



ECHE4000

Individual Educational Project

Session 2, Online-flexible 2022

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit Convenor, Lecturer

Loraine Fordham

loraine.fordham@mq.edu.au

Contact via 02 9850 9840 / email

Rm 270 29, Wally's Walk

by appointment

Lecturer

Peta Kennedy

peta.kennedy@mq.edu.au

Contact via email

Credit points

10

Prerequisites

130cp at 1000 level or above including (ECH218 or ECHE2180 or ECH228)

Corequisites

10cp from ECH or ECHE units at 3000 level or above

Co-badged status

Unit description

This unit gives students the opportunity to pursue an area of interest through reading, writing and/or working with children. This unit is designed to enable students to acquire depth of knowledge in their chosen topic area, to consolidate their study and research skills. The unit also highlights the value of professional learning and lifelong learning. At the end of this unit, it is expected that students will be able to speak and write with confidence and authority about their chosen topic area.

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: Integrate and synthesise prior learning and development

ULO2: Locate, evaluate and analyse relevant theoretical and research literature

ULO3: Demonstrate a depth of understanding of key aspects of early childhood education

ULO4: Critically explore educational ideas and issues through relevant literature

ULO5: Demonstrate integrated knowledge and understanding of a selected area of inquiry

ULO6: Identify the implications of the topic for the early childhood field.

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 the correct file has been uploaded, that their submission has been successful, and that it 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.
- 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

- 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.

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.

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 <http://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
Annotated bibliography	25%	No	23.59 19/08/2022
Synthesised review of relevant literature	40%	No	23.59 26/09/2022
Future directions: Implications of the literature review	35%	No	23.59 31/10/2022

Annotated bibliography

Assessment Type ¹: Annotated bibliography

Indicative Time on Task ²: 25 hours

Due: **23.59 19/08/2022**

Weighting: **25%**

Students are asked to identify five peer-reviewed articles that raise key issues for their topic under investigation. They need to compile a separate annotation for each article and then draw together the main themes of the articles (1500 words).

On successful completion you will be able to:

- Integrate and synthesise prior learning and development
- Locate, evaluate and analyse relevant theoretical and research literature
- Demonstrate a depth of understanding of key aspects of early childhood education

- Critically explore educational ideas and issues through relevant literature

Synthesised review of relevant literature

Assessment Type ¹: Literature review

Indicative Time on Task ²: 45 hours

Due: **23.59 26/09/2022**

Weighting: **40%**

Students will read and refer to 15 relevant sources (peer-reviewed research articles, academic book chapters, government websites) to compose a literature review of their chosen topic. This assignment expects students to synthesise the results of their literature search and critically examine the information (2200 words).

On successful completion you will be able to:

- Integrate and synthesise prior learning and development
- Locate, evaluate and analyse relevant theoretical and research literature
- Demonstrate a depth of understanding of key aspects of early childhood education
- Critically explore educational ideas and issues through relevant literature

Future directions: Implications of the literature review

Assessment Type ¹: Creative work

Indicative Time on Task ²: 30 hours

Due: **23.59 31/10/2022**

Weighting: **35%**

Students will provide evidence of a deep understanding and knowledge of their selected topic and demonstrate an ability to relate literature and theoretical perspectives through the creation of a professional resource (2000 words).

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of a selected area of inquiry
- Identify the implications of the topic for the early childhood field.

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

LEARNING IN THIS UNIT

Successful completion of this unit relies on independent study. There are no lectures, tutorials or preset readings in ECHE4000.

However there is a **UNIT OUTLINE available on the iLearn site** which makes clear your tasks over the course of the session.

Some students enjoy the challenge of independent study, while others find it difficult to work to their own schedule without a weekly timetable provided in a unit outline, or a structure provided by recorded lectures. In ECHE4000, you control your own learning and you should develop some personal strategies to make sure you remain focused on your study. Some strategies are listed in this section.

Set aside ‘class time’ It is often helpful to set aside some regular non-negotiable time each week, where you imagine that you are ‘going to class’. For example, you could decide that 7-10 pm on Tuesday and Thursday evenings would always be ECHE4000 class time. You tell family and friends that you are not available for social gatherings or anything else on those evenings because you have to go to university – even if ‘university’ is actually your study space. Of course, this is not the full nine hours study time expected for this unit and you’ll need to add additional time as it suits you, having a regular study time should help you structure your learning.

Maintain a learning journal It is a good idea to maintain a learning journal as you progress through your study for this unit. This is a personal record of your study, and entries may include responses to your readings, any quotes you would like to remember, new ideas or techniques you would like to try and questions for discussion with your tutor or other students. Weekly entries in your learning journal will help maintain a steady focus on your study.

Readings As there are no lectures, tutorials or on-campus sessions for this unit, your independent reading is a key component of your learning. The diversity of students’ interests makes it impossible to cover the range of topics in a text or recommended readings. You must spend time searching for relevant information to complete your assignments. A wide range of original and creative thinking underlies the work you will complete for ECHE4000, and a search of the literature is an important component of your study. If you feel that you are struggling to understand your reading, try one or more of the following strategies: (a) go to one or more of the references listed at the end of the reading, (b) contact another student and discuss the issues, (c) post your question on an ECHE4000 iLearn Forum, or (d) contact your convenor.

UNIT WEB PRESENCE This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. You can access the website for this unit by logging into: ilearn.mq.edu.au. This site is an essential unit resource and every

student must check it at least twice a week. It has the following features, which we encourage you to make effective use of:

- **Unit Resources:** such as your unit outline and links to other supportive resources.
- **Forums (discussion boards):** where you can discuss with each other ideas and questions that arise from readings.
- **Dialogue (email facility):** for private email messages to other students and the unit teaching staff.

iLearn announcements and dialogue functions/student email: During session time, staff may contact students using iLearn announcements or dialogue facilities or their official MQ student email address. It is students' responsibility to check both iLearn and their student email at least twice a week during session.

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**.

IMPORTANT: The iLearn website is not a substitute for reading the unit outline and associated expectations, guidelines or information. It is there to support your engagement with the unit's content and relevant communication with other students and teaching staff.

- Staff will respond to emails in a timely manner. Please be aware that they have multiple teaching, research and university service commitments, and may take a couple of days to respond. **It is unrealistic to expect them to respond after work hours or during weekends.**
- Please follow accepted modes of communication that are appropriate for an academic website and show respect towards your addressee/s. Please use standard semi-formal

English in your posts and emails, focus only on topics relevant to the unit, use clear and concise subject lines, and avoid posting questions that have already been addressed elsewhere (on the iLearn website, in lectures or in the unit outline).

- Consider the tone of all your messages very carefully and avoid creating unnecessary anxiety in your peers. *Disrespectful, inappropriate or off-the-topic messages will be deleted or returned to sender*

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>

Unit Schedule

Unit Schedule

There is no official reading schedule as your learning in this unit is self-directed.

But there are a few tasks that you are required to complete during the session that help you build on your learning.

Full details of all tasks are in the Unit Outline on the iLearn page.

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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)

[du.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](#)

School of Education Procedures

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

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by [General Coursework Rules](#), and the [Academic Progression Policy](#) and is supported by the [Inherent Requirements Framework](#). It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of professional competence, acceptable professional behaviour, freedom from impairment and compliance with program specific requirements needed for a student to practice properly and safely throughout their practical, clinical or professional program.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

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

Please 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.

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

Be empowered to work independently and be confident in accessing support. Be aware of the Early Childhood / Teaching profession and your role within it as well as your capacity to contribute. Develop your self-awareness.

Reflexive

Be able to acting on your reflections AND reflect on your practice. Demonstrate an understanding of teaching that is inclusive and actively embraces diversity.

Responsive

Take responsibility for your learning. Demonstrate a professional approach to study. Create a professional resource for yourself, that is also one that you could proudly share with colleagues.

Ready to learn

Be part of the Early Childhood / Teaching professional learning community. Look for (and access) relevant online resources. Collaborate and show leadership.

Research engaged

Source and intelligently use research evidence to support your work and build an argument /address a research question /topic of interest. Be able to translate research evidence to a professional and /or community audience (e.g., educators, families, community stakeholders). Understand how 'big data' is obtained and what it means e.g., AEDC, LSAC, LSIC.