General Information

Unit convenor and teaching staff
Unit Convenor
Helen Little
helen.little@mq.edu.au
Contact via helen.little@mq.edu.au

Credit points
3

Prerequisites
12cp

Corequisites

Co-badged status

Unit description
This unit offers a critical overview of current theory, research and issues in child development and wellbeing from the preschool years through to late middle childhood and puberty. The unit covers the major aspects of children's cognitive, physical and social/emotional development; personality; prosocial and antisocial behaviours; and the development and salience of relationships. An understanding of factors that promote and attenuate optimal development and the unique contribution of child rearing contexts is integrated throughout. During the unit, students are encouraged to engage in active interpretation of the material covered and to consider both the implications and practical application in their professional contexts. Particular attention is paid to the implications for prior-to-school and primary school educators within the contemporary Australian social/cultural context.

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. Gain a thorough working knowledge of current research, theory and issues in child development.
2. Understanding the many and varying influences important to the development of a child.
3. Understanding the whole child by appreciating the links between different areas of development.
4. Understanding individual differences in development.
5. Appreciating cultural, historical and contextual influences on development.
6. Appreciating the biological underpinnings of development.
7. Understand role of child development research for informing teaching practice.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>15%</td>
<td>20th August 2013</td>
</tr>
<tr>
<td>Assessment 2a</td>
<td>15%</td>
<td>9th September</td>
</tr>
<tr>
<td>Assessment 2b</td>
<td>30%</td>
<td>10th October 2013</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>40%</td>
<td>November 2013</td>
</tr>
</tbody>
</table>

Assessment 1
Due: 20th August 2013
Weighting: 15%

This Assessment Task relates to the following Learning Outcomes:

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Understanding individual differences in development.
- Appreciating cultural, historical and contextual influences on development.
- Appreciating the biological underpinnings of development.

Assessment 2a
Due: 9th September
Weighting: 15%

preparation for essay

This Assessment Task relates to the following Learning Outcomes:

- Understanding the many and varying influences important to the development of a child.
- Understand role of child development research for informing teaching practice.
Assessment 2b
Due: 10th October 2013
Weighting: 30%

This Assessment Task relates to the following Learning Outcomes:
• Gain a thorough working knowledge of current research, theory and issues in child development.
• Understanding the many and varying influences important to the development of a child.
• Understanding the whole child by appreciating the links between different areas of development.
• Appreciating cultural, historical and contextual influences on development.
• Appreciating the biological underpinnings of development.
• Understand role of child development research for informing teaching practice.

Assessment 3
Due: November 2013
Weighting: 40%

This Assessment Task relates to the following Learning Outcomes:
• Gain a thorough working knowledge of current research, theory and issues in child development.
• Understanding the many and varying influences important to the development of a child.
• Understanding the whole child by appreciating the links between different areas of development.
• Understanding individual differences in development.
• Appreciating cultural, historical and contextual influences on development.
• Appreciating the biological underpinnings of development.

Delivery and Resources
Technology Used and Required
Students are required to access iLearn at least once per week and for submission of assessment tasks. Other technologies (e.g iPads) introduced in tutorial sessions.

Lecture and Tutorial Times
Please check the university timetable for updates. Lectures are currently scheduled for Wednesday 10am and 12pm. External On campus sessions will be held 23-24 September 2013.
Teaching and Learning Strategy

Weekly content is delivered through lectures and readings. Tutorials and assessment tasks are used to explore content in more detail.

Information

Textbook: White, F., Hayes, B., & Livesey, D. (2013). Developmental psychology: From infancy to adulthood (3rd ed.). Frenchs Forest, NSW: Pearson Education. (if you have the 2nd edition, it is fine to use it, don't buy another textbook)

Supplementary Readings: Available from Library e-researve or iLearn.

Changes since last offering of this unit

The weighting of assessments has been changed.

Unit Schedule

<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Lecture Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to unit</td>
</tr>
<tr>
<td>31 July</td>
<td>Research: Evidence and practice</td>
</tr>
<tr>
<td>Week 2</td>
<td>Cognitive development 1</td>
</tr>
<tr>
<td>7 Aug</td>
<td>Cognitive development 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Development of memory</td>
</tr>
<tr>
<td>14 Aug</td>
<td>Problem solving, reasoning and Executive Functions (EF)</td>
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<tr>
<td>Week 4</td>
<td>Sibling relationships</td>
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<tr>
<td>21 Aug</td>
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**Parenting**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Peer relationships and friendships</th>
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<tbody>
<tr>
<td>28 Aug</td>
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**Prosocial and antisocial behaviour**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Attachment</th>
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<tbody>
<tr>
<td>4 Sept</td>
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**Gender development**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Theory of Mind</th>
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<tbody>
<tr>
<td>11 Sept</td>
<td></td>
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**Emotional development**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Moral development</th>
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<tbody>
<tr>
<td>2 Oct</td>
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**Personality development**

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Self-esteem &amp; self-worth</th>
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<tbody>
<tr>
<td>9 Oct</td>
<td></td>
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**Non-parental care**

<table>
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<tr>
<th>Week 10</th>
<th>Social skills</th>
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<tbody>
<tr>
<td>16 Oct</td>
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### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs). 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](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](http://www.mq.edu.au/policy/docs) 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/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au](http://www.students.mq.edu.au)
Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcome**

- Understand role of child development research for informing teaching practice.

**Assessment task**

- Assessment 2b

**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**

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
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- Appreciating cultural, historical and contextual influences on development.
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- Understand role of child development research for informing teaching practice.

**Assessment tasks**

- Assessment 1
- Assessment 2a
- Assessment 2b
- Assessment 3

**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**

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Understanding the whole child by appreciating the links between different areas of development.
- Appreciating cultural, historical and contextual influences on development.
- Understand role of child development research for informing teaching practice.

**Assessment tasks**

- Assessment 2b
• Assessment 3

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

• Understand role of child development research for informing teaching practice.

Assessment tasks

• Assessment 2a
• Assessment 2b

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

• Understand role of child development research for informing teaching practice.

Assessment tasks

• Assessment 2a
• Assessment 2b

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

- Understanding the many and varying influences important to the development of a child.
- Appreciating cultural, historical and contextual influences on development.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Gain a thorough working knowledge of current research, theory and issues in child development.
- Understanding the many and varying influences important to the development of a child.
- Appreciating cultural, historical and contextual influences on development.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Understand role of child development research for informing teaching practice.

Assessment task

- Assessment 2b