ECH 452

Child Development: Research and Practice

S1 External 2013

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Shirley Wyver
shirley.wyver@mq.edu.au
Contact via shirley.wyver@mq.edu.au

Credit points
3

Prerequisites
6cp at 200 level including (ECH218 or ECH228 or EDUC262 or PSY235) or admission to
GDipAdvStEc or GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description
This unit builds on material introduced in previous child development units. In doing so, the
unit has two main focuses. The first is to develop students' skills in using child development
research to develop effective programs and interventions for infants and young children. The
second is to introduce students to research-based child development programs and
interventions that have direct relevance to early childhood programs.

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:

Students will improve their skills in understanding and interpreting current child
development research.

Students will improve their skills in developing and analsying their own argument
construction as well as those of published researchers.

Students will improve skills required to critique contemporary child development
research.

Assessment Tasks

Name	Weighting	Due
Journal Article	10%	8 March 2013
Quiz or Essay	45%	26 April Quiz, 3 May Essay
Essay or Exam	45%	7June or during exam period

Journal Article

Due: **8 March 2013**
Weighting: **10%**

This online quiz will be used to help you assess your ability to read child development articles effectively. The article used as the basis of the quiz is:

Vandell, D.L., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & NICHD Early Child Care Research Network (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development, 81*(3), 737-756. doi:10.1111/j.1467-8624.2010.01431.x

On successful completion you will be able to:

- Students will improve their skills in understanding and interpreting current child development research.

Quiz or Essay

Due: **26 April Quiz, 3 May Essay**
Weighting: **45%**

For students who would like to cover a range of topics, select the multiple choice quiz. For students who would like to focus on a single topic in-depth, choose the essay.

On successful completion you will be able to:

- Students will improve their skills in understanding and interpreting current child development research.
- Students will improve their skills in developing and analsying their own argument construction as well as those of published researchers.
- Students will improve skills required to critique contemporary child development research.

Essay or Exam

Due: **7June or during exam period**
Weighting: **45%**

Students can choose between an essay or a final exam. Notes can be taken into the final exam.

On successful completion you will be able to:
- Students will improve their skills in understanding and interpreting current child development research.
- Students will improve their skills in developing and analsying their own argument construction as well as those of published researchers.
- Students will improve skills required to critique contemporary child development research.

Delivery and Resources

Technology used and required

iLearn, including online submission of assignments.

Lecture and Tutorial times

Lectures will be available through iLearn. Tutorials will be offered at the 26 April on-campus session.

Teaching and Learning Strategy

The lectures and associated readings provide the main content unit. Students decide if they will pursue a particular topic in detail in the essays or cover a range of topics in quiz/exam offerings.

Information about iLearn or other resources for this unit

It is important to be able to access iLearn at least weekly. The main resources are the lectures and articles (available through the MQ Library). This unit does not have a textbook.

Changes since the last offering of this unit.

The essays and the content of the quiz/exam have changed since the last offering.

Other

This unit has less structure than many undergraduate units. The purpose is to give students more options to work at their own pace. It does require more planning and independent learning than is the case for most units.

Unit Schedule

The final list of topics is not yet available. Topics likely to be covered include:

- Outdoor play and physical activity
- Risk taking in young children
- Giftedness
- Autism
- Social skills and social competence
- Body image
- Anxiety

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:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://www.mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://www.mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

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.

IEC ASSIGNMENT SUBMISSION AND EXTENSION POLICY

When preparing your assignments, it is essential that you note that:

•   Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;

•   Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);

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

•   All failing assignments will be double marked when the failure is due to unsatisfactory

content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked;

Submission of Assignments:

Assignments must be submitted by 2pm on the due date. The same due date applies to students enrolled both internally and externally in the unit. If you are an external student and are not able to submit your assignment online you must ensure that it is posted in time to be received at the university by the due date.

The Faculty of Human Sciences cover sheet can be accessed by clicking on the following link: ht tp://humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet

Late Assignments:

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the special consideration form accessible through Tracker and supported (e.g., a doctor's certificate in the case of illness).

Note that:

•   Students MUST speak with the unit coordinator **prior to submitting their request through Tracker**.

•   Extension will only be granted in receipt of the completed form submitted through Tracker, plus documentation.

•   Emails are not appropriate means of extension requests.

•   It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

•   In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.

•   Extensions are usually not granted on the due date.

UNIVERSITY SPECIAL CONSIDERATION GUIDELINES

Special Consideration is intended for a student who is prevented by serious and unavoidable disruption from completing any unit requirements in accordance with their ability. All students have the right to submit an application for Special Consideration.

For an application to be valid, the student must have been performing satisfactorily in the unit prior to experiencing serious and unavoidable disruption.

The University defines serious and unavoidable disruption to studies as resulting from an event or set of circumstances that:

•   could not have reasonably been anticipated, avoided or guarded against by the student; and

•   was beyond the student's control; and

•   caused substantial disruption to the student's capacity for effective study and/or the completion of required work; and

•   substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements; and

•   was of at least three (3) consecutive days duration within a study period and/or prevented completion of the formal examination.

The University definition of serious and unavoidable disruption explicitly excludes acute problems, except where the disruption affects completion of a formal examination.

The University defines acute problems as those involving fewer than three (3) consecutive days within a study period. In these cases, the student is responsible for contacting the relevant Unit Convenor so that a local solution may be discussed, except where the disruption affects completion of a formal examination.

The University reserves the right to determine if a Special Consideration application should be considered and any subsequent action to be taken. http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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DISABILITY SUPPORT

The Disability Service works with students to access the services they need to enable them to flourish at University. Staff in the Disability Service work with students to identify what services and assistance they need to have an equal opportunity in their studies at Macquarie University.

Students meet with a Disability Advisor to determine what services are needed. These services can be reviewed at any time to ensure that they continue to meet the students' needs enabling them to achieve their academic potential. The Disability Service is able to provide a range of services according to the documentation provided by the Doctor or other Health Professional and the assessment interview with the student.

Students are able to work with the Disability Advisor throughout each semester to ensure that the

services that are in place continue to meet their needs.

http://staff.mq.edu.au/campus_life/wellbeing/disability_service/services_available/

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 Services and 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.

Student Enquiries

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

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

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- Students will improve their skills in understanding and interpreting current child

development research.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Students will improve their skills in developing and analsying their own argument construction as well as those of published researchers.

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Students will improve skills required to critique contemporary child development research.

Changes since First Published

Date	Description
16/11/2012	The Prerequisites was updated.