



# ECHE8320

## Contemporary Approaches to Infant and Toddler Theory and Practice

Session 1, In person-scheduled-weekday, North Ryde 2025

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Sheila Degotardi

[sheila.degotardi@mq.edu.au](mailto:sheila.degotardi@mq.edu.au)

Credit points

10

Prerequisites

[Admission to MTeach(0-5) and (ECED603 or ECHE6030) and (ECED602 or ECHE6020) and (ECED824 or ECHE8240)] or [admission to MEChild or MEd or MEdLead or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

The recognition of the importance of children's first three years of life has led to an increasing awareness of the specialist nature of infant-toddler education and care services. This unit covers contemporary perspectives that can inform educational programs that aim to support infant-toddler development and learning. Students will build on prior knowledge about children's learning and development to critically reflect on research-based literature and examine its relevance in a range of infant-toddler early childhood programs. Students will design and create a research translation piece to deepen and demonstrate their understanding of the applicability of infant-toddler research to stakeholders in the context of infant and toddler education and care.

## 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 an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.

**ULO2:** Identify the implications of these approaches for specialised infant-toddler services and practitioners.

**ULO3:** Design, develop and evaluate the effectiveness of a research translation piece to

demonstrate the theoretical and practical implications of a chosen topic.

**ULO4:** Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

## General Assessment Information

Please take note of the following important information

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments must be submitted electronically.
- Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking.
- Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline.
- Students should be careful to 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. 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 contact the unit convenor.
- 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.
- Marking of all assessments is moderated by the Unit Convenor.

## Academic honesty and integrity

Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)

## Word limit

All sections of the assignment, apart from references and appendices, are included in the word limit. If your assignment seriously exceeds the word limit (more than 10% over), it will be marked only to the point at which the word limit is reached.

## Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

## Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

## Marking

All assessments are marked using a rubric.

## University policy on grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

## Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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 because 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 [Service Connect](#).

## Assessment Tasks

| Name   | Weighting | Hurdle | Due   |
|--|-----------|--------|---|
| <a href="#">Project Proposal</a>               | 25%       | No     | 17/04/2025  |
| <a href="#">Presentation and peer feedback</a> | 25%       | No     | Presentation in class 20/05/2025. Feedback due 23/05/2025 |
| <a href="#">Project final report</a>           | 50%       | No     | 12/06/2025  |

### Project Proposal

Assessment Type <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **17/04/2025**

Weighting: **25%**

Students submit a written proposal detailing the rationale, method and format for their research translation project (Approximately 500 words using a provided pro-forma)

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

### Presentation and peer feedback

Assessment Type <sup>1</sup>: Presentation

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Presentation in class 20/05/2025. Feedback due 23/05/2025**

Weighting: **25%**

Students complete a 10-minute presentation on their project progress and provide written peer feedback

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

## Project final report

Assessment Type <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 60 hours

Due: **12/06/2025**

Weighting: **50%**

Students complete a final report and critical discussion of their project (Approximately 2200 words)

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment

task and is subject to individual variation

## Delivery and Resources

### **ECHE8320 is delivered in hybrid mode.**

The unit content, delivered via unit readings and assignment tasks, is supported by synchronous face-to-face / zoom tutorials in weeks 1 to 7, zoom online webinar meetings and regular ilearn discussion forum tools.

**Weekly synchronous hybrid meetings are scheduled for 2pm Wednesday for weeks 1 to 7. Attendance is expected.**

**The Assignment 3 presentation workshop will take place on Tuesday 20th May - the exact time/s will depend on the size of the cohort and availability. This arrangement will be discussed and communicated to all students by Week 8**

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

#### **Individual consultations with the unit convener**

The unit convener is available for individual consultations face-to-face or via zoom. Please contact her via the ilearn dialogue for an appointment to chat.

#### Unit web-page

There is a website for this unit. Access to this unit is available online through iLearn ([ilearn.mq.edu.au](http://ilearn.mq.edu.au)). You will need to login using your Macquarie ID. This site is an essential unit resource. ***You are required to check this website at least twice per week*** for any announcements. In addition, it has the following features and functions:

#### Study and assignment resources

Assignment submission links: For you to submit your assignment work

Dialogue: for private messages to teaching staff.

Please note that teaching staff will respond to dialogue emails in a timely manner. Please be aware that they have multiple teaching, research and administrative commitments so it may take a couple of days to respond. It is unrealistic to expect teaching staff to respond after work hours or during weekend.

## Study Resources

**There is no required text for this unit.** Instead, you will be provided with some research-based literature for weeks 1 to 6, and are then expected to source your own literature to assist with the completion of your assignments.

The required readings are listed in the Weekly content section of this Unit Guide. These readings can all be found using multisearch function, or by accessing the specific journal via the library website. A Leganto reading list has also been established for your convenience.

There are also many pedagogical or development books about infant and toddlers in the library. The following list contains some research-based literature that pertains specifically to infant-toddler curriculum, pedagogy and development.

### **Research-based books**

Abbott, L., & Langston, A. (2002) *Birth to three matters: A framework to support children in their earliest years*. London, DfES/Surestart.

Berthelsen, D., Brownlee, J. & Johansson, E. (Eds.) (2009). *Participatory learning in the early years: Research and pedagogy*, Oxon, UK, Routledge.

Degotardi, S., & Pearson, E (2014). *The relationship worlds of infants and toddlers: Multiple perspectives from early years research and practice*. Maidenhead, UK: Open University Press.

Gandini, L. & Edwards, C. P. (2001) *Bambini: The Italian approach to infant/toddler care*, New York, Teachers College Press.

Goouch, K., & Powell, S. (2013). *The baby room: Principles, policy and practice*. Maidenhead, UK: Open University Press

Johansson, E., & White, E.J (2011). *Educational research with our youngest: Voices of infants and toddlers*. Dordrecht: Springer

Li, Quiñones, G., & Ridgway, A. (2017). *Studying babies and toddlers: relationships in cultural contexts* (Li, G. Quiñones, & A. Ridgway, Eds.). Springer.

Press, & Cheeseman, S. (2022). *(Re)conceptualising Children's Rights in Infant-Toddler Care and Education: Transnational Conversations* (Vol. 4). Springer International Publishing AG.

Ridgway, Quiñones, G., & Li, L. (2020). *Peer Play and Relationships in Early Childhood: International Research Perspectives*. Springer International Publishing AG.

Harrison, L., & Sumsion, J. (2014). *Lived spaces of infant-toddler education and care: Exploring diverse perspectives on theory, research and practice*. Dordrecht, The Netherlands: Springer.

Wittmer, D. (2008) *Focusing on peers: The importance of relationships in the early years*, Washington, DC, Zero to Three.

White, E.J & Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

**Some suggested book chapters (although see above for edited books in infant-toddler ECEC):**



Brooker, L. (2009) Just like having a best friend: How babies and toddlers construct relationships with their key workers in nurseries. In Papatheodorou, T. & Moyles, J. (Eds.) *Learning together in the early years: Exploring relational pedagogy*. Oxon, UK, Routledge.

Degotardi, S. (2015) Expressing, interpreting and exchanging perspectives during infant-toddler social interactions: The significance of acting with others in mind. In L. Harrison and J Sumsion (Eds.). *Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice*, pp187-199.. Dordrecht, The Netherlands: Springer.

Hay, D. F., Caplan, M. & Nash, A. (2009). The beginnings of peer relations. In Rubin, K. H., Bukowski, W. M. & Laurson, B. (Eds.) *Handbook of peer interactions, relationships, and groups*. New York, The Guilford Press.

Mitchelmore, S., Degotardi, S., & Fleet, A. (2017). The richness of everyday moments: Bringing visibility to the qualities of care within pedagogical spaces (87-99). In White, E.J and Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

Singer, E. & De Haan, D. (2007) Social life of young children: Co-contruction of shared meanings and togetherness, humour, and conflicts in child care centres. In Spodek, B. & Saracho, O. N. (Eds.) *Contemporary perspectives on research in early childhood social learning*. Charlotte, N.C., Information Age Publishers.

### **Journal Special Issues**

Contemporary Issues in Early Childhood, 18(4): Special Issue: (Re)-conceptualising relationships in infant-toddler pedagogy

Early Education and Development, 27 (2): Special Issue: Infants and toddlers in group care

Early Years: An International Research Journal, 32 (2): Special issue: Professional issues in work with babies and toddlers

European Early Childhood Education Research Journal, 19 (2): Special Issue – Birth to three

International Journal of Early Childhood, 10 (1): Special issue on children under 3

## **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/](https://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](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

## Unit Schedule

| Session week          | Weekly topic   | Required preparation   |
|-----------------------|--|--|
| Week 1:<br>24th Feb   | Conceptualisations of 'quality' in infant-toddler early childhood programs | <p><b>Read at least 2 from:</b></p> <p>Bjørnstad, E., Broekhuizen, m. L., Os, E., &amp; Baustad, A. (2020). Interaction Quality in Norwegian ECEC for Toddlers Measured with the Caregiver Interaction Profile (CIP) Scales. <i>Scandinavian Journal of Educational Research</i> 64 (6): 901-920. <a href="http://doi.org/10.1080/00313831.2019.1639813">http://doi.org/10.1080/00313831.2019.1639813</a>.</p> <p>Choi, J.Y., Horm, D., Jeon, S., &amp; Ryu, D. (2019). Do Stability of Care and Teacher-Child Interaction Quality Predict Child Outcomes in Early Head Start? <i>Early Education and Development</i> 30 (3): 337-356. <a href="http://doi.org/10.1080/10409289.2018.1546096">http://doi.org/10.1080/10409289.2018.1546096</a>.</p> <p>Degotardi, S., Han, F., &amp; Torr, J. (2018). Infants' experience with 'near and clear' educator talk: individual variation and its relationship to indicators of quality. <i>International Journal of Early Years Education</i>, doi: 10.1080/09669760.2018.1479632</p> <p>La Paro, K. &amp; Gloeckler, L. (2016). The context of child care for toddlers: The "experience expectable environment". <i>Early Childhood Education Journal</i>, 44, 147-153. doi: 10.1007/s10643-015-0699-0</p> |
| Week 2:<br>3rd March  | Challenges and debates   | <p><b>Read at least 2 from:</b></p> <p>Davis, B. &amp; Dunn, R. (2019). Professional identity in the infant room. <i>Australasian Journal of Early Childhood</i>, 44(3), 244-256. doi: 10.1177/1836939119855222</p> <p>Kwon, K., Malek, A., Horm, D., &amp; Castle, S. (2020). Turnover and Retention of Infant-Toddler Teachers: Reasons, Consequences, and Implications for Practice and Policy. <i>Children and Youth Services Review</i> 115(105061). <a href="http://doi.org/10.1016/j.chilyouth.2020.105061">http://doi.org/10.1016/j.chilyouth.2020.105061</a></p> <p>Leifield, L. (2020). Influential others: Infant/toddler teachers' perspectives on entry into and retention in the infant/toddler workforce. <i>Early Years: An International Research journal</i>. Doi:10.1080/09575146.2020.1771546</p> <p>Redman, Harrison, L. J., &amp; Djonov, E. (2022). Education versus care for infants and toddlers: the Australian early childhood challenge. <i>Early Child Development and Care: EDCD</i>, 192(13), 2118–2127. <a href="https://doi.org/10.1080/03004430.2021.1990904">https://doi.org/10.1080/03004430.2021.1990904</a></p>  |
| Week 3:<br>10th March | Conceptualising curriculum 1: Play and exploration                         | <p><b>Read at least 2 from:</b></p> <p>Fragkiadaki, G., Fleer, M., &amp; Rai, P. (2021). The Social and Cultural Genesis of Collective Imagination During Infancy. <i>Learning, Culture and Social Interaction</i> 29. <a href="http://doi.org/10.1016/j.lcsi.2021.100518">http://doi.org/10.1016/j.lcsi.2021.100518</a>.</p> <p>Jacobson, S. &amp; Degotardi, S (2022). A dynamic systems approach to joint attention in infant-toddler early childhood centre contexts. <i>Journal of Culture, Learning and Social Interaction</i>, 32, 100547. <a href="http://doi.org/10.1016/j.lcsi.2021.100574">doi.org/10.1016/j.lcsi.2021.100574</a></p> <p>Little. (2022). "It's about Taking the Risk": Exploring Toddlers' Risky Play in a Redesigned Outdoor Space. <i>Education Sciences</i>, 12(10), 677–. <a href="https://doi.org/10.3390/educsci12100677">https://doi.org/10.3390/educsci12100677</a></p> <p>Shin, M. &amp; Partyka, T. (2017). Empowering infants through responsive and intentional play activities. <i>International Journal of Early Years Education</i> 25 (2):127-142. <a href="http://doi.org/10.1080/09669760.2017.1291331">http://doi.org/10.1080/09669760.2017.1291331</a>.</p>   |

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|--|---|--|
| <p>Week 4:<br/>17th<br/>March</p>                                    | <p>Conceptualising curriculum 2: Routines, rituals and interactions</p> | <p><b>Read at least 2 from:</b></p> <p>Klette, T., Drugli, M.B., &amp; Aandahl, A.M (2018). Together and alone: a study of interactions between toddlers and childcare providers during mealtime in Norwegian childcare centres. <i>Early Child Development and Care</i>, 188(3), 287-298, Doi: 10.1080/03004430.2016.1220943</p> <p>Laurin, D. E., Guss, S. S., &amp; Horm, D. (2021). Caregiver-infant and toddler interactions during diapering: Caregiver responsiveness and child well-being and involvement. <i>Infant Mental Health Journal</i> 1-14. <a href="https://doi.org/10.1002/imhj.21933">https://doi.org/10.1002/imhj.21933</a></p> <p>Malek-Lasater, A.D., Kwon, K., Horm, D.M., Sisson, S.D., Dev, D.A., &amp; Castle, S.L. (2021). Supporting children’s health development during mealtime in early childhood settings. <i>Early Childhood Education Journal</i>. <a href="https://doi.org/10.1007/s10643-020-01137-2">https://doi.org/10.1007/s10643-020-01137-2</a></p> <p>Mortlock, A. (2015). Toddlers’ use of peer rituals at mealtime: symbols of togetherness and otherness. <i>International Journal of Early Years Education</i>, 23(4), 426-435. doi: 10.1080/09669760.2015.1096237-1</p>   |
| <p>Week 5 &amp; 6: 24th and 31st March</p>                           | <p>Relationship-based pedagogies</p>                                    | <p><b>Across the two weeks, read at least 4 from:</b></p> <p>Degotardi, S. (2015). Mind mindedness: Forms, features and implications for infant-toddler pedagogy. In S. Robson &amp; S. F. Quinn (Eds.), <i>Routledge International Handbook of Young Children's Thinking</i>. London: Routledge.</p> <p>Hannikainen, M., (2015). The teacher's lap - a site of emotional well-being for the younger children in day-care groups. <i>Early Child Development and Care</i>, 185(5), 752-765, doi: 10.1080/03004430.2014.957690</p> <p>Katz, F. A. N., Zurmehly, D., &amp; Sanderson, M. (2021). Making visible acts of caring among infants &amp; toddlers. <i>Pedagogies : An International Journal.</i>, 16(3), 225–240. <a href="https://doi.org/10.1080/1554480X.2020.1763800">https://doi.org/10.1080/1554480X.2020.1763800</a></p> <p>Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. <i>Journal of early childhood research</i>, 8(3), 294-302. doi: 10.1177/1476718X10366777</p> <p>Redder, B., &amp; White, J. (2017). Implicating teachers in infant-peer relationships: Teacher answerability through alteric acts. <i>Contemporary Issues in Early Childhood</i>, 18(4): 422-433. <a href="http://doi.org/10.1177/1463949117742782">http://doi.org/10.1177/1463949117742782</a>.</p> <p>Recchia, S.L., Shin, M., &amp; Snaider, C. (2018). Where is the love? Developing loving relationships as an essential component of professional infant care. <i>International Journal of Early Years Education</i>, 26(2), doi: 10.1080/09669760.2018.1461614</p> <p>Seaman, H. &amp; Giles P. (2021). Supporting children’s social and emotional well-being in the early years: An Exploration of Practitioners’ Perceptions. <i>Early Child Development and Care</i> 191(6):861-875. <a href="http://doi.org/10.1080/03004430.2019.1649668">http://doi.org/10.1080/03004430.2019.1649668</a>.</p> <p>Ukkonen-Mikkola, T., Isotalo, S., Chaudhuri, S., Salminen, J., Merjovaara, O., Lindén, C., &amp; Rutanen, N. (2024). With sensitive eyes: ECEC teachers' visual gaze and related reflections on pedagogical actions in toddler groups using eye-tracking glasses. <i>Frontline Learning Research</i>, 12(2), 70-98.</p> |
| <p>Week 7:<br/>1st April</p>   | <p>Project Preparation</p>  | <p>This tutorial is designed to assist you to develop your project proposal. Please ensure that you have a project topic idea, and come with a draft of the proposal proforma located on the ilearn site.</p>  |
| <p><b>Assignment 1: Project Proposal due Thursday 17th April</b></p> |   |  |
| <p>14th – 25th April : Mid Session Recess</p>                        |   |  |
| <p>Week 8:<br/>28th<br/>April</p>                                    | <p>Proposal revision (if needed) and implementation</p>                 | <p>Assignment 1: Make any required revisions to project proposal. The convener is available this week for individual consultations as required. Please contact via dialogue for an appointment</p>   |

|  |   |
|--|---|
| Week 9:<br>5th May                         | Project implementation  |
| Week 10:<br>12th May                       | Project implementation  |
| Week 11:<br>19th May                       | Prepare for Presentation<br><b>Assignment 2a: Presentation on 20th May during scheduled meeting</b><br><b>Assignment 2b: Peer Feedback due 23rd May</b> |
| Week 12:<br>26th May                       | Project completion and report writing   |
| Week 13:<br>2nd June                       | Project completion and report writing   |
| <b>Assignment 3 due Thursday 12th June</b> |   |

## 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 [connect.mq.edu.au](https://connect.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), 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/](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.

## School of Education Procedures

### Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

### Attendance and Participation

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected.

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 to request a change.

## Changes from Previous Offering

This unit has changed from in-person mode to hybrid mode to cater for student diversity. International students are strongly advised to attend face-to-face in order to ensure you meet visa requirements.

Assignment tasks have been reduced to meet new MQ assessment policy and to reflect the new hybrid mode where students will engage critically with readings during their tutorials.

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Unit information based on version 2025.03 of the [Handbook](#)