



The University of Southern Queensland

Course Specification

Description: Child Studies I

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	1001	10735	1, 2002	EXT	1.00	TWMBBA

Academic Group:	FOEDU
Academic Org:	FOE004
HECS Band:	1
ASCED Code:	070101

STAFFING

Examiner: Heather Conroy

Moderator: Lyn Bower

RATIONALE

Early childhood educators need to become astute observers (researchers) in order to understand the individual characters and developmental levels of each child. The information gained through skilful observation, recording and analysis form the basis for planning for the future strengths and abilities of each child, the setting of realistic goals and the implementation of appropriate practise.

SYNOPSIS

This course will be a guide to observing (researching) and recording the behaviour of young children in many different settings. It focuses on how children develop and learn and gives clear explanations of how to observe and what to observe when working with young children. This course introduces students to many different observational techniques and also covers such topics as ethics and objectivity. Observation techniques as they relate to developmental theories are also explored.

OBJECTIVES

On successful completion of this course students will be able to:

- be familiar with developmental theories and how they relate to observation (research) techniques.
- demonstrate their knowledge of understanding the ethics and guidelines for observing children.
- interpret and use methods of observation and recording.
- clearly demonstrate their ability to observe children (birth - eight) across a wide range of settings.

TOPICS

Description	Weighting (%)
1. Overview of Developmental Theories	10.00
2. Guidelines for observing (researching) children	10.00
3. Methods, plans and contexts of observation	15.00
4. Introduction to observation (research) and recording methods: - Specimen record - Time sampling - Event sampling - Diary description - Anecdotal record - Frequency counts - Checklist	25.00
5. Application and recording methods in action	20.00
6. Interpretation of observations and implementation of findings.	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at <http://bookshop.usq.edu.au> by entering the author or title of the text.

Veale, A. & Piscitelli, B. (1990). *Observation and record keeping in early childhood programs*. Canberra: AECA.

Martin, S. (1999). *Take a look: Observation and portfolio assessment in early childhood.*, (2nd ed.). Don Mills, Ontario: Addison Wesley.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Arthur, L., Beecher, B., Dockett, S., Farmer, S. & Death, E. (1996). *Programming and planning in early childhood settings*, (2nd ed.). Marrickville, NSW: Harcourt Brace.

Beatty, J.J. (1998). *Observing development of the young child*, (4th ed.). N.J.: Prentice Hall.

Bentzen, W.R. (1999). *Seeing young children: A guide to observing and recording behaviour*, (4th ed.). Albany, N.Y.: Delmar Publishers.

Faragher, J. & MacNaughton, G. (1998). *Working with young children: Guidelines for good practice*, (2nd ed.). Melbourne: RMIT Publishing.

Feeney, S., Christenson, D. & Moravcik, E. (1996). *Who am I in the lives of children*, (5th ed.). N.J.: Englewood Cliffs.

Genishi, C. (Ed.). (1992). *Ways of assessing children and the curriculum: Stories of early childhood practice*, New York: Teachers College Press.

Lambert, B., Clyde, M. & Reeves, K. (1987). *Planning for individual needs in early childhood services*, AECA.

McAfee, O. & Leong, D. (1997). *Assessing and guiding young children's development and learning*, (2nd ed.). USA: Allyn and Bacon.

Puckett, M.B. & Black, J.K. (2000). *Authentic assessment of the young child: Celebrating development and learning*, (2nd ed.). Upper Saddle River, N.J.: Merrill.

Vialle, W., Lausaght, P. & Verenikina, I. (2000). *Handbook on child development.*, Katoomba, NSW: Social Science Press.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	25
Directed Study	90
Private Study	45

ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
OBSERVATION REPORT	999.00	40.00	Y	04 Mar 2002 (see note 1)
OBSERVATION- APPLN, INTERPRET	999.00	60.00	Y	04 Mar 2002 (see note 2)

NOTES:

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

- 1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.
 - 2 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
 - 3 Summative assessment items will be given a numerical score.
 - 4 Course Grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item.
 - 5 All assessment items must be submitted and passed overall.
 - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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