



# ECH 452

## Child Development: Research and Practice

S1 External 2019

*Human Sciences Faculty level units*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Senior Lecturer

Shirley Wyver

[shirley.wyver@mq.edu.au](mailto:shirley.wyver@mq.edu.au)

Contact via Through iLearn if enrolled, otherwise by email

Room 232, X5B

No fixed hours, but available for appointments most days during session.

Credit points

3

Prerequisites

6cp at 200 level including (ECH218 or ECH228 or EDUC262 or PSY235)

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. Most topics support understanding of EYLF and PDHPE curriculum although links will not always be made explicitly.

## 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:

Investigate a child development topic in detail.

Become familiar with peer reviewed journal articles as a source of evidence in child development.

Understand the importance of evidence based approaches.

Understand limits to generalisability of research findings.

Appreciate the need to update knowledge regularly.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Journal article quiz</a>	5%	No	6 March
<a href="#">Essay 1 or quiz</a>	45%	No	18/20 April
<a href="#">Essay or Exam</a>	50%	No	5 June or Exam Period

### Journal article quiz

Due: **6 March**

Weighting: **5%**

The purpose of this assessment is to ensure you understand how to access, read and interpret child development journal articles before progressing further in the unit. **10 multiple choice questions** will be taken from an article on information parents provide to children about starting school which has the doi 10.1007/s10826-017-0735-3

See the Assessment Guide on iLearn for more details.

On successful completion you will be able to:

- Become familiar with peer reviewed journal articles as a source of evidence in child development.

### Essay 1 or quiz

Due: **18/20 April**

Weighting: **45%**

*Select one of the following:*

**Quiz option: 11am (one hour duration): 18 April**

Quiz questions will be taken from 5 journal articles. Further details published in your assessment guidelines (posted on iLearn). You need to register by 15 April if you wish to select the quiz as your assessment option. The quiz is currently scheduled to take place in 29WW 045, but check the timetable <https://timetables.mq.edu.au/2019/Reports/List.aspx> closer to the date in case there are room changes. Please be at the room 10 minutes before the quiz commences.

**Essay option: 2,500 word essay 20 April (midnight)**

Based on one of the ECH452 topics (refer to your assessment guidelines in iLearn).

On successful completion you will be able to:

- Investigate a child development topic in detail.
- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.
- Appreciate the need to update knowledge regularly.

## Essay or Exam

Due: **5 June or Exam Period**

Weighting: **50%**

*Select one of the following:*

**Essay option: 2,500 words due 5 June (midnight)**

See the assessment guide in iLearn for more details.

**Exam: During the S1 Exam period**

Register through iLearn no later than 1 May to choose this option. Details of exam are in the unit assessment guide posted in iLearn.

On successful completion you will be able to:

- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.
- Appreciate the need to update knowledge regularly.

## Delivery and Resources

ECH452 has been designed for you to work at your own pace. There isn't a weekly schedule to follow. There will be Echo recordings that are lecture style and some that are designed to support you with your assessments.

ECH452 does not have a textbook and it does not have classes. There is an on-campus date, but that is for those wanting to take the quiz option. The convenor will make additional sessions available on that day on request.

### Key Delivery and Resources

- Lectures delivered through Echo (available through iLearn)
- Journal readings

## Unit Schedule

This is a self-paced unit, so does not have a weekly schedule.

Topics covered include:

- Infant feeding
- Social-emotional competence
- School playground and teacher attitudes to child activities
- Teacher language in ECEC
- ADHD
- Autism
- Child neighbourhood exploration
- Parent messages about starting school

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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> or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### **Assessment Presentation and Submission Guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

### **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 may 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,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. 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.
- 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 re-assessment 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 **7 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-marked 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.

**Online quiz**

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.

**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.

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

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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-plan-ning-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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

**Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

**Exam date**



The exam date is set by the university. Dates are released to students and academic staff at the same time. Unit convenors have no control over the date. If you select the exam as your option for the final assessment you must be available during the exam period. If you cannot be available during the exam period you should select the essay as your final assessment.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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 outcomes

- Investigate a child development topic in detail.
- Appreciate the need to update knowledge regularly.

## Assessment task

- Essay 1 or quiz

## 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 outcomes

- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Appreciate the need to update knowledge regularly.

## Assessment task

- Essay 1 or quiz

## 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

- Investigate a child development topic in detail.

## Assessment tasks

- Journal article quiz
- Essay 1 or quiz

- Essay or Exam

## 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

- Investigate a child development topic in detail.
- Understand limits to generalisability of research findings.

### Assessment tasks

- Journal article quiz
- Essay 1 or quiz
- Essay or Exam

## 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

- Investigate a child development topic in detail.
- Become familiar with peer reviewed journal articles as a source of evidence in child development.
- Understand the importance of evidence based approaches.
- Understand limits to generalisability of research findings.

### Assessment tasks

- Essay 1 or quiz
- Essay or Exam

## 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 outcome**

- Investigate a child development topic in detail.

## **Assessment task**

- Essay 1 or quiz

## **Changes from Previous Offering**

There are no changes in structure but there are changes in content. Feedback has been that the structure allows for flexibility and the unit allows students.

## **Assessment Flexibility**

This unit provides students with a lot of flexibility in selection of assessment content and type. Think about your goals for the unit in deciding which type of assessment will best suit you. An Echo recording will be available to help students decide on the best assessment options to meet their goals.

## **General Assessment Information**

Full details about each assessment task is provided in the *Assessment Details Document on iLearn*. Please read the *Assessment Details Document* in conjunction with this unit guide. The *Assessment Details Document* includes key references, rubrics and other information on assessment.