



ECHE8240

Early Childhood Development Research and Practice

Session 2, In person-scheduled-weekday, North Ryde 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Shirley Wyver

shirley.wyver@mq.edu.au

Contact via via iLearn

Room 232, 29WW

By appointment.

Credit points

10

Prerequisites

[Admission to (MTeach(0-5) or GradCertEChild) and (ECED602 or ECHE6020)] or [admission to MEChild or MEd or MEdLead or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

ECHX8240

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 to evaluate programs within prior-to-school 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: 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

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

| 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 your course progression.

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 |
|------------------------------------|-----------|--------|-------------------------|
| Topic Quiz | 20% | No | 8 August, 2023 6pm-10pm |
| Essay | 50% | No | 26 September, 2023 |
| Reflective Journal | 30% | No | 5 November, 2023 |

Topic Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **8 August, 2023 6pm-10pm**

Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1 - 4, including Introductory Lecture on unit.

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

Assessment Type ¹: Essay

Indicative Time on Task ²: 50 hours

Due: **26 September, 2023**

Weighting: **50%**

2000wds critical review of a selected topic in child development.

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

Reflective Journal

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 30 hours

Due: **5 November, 2023**

Weighting: **30%**

1000wd reflective journal based on theory and research covered in ECHE8240.

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

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

This unit does not have a textbook. We will use journal articles. You are required to find the articles via the Macquarie University Library. We will not be using Leganto.

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=3RFBUn2QIOIAAA%3AqR0sBCKbtnLFecYmZtPCL0WYhUfRPAwT2JKtJvsXuiF2wyqll-6YPYuUhGU-tnO6kQR6rEf7Eov0hnD0 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%3AxG1NZh4I1tJpw7JJe2wwcnKDb7NIqT5hDsX_1aPF7kqI9dDJ2Z4eJN5UNldcB5LrKkoiHI4u2_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=8FmXYZXGU-cAAAAA:0eCJmvmsMaG0OqIRhQH1eBbeWQiKcTG9OiJZKMQCEZHH4uUfr0kcpqAUDWGa

[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., & Fellingner, 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.

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.

Lectures and other short videos to support your study can be found in the ECHO360 block.

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/> 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

Unit Schedule

Consult iLearn for the scheduled topics in child development. Note there will be no topics during the 10-28 October placement block.

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) 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](#).

School of Education Procedures

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

Attendance for Master of Teaching (Primary and Secondary) units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during tutorials or on campus days 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. 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.

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

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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

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.