ECHX8240

Early Childhood Development Research and Practice

Session 2, Online-flexible 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Shirley Wyver
shirley.wyver@mq.edu.au
Contact via via iLearn
232 29WW
By appointment

Credit points
10

Prerequisites
Admission to MTeach(0-5) and (ECHX602 or ECEX602 or ECHX6020)

Corequisites

Co-badged status

Unit description
This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and evaluate programs within prior-to-school settings. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

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: Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood

ULO2: Have a good understanding of child development theory to enable the critical assessment of children's learning environments

ULO3: Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

ULO4: Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

ULO5: Communicate child development research effectively to other professionals and parents

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via the 'unit essentials', which will be available on the iLearn site.

Assignment expectations

In order to achieve a passing grade, it is expected that **all** assignments are completed, and that all assignments demonstrate a serious attempt to address the assignment task.

Assessment Presentation & 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 onus 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.

- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.

- 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 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 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.

- 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.

- **Late Assessment Submission Penalty**   Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

  This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question

or topic.

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.

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.

Academic Honesty Guidelines

All assignments should comply with the university's Academic Integrity Policy and Academic Integrity Values. Every assignment should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Details about how to cite and reference correctly can be found on the **university's library website** at https://libguides.mq.edu.au/Referencing. At the Macquarie School of Education, students are required to use the American Psychological Association (APA) referencing procedures: https://libguides.mq.edu.au/referencing/APA7thEdition

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz (20%)	20%	No	19 August 2022 23:59AEST
Essay (50%)	50%	No	30 September 2022 23:59AEST
Parent information sheet/infographic (30%)	30%	No	4 November 2022 23:59AEST

Quiz (20%)

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **19 August 2022 23:59AEST**
Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1-4, including introductory lecture

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments

Essay (50%)

Assessment Type [1]: Essay
Indicative Time on Task [2]: 50 hours
Due: **30 September 2022 23:59AEST**
Weighting: **50%**

2000wd critical review of 5 research articles

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Parent information sheet/infographic (30%)

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 30 hours
Due: **4 November 2022 23:59AEST**
Weighting: **30%**

750wd online information resource for parents on selected child development topic

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Communicate child development research effectively to other professionals and parents

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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

Student workload and requirements

Before commencing this unit, please ensure that you can meet all requirements, including workload requirements, attendance expectations (if relevant to your mode of enrolment), and assessment submission requirements.

Credit points indicate the approximate hours that a student is expected to spend studying in order to pass a unit. One credit point equals 15 hours; thus, students are expected to spend approximately 10 hours per week (including the two weeks of mid-session recess) studying this unit (i.e. approximately 150hr). Study includes viewing all lectures, participating in tutorials and learning activities, completing set readings and background readings, completing assignments, and using the unit's iLearn site.

Independent study is strongly encouraged in this unit as is participation in online discussions and the completion of study tasks posted on iLearn.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

Classes and attendance

All students are expected to:

- View all lectures in the unit.
- View lectures and complete any online tasks before or during the weeks in which

these are scheduled.

- Be familiar with relevant lectures and complete the specified reading preparation before scheduled classes and online activities.
- Actively contribute to online discussions and scheduled classes.
- Complete and submit all assignments.

Students are expected to attend the two scheduled sessions on 2 August and 30 August. These sessions run from 11am-4pm. Schedules for the classes will be available from iLearn.

These classes are offered via Zoom. Please ensure you have access to reliable internet and you have a working camera. You will not be required to have your camera on at all times, but it is expected that you will have your camera on for the majority of the time and will participate with your camera on.

Required readings

WEIRD Studies and Culture

https://www.pnas.org/doi/full/10.1073/pnas.1720325115 Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. *Proceedings of the National Academy of Sciences*, *115*(45), 11414-11419.

https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdep.12425?casa_token=3RFBUn2QlOIAAA AA%3AqR0sBCKbtnLFecYmZtPCL0WYhUfRPAwT2JKtJvsXuiF2wyqll-6YPYuUhGU-tnO6kQR6r Ef7Eov0hnD0 Masek, L. R., Ramirez, A. G., McMillan, B. T., Hirsh-Pasek, K., & Golinkoff, R. M. (2021). Beyond counting words: A paradigm shift for the study of language acquisition. *Child Development Perspectives*, *15*(4), 274-280.

https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13731?casa_token=da-QdEYFHMIAAA AA%3AxG1NZh4I1tJpw7JJe2wwcnKDb7NIqT5hDsX_1aPF7kqI9dDJ2Z4eJN5UNldcB5LrKkoiHI 4u2_KilMoO Senzaki, S., & Shimizu, Y. (2022). Different types of focus: Caregiver–child interaction and changes in preschool children's attention in two cultures. *Child Development*.

https://www.sciencedirect.com/science/article/pii/S0147176719300689?casa_token=8FmXYZXG U-cAAAAA:0eCJmvmsMaG0OqlRhQH1eBbeWQiKcTG9OiJZKMQCEZHH4uUfr0kcpqAUDWGa yDUyCZgHkD-Kyg Dockery, A. M. (2020). Inter-generational transmission of Indigenous culture and children's wellbeing: Evidence from Australia. *International Journal of Intercultural Relations*, *74*, 80-93.

Reviews

https://onlinelibrary.wiley.com/doi/full/10.1111/hsc.12759 Hafford-Letchfield, T., Cocker, C., Rutter, D., Tinarwo, M., McCormack, K., & Manning, R. (2019). What do we know about transgender parenting?: Findings from a systematic review. *Health & Social Care in the Community*, *27*(5), 1111-1125.

https://link.springer.com/article/10.3758/s13423-022-02057-5 Bialystok, E., & Craik, F. I. (2022). How does bilingualism modify cognitive function? Attention to the mechanism. *Psychonomic Bulletin & Review*, 1-24.

https://link.springer.com/article/10.3758/s13423-019-01694-7 Hawes, Z., & Ansari, D. (2020). What explains the relationship between spatial and mathematical skills? A review of evidence from brain and behavior. *Psychonomic bulletin & review*, 27(3), 465-482.

https://journals.lww.com/ear-hearing/Fulltext/2020/09000/The_Impact_of_Family_Environment_on_Language.3.aspx?context=FeaturedArticles&collectionId=1 Holzinger, D., Dall, M., Sanduvete-Chaves, S., Saldaña, D., Chacón-Moscoso, S., & Fellinger, J. (2020). The impact of family environment on language development of children with cochlear implants: A systematic review and meta-analysis. *Ear and hearing*, 41(5), 1077-1091.

https://www.sciencedirect.com/science/article/pii/S0091743517305108?casa_token=bUW9hVjU2pUAAAAA:hn8el3dAfzSi1sbiu332rbfgf4e5p_cPa_SpZ0e8Mmix5pnJBa8TUhLwjeiHfF-IzNktYFWRbQ Truelove, S., Bruijns, B. A., Vanderloo, L. M., O'Brien, K. T., Johnson, A. M., & Tucker, P. (2018). Physical activity and sedentary time during childcare outdoor play sessions: A systematic review and meta-analysis. *Preventive medicine*, 108, 74-85.

https://onlinelibrary.wiley.com/doi/full/10.1111/cch.12832?casa_token=_UdZs8M-s18AAAAA%3A37zx-OgPla22H_yqqd7nxtNAGa3yv2V04AJsXtl0diuhusD24VTzq-4WqmMaT_AHeWCPesMOqKS5o-Pf Graber, K. M., Byrne, E. M., Goodacre, E. J., Kirby, N., Kulkarni, K., O'Farrelly, C., & Ramchandani, P. G. (2021). A rapid review of the impact of quarantine and restricted environments on children's play and the role of play in children's health. *Child: Care, health and development*, 47(2), 143-153.

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.

- 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.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

5Rs 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:

Resilient

Teachers need to manage uncertain and complex issues and unexpected events when they arise in their career. We know teaching is challenging and demanding, however, it has been observed that teachers who thrive are able to draw on their personal resources and the social and structural supports around them.

It can be hard to keep up with changes in child development research. In this unit, you will learn some skills for keeping ahead in this constantly changing area.

Reflexive

Teaching is about understanding multiple and changing ecologies of learning: individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculum, research evidence, school culture, parental expectations, community demographics and needs, expectations of the profession, and government policy. Teachers must recognise and mediate these elements in their career, along with their own motivations and priorities, to make effective and impactful decisions that ensure quality student outcomes every day.

This unit starts with an understanding of WEIRD to challenge our preconceptions and current knowledge.

Responsive

Teaching is a relational profession: great teachers make deep connections with students, parents and communities. Most of us remember a great teacher we had at school: not because of the content they taught, but because they were inspiring; because of the connection they made with us, their interest in us as an individual, their care for our wellbeing and success.

Understanding why children changes attitudes. What may be considered a behaviour problem by some, those with a sound knowledge of child development see the same behaviour as a fascinating aspect of development that can be nurtured.

Ready to learn

When teachers graduate from university they are not at the end of their learning journey, but at the beginning. Ongoing pursuit of learning is a mark of a quality teaching profession. There are always new challenges to deal with and new ideas to try. However, in practice, learning needs are not a one size fits all affair. Teachers need to identify their own learning needs for their context and they can pursue that learning to achieve great outcomes for all students.

This unit provides you with skills in accessing and reading new research. We will also focus on different types of publications to make your ongoing learning more efficient and effective.

Research engaged

Effective teachers base their practice on evidence. This evidence can come from their own research in the classroom and from the latest academic research in specialised areas of learning, teaching, motivation, cognition, curriculum, technologies and spaces to name a few. Understanding data is important so that it can be analysed and woven back into practice.

This unit requires students to engage with relevant, recent, and quality research literature through their assessment tasks, lectures, and prescribed readings.