ECHE3100
Play-based Curriculum: Discovery and Creativity in Outdoor Environments
Session 1, Weekday attendance, North Ryde 2021
Macquarie School of Education

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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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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.
Unit guide ECHE3100 Play-based Curriculum: Discovery and Creativity in Outdoor Environments

General Information

Unit convenor and teaching staff
Unit Convenor and Lecturer
Helen Little
Contact via via iLearn dialogue
29 WW, Room 235
By appointment

Tutor
Alison Frost
Contact via via iLearn Dialogue

Credit points
10

Prerequisites
130cp at 1000 level or above including (ECH113 or ECHE1130 or ABEC120) and (ECH130 or ECHE1300)

Corequisites

Co-badged status

Unit description
This unit examines the role of outdoor environments in providing opportunities for young children to engage in discovery and creative play and physical activity. The unit builds on students' foundational understanding of play-based pedagogies to enhance their capacity to recognise, evaluate and design play-based environments and experiences that promote learning for children from birth to school age. The unit explores inter-relationships between affordances in the outdoor environment, children's play behaviours and their learning, with a particular emphasis on relationship-based learning, scientific inquiry, problem-solving and physical activity. The unit requires students to engage critically with a range of relevant contemporary issues which have the potential to impact on children's opportunities for learning and development. Students also consider issues of inclusive practice for children with different educational and developmental capabilities and with different social and cultural backgrounds.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates
Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Articulate an understanding of the major theoretical developments in outdoor learning environments.

ULO2: Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

ULO3: Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.

ULO4: Design rich, integrated and inclusive outdoor play experiences for children aged birth to five.

ULO5: Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.

ULO6: Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments.

ULO7: Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

General Assessment Information

Assessment Presentation and Submission Guidelines

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
• It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
• Faculty assignment cover sheets are NOT required.

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.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- Late submissions: 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. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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 re-assessment 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 judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

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 any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (HD)</td>
<td>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.</td>
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</tbody>
</table>
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play policy</td>
<td>20%</td>
<td>No</td>
<td>1/4/2021</td>
</tr>
<tr>
<td>EC education for sustainability</td>
<td>35%</td>
<td>No</td>
<td>29/4/2021</td>
</tr>
<tr>
<td>Planning for outdoor learning</td>
<td>45%</td>
<td>No</td>
<td>13/6/2021</td>
</tr>
</tbody>
</table>

#### Play policy

**Assessment Type**: Professional writing  
**Indicative Time on Task**: 20 hours
Due: 1/4/2021  
Weighting: 20%  
750 word professional policy outlining approach to outdoor learning

On successful completion you will be able to:

• Articulate an understanding of the major theoretical developments in outdoor learning environments.
• Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
• Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.

EC education for sustainability

Assessment Type 1: Essay  
Indicative Time on Task 2: 30 hours  
Due: 29/4/2021  
Weighting: 35%  
Essay (1000 words) and planning for sustainability (2 pages).

On successful completion you will be able to:

• Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
• Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.
• Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.
• Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments.
• Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Planning for outdoor learning

Assessment Type 1: Design Task  
Indicative Time on Task 2: 40 hours  
Due: 13/6/2021  
Weighting: 45%  
Diagram plus 1900 word rationale and analysis of learning
On successful completion you will be able to:

• Articulate an understanding of the major theoretical developments in outdoor learning environments.
• Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments.
• Design rich, integrated and inclusive outdoor play experiences for children aged birth to five.
• Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework.
• Articulate a range of intentional teaching strategies which can enhance children’s learning in outdoor environments.
• Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

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 Learning Skills Unit for academic skills support.

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

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of ECHE3100 and are essential for assessment completion.

Required and recommended texts


In addition to chapters from the text, there are additional weekly readings (available through library/Leganto unit readings) - refer to iLearn for details.

Unit Structure

The unit comprises at least 1 one-hour online lecture each week. In some weeks there is an additional online lecture which students are also expected to listen to in preparation for the tutorials.
Internal (weekday) students will have a 2-hour weekly tutorial (either on campus or online) and external (Infrequent) students will have two full-day on campus (or online) sessions (8th & 9th April). In tutorials 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 and on the unit iLearn site.

NOTE: there are no lectures or tutorials in Weeks 7, 10-12 as many students are on prac.

**Lectures**

Weekly lectures are available on the web through ECHO360. PowerPoint slides are available on iLearn in advance of the weekly lectures.

**Attendance Requirements**

Tutorial attendance (either on campus or online) is expected. There will be a supporting website for the unit providing information about additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: [http://ilearn.mq.edu.au](http://ilearn.mq.edu.au)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during the first half of the semester.

**Information about the unit iLearn site**

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 there, as will other relevant unit notices and materials, including the schedule of weekly lectures and readings and full details of assessment tasks. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

**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 the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Approaches to outdoor learning</strong></td>
<td>1</td>
<td>Contemporary issues</td>
<td>Helen Little</td>
<td>Little, Elliott &amp; Wyver (2017) Chapter 1</td>
</tr>
<tr>
<td>Week 1</td>
<td>24 Feb</td>
<td>1</td>
<td>Historical, contemporary and theoretical approaches to outdoor learning environments</td>
<td>Helen Little</td>
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<tr>
<td>Week 2</td>
<td>3 March</td>
<td>2</td>
<td>Planning effective outdoor environments</td>
<td>Helen Little</td>
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<tr>
<td>Week 3</td>
<td>10 March</td>
<td>3</td>
<td>The regulatory context of outdoor learning environments</td>
<td>Helen Little</td>
</tr>
<tr>
<td>Note: there are 2 lectures this week</td>
<td>4</td>
<td>Planning effective outdoor environments</td>
<td>Helen Little</td>
<td>Little, Elliott &amp; Wyver (2017) Chapters 3 &amp; 6</td>
</tr>
<tr>
<td><strong>Module 2: Outdoor environments as pedagogical spaces</strong></td>
<td><strong>Week 4</strong></td>
<td>5</td>
<td>Playing outside: Catering for different age groups</td>
<td>Little, Elliott &amp; Wyver (2017) Chapter 5</td>
</tr>
<tr>
<td>Week 4</td>
<td>17 March</td>
<td>5</td>
<td>Playing outside: Catering for different age groups</td>
<td>Little, Elliott &amp; Wyver (2017) Chapter 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>31 March</td>
<td>7</td>
<td>Sustainable practice and environmental responsibility</td>
<td>Helen Little</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
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<tr>
<td>8</td>
<td>21 April</td>
<td>Thinking outdoors</td>
<td>Helen Little</td>
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<td></td>
<td></td>
<td></td>
<td>Waters &amp; Bateman (2015)</td>
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<td>Petriwskyj (2013)</td>
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<td><strong>Assessment task 1 Due Thursday 1st April</strong></td>
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<td><strong>RECESS 2 – 16 April</strong></td>
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<td><strong>External On Campus Session 8th and 9th April</strong></td>
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<td>7</td>
<td>21 April</td>
<td><strong>No lectures or tutorials due to EDST3020 PE</strong></td>
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<tr>
<td>8</td>
<td>28 April</td>
<td>Physically active play</td>
<td>Helen Little</td>
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<td></td>
<td></td>
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<td>#Archer &amp; Siraj (2015)</td>
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<tr>
<td>9</td>
<td>28 April</td>
<td>Creative play</td>
<td>Helen Little</td>
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<td>Drown &amp; Christensen (2014)</td>
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<td><strong>Assessment task 2 Due Thursday 29th April</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>5 May</td>
<td>Who can play? Supporting participation and inclusion</td>
<td>Kathy Cologon</td>
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<td></td>
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<td></td>
<td>Waller (2010)</td>
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<td>Woolley (2013)</td>
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<td><strong>Week 10</strong></td>
<td><strong>No lectures or tutorials due to EDST3020 PE</strong></td>
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<td></td>
<td><strong>Week 11</strong></td>
<td><strong>No lectures or tutorials due to EDST3020 PE</strong></td>
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<td></td>
<td><strong>Week 12</strong></td>
<td><strong>No lectures or tutorials due to EDST3020 PE</strong></td>
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<td><strong>Week 13</strong></td>
<td><strong>Environments beyond the gate</strong></td>
<td>Helen Little</td>
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<td></td>
<td></td>
<td>Little, Elliott &amp; Wyver (2017)</td>
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<td></td>
<td>Chapters 13 &amp; 14</td>
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<td></td>
<td></td>
<td><strong>Assessment task 2 Due Sunday 13th June</strong></td>
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https://unitguides.mq.edu.au/unit_offerings/131732/unit_guide/print
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/admin/other-resources/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

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units
All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly 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 and the roll will be taken.

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.

**Unit Expectations**

- 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

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

**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*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

**External Students**

1. The on-campus sessions on 8th and 9th April 2021 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and...
listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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 Enquiry Service

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

Equity 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.

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.