ECED733
Child Development in Context
S1 External 2015
Institute of Early Childhood

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 5
Policies and Procedures 5
Graduate Capabilities 7
Changes from Previous Offering 9

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https://unitguides.mq.edu.au/unit_offerings/46173/unit_guide/print
### General Information

| Unit convenor and teaching staff | Shirley Wyver  
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<td><a href="mailto:shirley.wyver@mq.edu.au">shirley.wyver@mq.edu.au</a></td>
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<td>Credit points</td>
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#### Unit description
This unit has been designed to support development of research skills in child development through reading, reviewing and critiquing journal articles and other research based publications. It is assumed that students undertaking this unit have completed previous studies in child development. Students in this unit will investigate a specific topic in depth rather than covering a wide range of topics and will develop a research proposal for the final assignment.

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

### Learning Outcomes
1. Use of databases relevant to child development
2. Application of developmental theory and research in centre and school settings
3. Selection of appropriate techniques for documenting early development.
4. Selective use of child development research based on adequacy of findings and applicability to context
5. Development of plans to evaluate effectiveness of intervention programs
6. Select research on the basis of research design
7. Understand the relationship between a single study and a larger body of research.
8. Develop methods to increase quality of early childhood programs on the basis of research findings.
9. Use technology to solve problems
10. Understand problems from multiple perspectives
11. Develop a range of options to problem solve rather than a single solution
12. Understand that not all solutions work in all contexts
13. Provide professional documentation to parents and/or other professionals
14. Develop a shared language of child development for communicating with other professionals
15. Advocate for infants and children on the basis of understanding their shared and individual characteristics
16. Understand the role of the early childhood teacher in relation to families and professional networks
17. Understand the range of factors influencing child development including biological, social, cultural and psychological
18. Use child development research to analyse real world problems
19. Use child development research to support others in understanding children
20. Understand how to update knowledge of research through use of current journals
21. Appreciate the need to frequently update knowledge of child development

Assessment Tasks

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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>What do researchers know?</td>
<td>35%</td>
<td>30/03/2015</td>
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<tr>
<td>How do researchers investigate</td>
<td>40%</td>
<td>01/05/2015</td>
</tr>
<tr>
<td>Research proposal</td>
<td>25%</td>
<td>29/05/15</td>
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What do researchers know?

Due: 30/03/2015
Weighting: 35%

From the unit readings, identify an area that is currently under investigation by child development researchers. Discuss the key research findings in this area.

Unit readings are online textbooks available through the Macquarie University Library:


To find these books, go to the Macquarie University Library website http://www.mq.edu.au/
on_campus/library/ and type the names of these e-books into Multisearch

This Assessment Task relates to the following Learning Outcomes:
• Use of databases relevant to child development
• Understand problems from multiple perspectives
• Understand the range of factors influencing child development including biological, social, cultural and psychological
• Use child development research to analyse real world problems
• Use child development research to support others in understanding children
• Understand how to update knowledge of research through use of current journals
• Appreciate the need to frequently update knowledge of child development

How do researchers investigate
Due: 01/05/2015
Weighting: 40%

This assignment is directly linked to Assessment 1. Assessment 1 is an examination of what researchers know. Assessment 2 is an examination of how the research is conducted (i.e. methods used).

This Assessment Task relates to the following Learning Outcomes:
• Selection of appropriate techniques for documenting early development.
• Selective use of child development research based on adequacy of findings and applicability to context
• Development of plans to evaluate effectiveness of intervention programs
• Select research on the basis of research design
• Understand the relationship between a single study and a larger body of research.
• Develop methods to increase quality of early childhood programs on the basis of research findings.
• Understand problems from multiple perspectives
• Develop a range of options to problem solve rather than a single solution
• Understand that not all solutions work in all contexts
• Understand the range of factors influencing child development including biological, social, cultural and psychological
• Use child development research to analyse real world problems
• Use child development research to support others in understanding children
Understand how to update knowledge of research through use of current journals

Appreciate the need to frequently update knowledge of child development

Research proposal
Due: 29/05/15
Weighting: 25%

The purpose of this assignment is to support you in thinking about ways in which you can become involved in research. For this assignment, you will write a proposal for a small study you might conduct based on the research you have reviewed in Assignments 1 & 2.

This Assessment Task relates to the following Learning Outcomes:
• Application of developmental theory and research in centre and school settings
• Use technology to solve problems
• Understand problems from multiple perspectives
• Provide professional documentation to parents and/or other professionals
• Develop a shared language of child development for communicating with other professionals
• Advocate for infants and children on the basis of understanding their shared and individual characteristics
• Understand the role of the early childhood teacher in relation to families and professional networks
• Use child development research to support others in understanding children

Delivery and Resources
ECED733 is fully online. It is important to access iLearn and electronic resources from the Macquarie University Library for this unit.

There are no on-campus sessions.

Unit Schedule
ECED733 does not have a weekly schedule. Students generally work through this unit at their own pace (subject to assignment due dates).

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://mq.edu.au/policy/docs/academic_honesty/policy.html
Unit guide ECED733 Child Development in Context

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, 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 ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

• Workshops
• StudyWise
• Academic Integrity Module for Students
• Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

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

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/
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 of databases relevant to child development
- Application of developmental theory and research in centre and school settings
- Selection of appropriate techniques for documenting early development.

**Assessment tasks**

- What do researchers know?
- How do researchers investigate

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**

- Selective use of child development research based on adequacy of findings and applicability to context
- Development of plans to evaluate effectiveness of intervention programs
- Develop a range of options to problem solve rather than a single solution
- Understand that not all solutions work in all contexts

**Assessment tasks**

- What do researchers know?
- How do researchers investigate

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**

- Select research on the basis of research design
- Understand the relationship between a single study and a larger body of research.
- Develop methods to increase quality of early childhood programs on the basis of research findings.
- Use technology to solve problems

**Assessment tasks**

- What do researchers know?
- How do researchers investigate

**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 outcomes**

- Understand problems from multiple perspectives
- Provide professional documentation to parents and/or other professionals
- Develop a shared language of child development for communicating with other professionals

**Assessment task**

- Research proposal

**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

• Advocate for infants and children on the basis of understanding their shared and individual characteristics
• Understand the role of the early childhood teacher in relation to families and professional networks
• Understand the range of factors influencing child development including biological, social, cultural and psychological

Assessment task

• Research proposal

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 child development research to analyse real world problems
• Use child development research to support others in understanding children
• Understand how to update knowledge of research through use of current journals
• Appreciate the need to frequently update knowledge of child development

Assessment task

• How do researchers investigate

Changes from Previous Offering

This is the first time ECED733 has been offered. Any feedback to improve future offerings will be greatly appreciated at any time during the unit.