as learning opportunities	**Text:** Chapter 12. Care routines. Context for joy and learning. pp. 141-153 **Text:** Chapter 13. Conversation and Guidance, pp. 154-163 **Research:** Mortlock, A. (2015). Toddlers' use of peer rituals at mealtime: symbols of togetherness and otherness. *International Journal of Early Years Education, 23*(4), 426-435. doi: 10.1080/09669760.2015.1096237-1
Creating effective learning environments	**Text:** Chapter 11: Play Spaces: Contexts for wonder and learning **Practitioner:** Gonzalez-Mena, J. (2013). What works? Assessing infant and toddler play environments. *Young Children, September 2013,* pp.22-25. **Research:** Shohet, C., & Klein, P.S. (2010). Effects of variations in toy presentation on social behaviour of infants and toddlers in childcare. *Early Child Development and Care, 18*0(6) 823-824, doi: 10.1080/03004430802460997

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). 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). 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).

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.

Changes from Previous Offering

Due to COVID19 protective measures, ECHE3110 will be delivered entirely online in 2020.

Changes since First Published

Date	Description
12/07/2020	The comment about assignments being assessed by grades has been removed. All assignments will be allocated a mark out of 100%