



# ECHE1130

## Play Based Approaches to Early Childhood Learning and Development

Session 2, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

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Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff

Unit Convenor

Luke Touhill

[luke.touhill@mq.edu.au](mailto:luke.touhill@mq.edu.au)

Contact via iLearn dialogue

Mia Mia Child and Family Study Centre

by appointment

Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines the role of play and inquiry in children's lives, their learning and development. Students develop a theoretical understanding of the characteristics of young children's play and inquiry and explore how environments, resources and teaching techniques can be structured to facilitate children's active and meaningful engagement in the learning process. Students will analyse the developmental and educational potential of children's play and inquiry across a range of contexts and will reflect on how play and inquiry experiences can be used to cater for children with diverse developmental, educational and cultural learning styles.

## 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:** Understand the characteristics of young children's play and inquiry across different contexts.

**ULO2:** Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.

**ULO3:** Analyse the features and potentials of young children's play environments and

materials.

**ULO4:** Generate ideas about play/inquiry experiences that will enhance children's experiences and learning.

**ULO5:** Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

**ULO6:** Address assignment requirements using appropriate academic written expression.

**ULO7:** Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

## **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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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.

### **Units with Quiz Assessments**

Online quizzes 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 Honesty Handbook 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 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.

| 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.  |

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

### Withdrawing from this 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.

### 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.

## Assessment Tasks

| Name                                      | Weighting | Hurdle | Due                              |
|---|-----------|--------|----------------------------------|
| <a href="#">Reading analysis</a>          | 20%       | No     | 23:59 15/8/2021                  |
| <a href="#">Play Environment Analysis</a> | 30%       | No     | 23:59 26/9/2021                  |
| <a href="#">Module 3 online quizzes</a>   | 15%       | No     | 23:59 Sunday, Weekly, Weeks 9-12 |
| <a href="#">Analysis of play scenario</a> | 35%       | No     | 23:59 7/11/2021                  |

### Reading analysis

Assessment Type <sup>1</sup>: Literature review

Indicative Time on Task <sup>2</sup>: 12 hours

Due: **23:59 15/8/2021**

Weighting: **20%**

Students are required to compare and contrast a specified written work on play with their set readings

On successful completion you will be able to:

- Understand the characteristics of young children's play and inquiry across different contexts.
- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- Address assignment requirements using appropriate academic written expression.
- Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

### Play Environment Analysis

Assessment Type <sup>1</sup>: Design Task

Indicative Time on Task <sup>2</sup>: 18 hours

Due: **23:59 26/9/2021**

Weighting: **30%**

This Assessment Task requires students to provide an analysis of a play setting according to set environmental principles from the readings.

On successful completion you will be able to:

- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- Address assignment requirements using appropriate academic written expression.
- Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

## Module 3 online quizzes

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 9 hours

Due: **23:59 Sunday, Weekly, Weeks 9-12**

Weighting: **15%**

This Assessment Task requires students to answer questions relating to lecture content from weeks 8-12.

On successful completion you will be able to:

- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.

## Analysis of play scenario

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 21 hours

Due: **23:59 7/11/2021**

Weighting: **35%**

This Assessment Task requires an analysis of a play/inquiry scenario using all readings, with an emphasis on Module 3 content.

On successful completion you will be able to:

- Identify and apply relevant theoretical knowledge about play and inquiry in order to address the assignment requirements.
- Analyse the features and potentials of young children's play environments and materials.

- Generate ideas about play/inquiry experiences that will enhance children's experiences and learning.
- Format and submit assignments appropriately and on time, as per instructions in the Unit Guide.
- Address assignment requirements using appropriate academic written expression.
- Identify key arguments in academic readings and use these appropriately to support the views expressed in assignments.

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<sup>1</sup> 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.

<sup>2</sup> 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**

Colliver, Y. (2019). *Play and inquiry in early childhood (4th ed.)*. Sydney, Australia: Pearson.

[Please note that there are significant changes in this edition from previous editions (e.g., the 2013 3rd edition) , so it will be important to obtain the 4th edition. Copies are available in the library or you can purchase your own copy).

### **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 here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

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.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures. PowerPoint slides are available in iLearn in advance of the weekly lecture.

### **Access and technical assistance**

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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.
- **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.**

**Unit Structure**

The unit comprises a **one-hour lecture** and a **ninety minute tutorial** each week for internal students. External students will complete the tutorial component of the unit at the **two on-campus days** for the unit.

In tutorials and at on-campus days 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. There will be a supporting website for the unit providing additional readings, links and materials.

Lectures will be delivered online and will be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, 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 unit iLearn site.

## Unit Schedule

### Unit Schedule S2, 2021

| Week                 | Content                               |
|----------------------|---------------------------------------|
| Week 1 (Monday 26/7) | Understanding Play                    |
| Week 2 (Monday 2/8)  | Inquiry-based Learning                |
| Week 3 (Monday 9/8)  | Games<br>Assignment 1 due Sunday 15/8 |

|   |   |
|---|---|
| Week 4 (Monday 16/8)  | Materials and Resources for Play  |
| Week 5 (Monday 23/8)  | Playing Outside   |
| Week 6 (Monday 30/8)  | Play in Diverse Contexts  |
| Week 7 (Monday 6/9)   | Extending and Enhancing Play and Inquiry                                    |
| Mid-Semester Break 11/9 – 26/9<br>On Campus Session Saturday 11/9<br>Assignment 2 due Sunday 26/9 |   |
| Week 8 (Monday 27/9)  | Play and Technology   |
| Week 9 (Monday 4/10)  | Public Holiday Monday 4/10<br>Play and Imagination and Creativity<br>Quiz 1 |
| Week 10 (Monday 11/10)  | Play and Language and Literacy<br>Quiz 2                                    |
| Week 11 (Monday 18/10)  | Play and Physical Development<br>Quiz 3                                     |
| Week 12 (Monday 25/10)  | Play and Social Development<br>Quiz 4<br>On Campus Session Saturday 30/10   |
| Week 13 (Monday 1/11)   | Study Week<br>Assignment 3 due Sunday 7/11                                  |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## **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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 Saturday 11/9/21 and Saturday 30/10/21 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](http://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](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.

## 5R's Framework

### 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

**Reflexive Practice:** Throughout this unit we will reflect on the central importance of play for children's learning in the early years. This will be a cornerstone of your learning in both this unit and throughout the remainder of your course.

**Responsiveness:** In this unit we will consider the importance of seeing each child as a unique individual and the ways that play can allow us to be responsive to children's interests, ideas and unique ways of being.

**Research Engaged:** This unit not only provides a practical and hands-on introduction to the value of play but also introduces you to the research evidence that supports play-based learning.