ECH 216
Infancy and Early Development
S1 External 2013
Institute of Early Childhood

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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
12cp or admission to GDipECTeach or GDipEarlyChildhood or BTeach(0-5)

Corequisites

Co-badged status

Unit description
This unit focuses on the development of infants and young children from birth to three years within the Australian social context. Theories and research, which attempt to describe and explain early childhood development and individual differences, are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are examined. Students are also encouraged to make links between the content covered and observations and experiences with infants and very young children.

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:

- Develop a working knowledge of theory, current research and issues in child development.
- Develop a working knowledge of relevant child development theories and the role of these theories in practical application.
- Understand the many and varying influences important to the development of a child.
- Understand the biological underpinnings of development.
- Understand the whole child by appreciating the links between different areas of
development.
Understand individual differences in development.
Appreciate cultural, historical and contextual influences on development.
Understand the major ethical issues relating to child development research.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Online Quiz</td>
<td>5%</td>
<td>15 March 2013</td>
</tr>
<tr>
<td>Major Essay</td>
<td>45%</td>
<td>8 May 2013</td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
<td>S1 Exam Period</td>
</tr>
</tbody>
</table>

Online Quiz
Due: 15 March 2013
Weighting: 5%

Content relates to theories of development.

On successful completion you will be able to:

• Develop a working knowledge of theory, current research and issues in child development.

• Develop a working knowledge of relevant child development theories and the role of these theories in practical application.

Major Essay
Due: 8 May 2013
Weighting: 45%

Use current research to examine a contemporary child development topic.

On successful completion you will be able to:

• Develop a working knowledge of theory, current research and issues in child development.

• Develop a working knowledge of relevant child development theories and the role of these theories in practical application.

• Understand the many and varying influences important to the development of a child.

• Understand the biological underpinnings of development.
• Understand the whole child by appreciating the links between different areas of development.
• Understand individual differences in development.
• Appreciate cultural, historical and contextual influences on development.
• Understand the major ethical issues relating to child development research.

Exam
Due: S1 Exam Period
Weighting: 50%

Covers unit content, mainly content not assessed elsewhere in ECH216.

On successful completion you will be able to:
• Develop a working knowledge of theory, current research and issues in child development.
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• Understand the many and varying influences important to the development of a child.
• Understand the biological underpinnings of development.
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Delivery and Resources

Technology used and required
You are required to access iLearn at least once per week and for submission of assessment. Other technologies introduced in individual sessions.

Lecture and tutorial times
Please check the University timetable for updates. Lectures are currently scheduled for Thursday 11am and 12pm. Internal students should note that it may not be possible to enrol in the popular tutorial times as these fill quickly.

Teaching and Learning Strategy
Weekly content is delivered through lectures and textbook readings. Tutorials and assessment are used to explore content in more detail.
Information
Textbook: White, F., Hayes, B., & Livesey, D. (2012). *Developmental psychology: From infancy to adulthood* (3rd ed.). Frenchs Forest, NSW: Pearson. (If you have the second edition, it is fine to use it, don’t buy another textbook.)

Changes since the last offering of this unit
The number and weight of online assessments has been reduced. The major assignment has been changed to an essay.

Other material
No additional material required.

Unit Schedule
Draft Schedule

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>Module 1: Theories and Methods in Child Development</td>
<td></td>
</tr>
</tbody>
</table>
| Week 1  
28 Feb | Overview of Theories (pre-recorded) |
| Psychoanalytic Theory |
| Learning Theory |
| Week 2  
7 Mar | Maturation & Ethology (pre-recorded) |
<p>| Dynamic Systems Theory |
| Research Methods |
| Module 2: Biological Bases of Development |</p>
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Prenatal Development</th>
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<tr>
<td>14 Mar</td>
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Genetics and Individual Differences

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Developmental Neuroscience</th>
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<td>21 Mar</td>
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Module 3: Social-Emotional Development

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Attachment</th>
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<tr>
<td>28 Mar</td>
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Temperament

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<tr>
<th>Week 6</th>
<th>Development of Self</th>
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<td>4 April</td>
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Module 4: Perceptual-Motor Development

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Physical Development</th>
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<tr>
<td>11 April</td>
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Motor Development

<table>
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<tr>
<th>Week 8</th>
<th>Perception</th>
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<tr>
<td>2 May</td>
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Perception

Module 5: Cognitive-Linguistic Development
Learning and Teaching Activities

Lectures
Coverage of the main unit content. Includes theories and current research in infancy and early development.

Tutorials
Designed to complement lectures. Each tutorial builds on knowledge covered in the lecture series. Tutorials are offered weekly for internal students and at an on-campus session for external students.

Assessments
Designed to assess content knowledge in addition to building skills such as critical evaluation and independent searching of research databases.

Online participation
Extended discussion of issues related to learning activities and discussion of other issues relevant to the content of ECH216.

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
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/](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](http://www.student.mq.edu.au/ses/) 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/](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/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the [Acceptable Use Policy](http://informatics.mq.edu.au/help/). 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 outcomes**

- Develop a working knowledge of theory, current research and issues in child development.
- Develop a working knowledge of relevant child development theories and the role of these theories in practical application.
- Understand the many and varying influences important to the development of a child.
- Understand the biological underpinnings of development.
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- Understand individual differences in development.
- Appreciate cultural, historical and contextual influences on development.
- Understand the major ethical issues relating to 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 outcomes**

- Develop a working knowledge of theory, current research and issues in child development.
- Develop a working knowledge of relevant child development theories and the role of these theories in practical application.
- Understand the many and varying influences important to the development of a child.
- Understand the whole child by appreciating the links between different areas of development.
- Appreciate cultural, historical and contextual influences on development.
- Understand the major ethical issues relating to child development research.

**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 outcomes**

- Develop a working knowledge of theory, current research and issues in child development.
- Understand the many and varying influences important to the development of a child.
- Understand the major ethical issues relating to child development research.

**Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- Understand the whole child by appreciating the links between different areas of development.
- Understand individual differences in development.
- Appreciate cultural, historical and contextual influences on development.
- Understand the major ethical issues relating to child development research.