



ECHE1180

Infancy and Early Development

Session 2, Weekday attendance, North Ryde 2021

Macquarie School of Education

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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.

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](#).

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

General Information

Unit convenor and teaching staff

Helen Little

Contact via via iLearn dialogue

29 WW, Room 235

via appointment

Tutor

Iliana Skrebneva

Contact via via iLearn dialogue

via appointment

Tutor

Emma Sutherland

Contact via via iLearn dialogue

via appointment

Lecturer

Belinda Davis

Contact via via iLearn Dialogue

Lecturer

Rebecca Andrews

Contact via via iLearn Dialogue

Lecturer

Shirley Wyver

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

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.

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 |
|---|-----------|--------|---------------------------|
| Understanding development | 50% | No | 05/09/2021 |
| Final exam | 50% | No | During Examination Period |

Understanding development

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **05/09/2021**

Weighting: **50%**

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: **During Examination Period**

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.

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>

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 weekly and a two-hour weekly tutorial (or 2 full-day sessions for external students). 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 Wednesday morning (as per timetable) to enable students to listen to them prior to tutorials which are also timetabled on Wednesday and 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 for internal students 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 **13th and 14th 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

Pre-recorded and Available by dates below

Week 1: 28 July

Research methods - Belinda Davis

Introduction to key issues in child development - Helen Little

Week 2: 4 August

Maturation/ethology - Helen Little

Behaviourism/learning theory - Helen Little

Week 3: 11 August

Dynamic systems - Helen Little

Genetics & Individual differences - Helen Little

Week 4: 18 August

Prenatal - Helen Little

Studies of Child Development - Helen Little

Week 5: 25 August

Physical development - Helen Little

Motor development - Helen Little

Week 6: 1 September

Perception - Shirley Wyver (note: this is a 2-hour lecture)

Week 7: 8 September

Cognition - Shirley Wyver (note: this is a 2-hour lecture)

Week 8: 29 September

Developmental neuroscience - Shirley Wyver

Attachment - Helen Little

Week 9: 6 October

Temperament - Helen Little

Joint attention & mind-mindedness - Belinda Davis

Week 10: 13 October

Language - Helen Little

Bilingualism - Helen Little

Week 11: 20 October

Emotional development - Rebecca Andrews

Development of Self - Rebecca Andrews

Week 12: 27 October

Parenting - Helen Little

Peer relationships - Helen Little

Week 13: 3 November

NO lectures or Tutorials – reading/study week

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.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 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 **13th and 14th September** 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 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.

5 Rs 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:

Resilient:

- Assignment feedback aims to focus on development of academic skills and critical thinking to encourage students to use feedback on assignments to improve performance.

Reflexive:

- Tutorial activities encourage examination of alternative interpretations of developmental research and critical thinking about own future role and implications for practice.

Responsive:

- In tutorials students engage in an interactive game looking at how children's early experiences impact brain development and later outcomes for children and examine ways of providing optimal environments and experiences for children to support positive

outcomes.

Ready to Learn:

- Students are supported to develop an understanding that research provides the evidence base to inform practice and to identify strategies for supporting children's development.

Research Engaged:

- Lectures cover research methods used in child development research including specific reference to findings from the major longitudinal studies of child development (e.g. NICHD, LSAC & LSIC).
- The major assignment requires students to engage with recent child development research and suggest implications for practice based on the research evidence.

Changes since First Published

| Date | Description |
|------------|----------------------------|
| 21/07/2021 | Due date for essay revised |