



# ECED824

## Early Childhood Development Research and Practice

S2 External 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convener

Carol Newall

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Contact via Dialogue on iLearn

Tutor

Emma Sutherland

[emma.sutherland@mq.edu.au](mailto:emma.sutherland@mq.edu.au)

Credit points

4

Prerequisites

[Admission to (MTeach(Birth to Five) or GradCertEChild)and (ECED602 or ECED819)] or [admission to MEChild or MEd or MEdLead or PGDipEdS or MIndigenousEd or MSpecEd or PGCertSpEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

This unit is designed to extend students' knowledge of child development with a particular emphasis on approaches to understanding and measuring child development, considerations for quality in childcare, and evaluation of children's environments. Recent research studies of child development, especially in relation to prior-to-school settings, will be used as a major resource for examining contemporary theory and research in child development. Students will analyse research to develop their skills in using evidence-based approaches in teaching, to inform policy, and to evaluate programs within prior-to-school settings.

## 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:

Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood

Have a good understanding of child development theory to enable the critical assessment of children's learning environments

Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

Communicate child development research effectively to other professionals and parents

## **General Assessment Information**

### **Department Assessment Presentation & Submission Guidelines**

#### **Quiz Assessments**

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

**Please follow these guidelines when you submit each written assignment (excludes Assessment 2, the parent information task):**

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 2.0 spacing.
- Essay must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

#### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date
- Generally, one Originality Report is generated every 24 hours up to the due date.

#### **Please note:**

- Students should regularly save a copy of all assignments before submission,

- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Final Submissions**

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

### **When preparing your assignments, it is essential that:**

- Students understand that lecturers, tutors, and conveners will not be able to read your draft assignment to provide guidance. However, please see **Learning Skills** for assessment support (under *Policies and Procedures*).
- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.

### **Grading**

- No failed assessment may be re-submitted.
- Turnover time for the essay can take 4-6 weeks. The aim is for students to have at least the final grades of 2 assignments (Quiz and Essay) to facilitate exam planning and strategy.

### **University policy on grading**

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### **Criteria for awarding grades in the unit**

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

### Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments

cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

### **Requesting a remark of an assignment**

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 10 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-submitted as they are all double-marked as a part of the moderation process.

**Please note:** The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

### **Academic Honesty Guidelines:**

You can find an Academic Integrity Guidebook on the unit's iLearn page. All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Department of Educational Studies, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **Academic Honesty Handbook**.

**The following guide can be purchased from the Co-op Bookshop. This is a required text: \***

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

### **Eligibility for a Passing Grade in the Unit**

In order to receive a passing grade in this unit, you must meet the following criteria:

- All assessment tasks must be submitted.
- Receive an adequate total mark for the unit (i.e. your combined marks for the three pieces of assessment). In order to receive a grade of *Pass*, your total mark must be at least 50/100.

**Note:** If you miss one piece of work, you will fail the unit. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator to determine whether it is possible to complete the unit in 2019.

### **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](#).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Topic quiz</a>	20%	No	24/08/2018
<a href="#">Parent Information</a>	30%	No	17/09/2018
<a href="#">Essay</a>	50%	No	12/10/2018

### Topic quiz

Due: **24/08/2018**

Weighting: **20%**

Short answer and multiple choice questions on content from lectures and readings for topics 1 - 4, including Introductory Lecture on unit.

**NOTE:** Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually.**

**Due:** Friday of Week 4, 2018. The online quiz will close that Friday night at midnight (when it turns over to Saturday).

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments

### Parent Information

Due: **17/09/2018**

Weighting: **30%**

Online information resource for parents on selected child development topic

**Due:** Monday of mid-semester recess, 2018

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development

- Communicate child development research effectively to other professionals and parents

## Essay

Due: **12/10/2018**

Weighting: **50%**

Critical review of 5 research articles

**Due:** Friday of Week 9, 2018

On successful completion you will be able to:

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Delivery and Resources

### Teaching and Learning Strategy

This unit has been developed to provide a combination of direct experience, experience in communication of child development issues and concepts, and knowledge of current research in child development. Key content is delivered via online lectures and weekly readings. Internal students will explore issues related to each topic during seminars. External students will have the opportunity to discuss topics at the two voluntary on-campus sessions.

### Lectures and Required Readings

- Lectures will be pre-recorded. The lecture recordings will be available on the unit website.
- There is no textbook for this unit. Essential weekly readings are listed with lecture sessions in iLearn. These readings will be available from e-Reserve in the university library or on the unit website or external websites. Please see the list of other recommended readings as well as the list of websites on the unit website to extend your understanding of unit content.

### Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending seminars/on-campus days



- Students are expected to listen to weekly lectures before completing tasks and attending seminars/on-campus days

**Note:** It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

### **Classes**

Please see [timetables.mq.edu.au](http://timetables.mq.edu.au) for room locations.

Seminar attendance is essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

**Attendance at seminars is expected. Attendance will recorded.** If you are sick or experienced an emergency which prevents you from attendance, please ask for special consideration via Student Services ([ask.mq.edu.au](mailto:ask.mq.edu.au)).

### ***Internal Students***

*Seminar 1:* 17 August 2018, Friday 10am to 4pm

*Seminar 2:* 14 September 2018, Friday 10am-4pm

*Consultation, review, and questions:* 19 October 2018, Friday 1-4pm (29WW room 251)

### ***External Students***

*On-campus 1:* 18 August 2018, Saturday 10am to 4pm

*On-campus 2:* 6 October 2018, Saturday 10am to 4pm

Each session will be a chance to meet and discuss unit topics and requirements with the unit coordinator and other students as well as to share main points from unit readings and have the opportunity to engage in some of the seminar tasks. **External students** are welcome to attend the internal seminars (subject to availability), which will be identical to the on-campus days. However, please contact your convener to book a place for the seminars.

### **Building a Community of Learners through Social Media**

Online interaction is an essential part of the unit and is integral to both the learning environment and assessment process. The aim is to create a community of learners by creating a learning

environment that takes advantage of and encourages distributed expertise within the environment. Within this learning community, members each have expertise in different areas and each member is responsible for sharing their expertise with others and for seeking out others whose expertise can further their own understanding and knowledge.

This unit is focused on building your research skills and social media has an important role to play in providing a community within which you can test out your understanding of the literature. Social media can assist you to explore what other academics and professionals think about the ideas and concepts that you formulate as a result of your academic research.

## Unit Schedule

Unit Schedule, list of topics, full assignment instructions, rubric/criteria, readings, etc can be found on iLearn.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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](http://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 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

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### 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

- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice
- Communicate child development research effectively to other professionals and parents

#### Assessment tasks

- Parent Information
- Essay

### 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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Assessment tasks

- Topic quiz
- Parent Information
- Essay

## 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

- Demonstrate critical analytical and integrative thinking in applying developmental theory and research in early childhood
- Have a good understanding of child development theory to enable the critical assessment of children's learning environments
- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice

## Assessment tasks

- Topic quiz
- Essay

## 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

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Communicate child development research effectively to other professionals and parents

## Assessment tasks

- Parent Information
- Essay

## 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

- Use sound analytical skills and evidence from child development research to address everyday problems concerned with children's early development
- Utilise child development knowledge in actively contributing to policy discussions concerning early childhood practice
- Communicate child development research effectively to other professionals and parents

## Assessment tasks

- Parent Information
- Essay

## 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 outcome

- Communicate child development research effectively to other professionals and parents

## Assessment task

- Parent Information

## Convener's Notes

### Communication with staff

### Types of Questions

Our team enjoys teaching and we love watching our students learn. Some questions that we love to see in our Dialogue boxes:

- Is gender colour preference innate or learned?
- Do children understand the minds of other children better than minds of adults?
- What is a good strategy for dealing with a child who has anxiety over class presentations?

Example questions we will **NOT** ANSWER

- How much is the Essay worth?
- When is the quiz due?
- Are tutorials compulsory?
- When will you finish grading our essays?

*Rule of thumb:* If it can be found in the **Unit Guide** or on the **Unit's iLearn site**, these questions will be ignored. It's not because we are trying to be mean or nasty. There are two major benefits when we ignore these questions:

1. It encourages you to be an independent and competent learner, which is not only a major learning goal for all undergraduate students, but will help build your confidence, competence, and classroom readiness.
2. It frees your lecturers, tutors, and convener up to focus on the unit, rather than work as an administrative guide to the unit. That means we can devote our time to teaching according to our expertise.

### **Preferred Contact**

All staff will only communicate via Dialogue on iLearn. We will not respond to emails. It allows us to control our communication so that our email inbox is not flooded with teaching questions from students, but also helps us organise our communication (e.g., many of us teach on more than one unit). To show that you have read your unit guides, please send me a photo of James McAvoy (the actor that plays Professor X in X-Men) in his most alluring pose. This may put you on my list of favourite students who have read their unit guides thoroughly to the end.