Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 4
Unit Schedule 5
Policies and Procedures 7
Graduate Capabilities 8

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Unit Convenor
Emilia Djonov
emilia.djonov@mq.edu.au
Contact via emilia.djonov@mq.edu.au
X5B276

Credit points
4

Prerequisites
Admission to MECild or MEd or MTeach(Birth to Five Years) or MEdLead in Early Childhood or PGDipEChild or PGCertEChild

Corequisites

Co-badged status

Unit description
This unit explores multimodality – the role of images and their interaction with language and other modes of communication – in early childhood. The initial focus is on visual representations of children and childhood in advertising, marketing and popular culture. This equips students with a variety of critical concepts and provides a context for analysing relations between different modes in multimodal texts and environments for children, including picture books, e-games, toys and toy stores, educational policy documents, museums, and early childhood settings.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
2. Develop a metalanguage for discussing how images interact with language and other modes of communication
3. Evaluate how multimodal texts and environments for children support learning and literacy development
4. Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments.

5. Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy.

6. Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>20%</td>
<td>5 April 2013</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>40%</td>
<td>3 May 2013</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>24 May 2013</td>
</tr>
</tbody>
</table>

**Assignment 1**

Due: 5 April 2013  
Weighting: 20%

This Assessment Task relates to the following Learning Outcomes:

- Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts.
- Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy.
- Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills.

**Assignment 2**

Due: 3 May 2013  
Weighting: 40%

This Assessment Task relates to the following Learning Outcomes:

- Develop a metalanguage for discussing how images interact with language and other modes of communication.
- Evaluate how multimodal texts and environments for children support learning and literacy development.
• Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
• Reflect on one's own visual and critical multimodal literacy, and draw on these reflections to improve one's academic and professional communication skills

Assignment 3
Due: 24 May 2013
Weighting: 40%

This Assessment Task relates to the following Learning Outcomes:
• Evaluate how multimodal texts and environments for children support learning and literacy development
• Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
• Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Delivery and Resources

Study commitment

As this is a 4 credit point unit, it is estimated that students will need to spend an average of 12 hours a week over a 15 week semester (this includes the university recess), i.e. 180 hours per semester, working on this unit to achieve a passing grade. This includes accessing the unit’s iLearn website at least twice a week and participating in online discussions, attending seminars and on-campus sessions, attending or listening to lectures, reading and studying, working on assignments.

Principal requirements

As postgraduate students, you are expected to participate fully in this unit, be self-directed in your learning, and approach the unit content with enthusiasm. To achieve a passing grade, you need to:

§ attend, prepare for and actively participate in at least 80% of weekly seminars (internal students)
§ complete, post and discuss study-guide tasks online (external students)
§ complete the required readings and participate in online discussions (all students)
§ complete and submit all three assignments (all students)
§ complete all required readings (all students)
§ check the unit’s iLearn website at least twice a week (all students).

STUDY RESOURCES

Required readings and other resources

There is one textbook for the unit, which is available from the Macquarie Co-op Bookshop. The details are:


There are also required readings and other resources that will be available through the library’s e-reserve collection and/or the unit’s iLearn website. All required and recommended readings are listed in the complete unit outline available through the ECED886 iLearn website.

Unit website

There is a website for this unit. Access to this unit is available online through **iLearn**, at ilearn.mq.edu.au. You will need to login using your Macquarie ID.

Unit Schedule

Please note that this schedule is a guide only. For complete details please see the full unit outline available through the ECED886 iLearn website, where information about required readings and additional resources, tutorial and on-campus session participation requirements and assignment due dates is also provided.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and overview of the unit.</td>
</tr>
<tr>
<td>25 February</td>
<td>• Images and multimodality</td>
</tr>
<tr>
<td></td>
<td>• Ideologies of Childhood</td>
</tr>
<tr>
<td>Week 2</td>
<td>Reading images: Ideational Meaning</td>
</tr>
<tr>
<td>4 March</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Reading images: Interpersonal Meaning</td>
</tr>
<tr>
<td>11 March</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Reading images: Textual Meaning &amp; Analyising images from all three perspectives</td>
</tr>
<tr>
<td>18 March</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Ideologies of Childhood in Advertising and Children's Literature</td>
</tr>
<tr>
<td>25 March</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Picture books: genres and themes</td>
</tr>
<tr>
<td>1 April</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Picture books: text-image relations, agency and point of view</td>
</tr>
<tr>
<td>8 April</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Children reading picture books</td>
</tr>
<tr>
<td>29 April</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Analysing 3D objects: toys and kinetic design</td>
</tr>
<tr>
<td>6 May</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Analysing 3D spaces for children</td>
</tr>
<tr>
<td>13 May</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Hypermedia for Children : Children's Website Structure and Navigation</td>
</tr>
<tr>
<td>20 May</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Hypermedia for Children: Online games and learning</td>
</tr>
<tr>
<td>27 May</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Children using hypermedia: Interactions around the computer</td>
</tr>
<tr>
<td>3 June</td>
<td></td>
</tr>
</tbody>
</table>
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Special Consideration Policy [http://www.mq.edu.au/policy/docs/special_consideration/policy.html]

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/]

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/]
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/].

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/].

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

• Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
• Develop a metalanguage for discussing how images interact with language and other modes of communication
• Evaluate how multimodal texts and environments for children support learning and literacy development
• Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
• Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy
• Reflect on one’s own visual and critical multimodal literacy, and draw on these reflections to improve one’s academic and professional communication skills

Assessment tasks

• Assignment 1
• Assignment 2
• Assignment 3

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Develop a metalanguage for discussing how images interact with language and other
modes of communication

• Evaluate how multimodal texts and environments for children support learning and literacy development

• Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments

• Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

• Reflect on one’s own visual and critical multimodal literacy, and draw on these reflections to improve one’s academic and professional communication skills

**Assessment tasks**

• Assignment 1
• Assignment 2
• Assignment 3

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcome**

• Reflect on one’s own visual and critical multimodal literacy, and draw on these reflections to improve one’s academic and professional communication skills

**Assessment tasks**

• Assignment 1
• Assignment 2
• Assignment 3

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:
Learning outcomes

• Develop a metalanguage for discussing how images interact with language and other modes of communication
• Evaluate how multimodal texts and environments for children support learning and literacy development
• Demonstrate an understanding of recent research literature on visual communication, multimodality and multimodal learning and literacy

Assessment task

• Assignment 3

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

• Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
• Evaluate how multimodal texts and environments for children support learning and literacy development
• Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
• Reflect on one’s own visual and critical multimodal literacy, and draw on these reflections to improve one’s academic and professional communication skills

Assessment task

• Assignment 1

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:
Learning outcomes

• Use a metalanguage for discussing how images construct meanings and operate in different social and cultural contexts
• Evaluate how multimodal texts and environments for children support learning and literacy development
• Develop a strong understanding of how to promote the development of critical visual and multimodal literacy in children from diverse linguistic and cultural backgrounds through multimodal texts and environments
• Reflect on one’s own visual and critical multimodal literacy, and draw on these reflections to improve one’s academic and professional communication skills

Assessment tasks

• Assignment 2
• Assignment 3