



The University of Southern Queensland

## Course Specification

### Description: Child Studies I

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	1001	14770	2, 2002	EXT	1.00	TWMBBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	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 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 babies, toddlers and preschool children and children in lower primary settings.

## TOPICS

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

Martin, S 1999, *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 2nd edition, Addison-Wesley Publishers, Don Mills, Ontario.

Veale, A. & Piscitelli, B 1990, *Observation and Record Keeping in Early Childhood Programs*, AECA, Canberra.

### **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 edition, Harcourt Brace,

Beaty, J.J 1998, *Observing Development of the Young Child*, 4th edition, Prentice Hall, N.J.

Bentzen, W.R 1999, *Seeing Young Children: A Guide to Observing and Recording Behaviour*, 4th edition, Delmar Publishers,

Faragher, J. & MacNaughton, G 1998, *Working with Young Children: Guidelines for Good Practice*, 2nd edition, TAFE Publications,

Feeney, S., Christenson, D. & Moravcik, E 2001, *Who am I in the Lives of Children*, 6th edition, Englewood Cliffs, N.J.

Genishi, C. (ed) 1992, *Ways of Assessing Children and the Curriculum: Stories of Early Childhood Practice*, Teachers College Press, New York.

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 edition, Allyn and Bacon, USA.

Puckett, M.B. & Black, J.K 2000, *Authentic Assessment of the Young Child: Celebrating Development and Learning*, 2nd edition, Macmillan College Publishing, New York.

Vialle, W., Lausaght, P. & Verenikina, I 2000, *Handbook on Child Development*, Social Science Press, Katoomba, NSW.

## **STUDENT WORKLOAD REQUIREMENTS**

ACTIVITY	HOURS
Assessment	30
Directed Study	90
Private Study	45

## **ASSESSMENT DETAILS**

Description	Marks Out of	Wtg(%)	Required	Due Date
OBSERVATION REPORT	100.00	40.00	Y	23 Sep 2002
PLANNING FROM OBSERVATION	100.00	60.00	Y	01 Nov 2002

## **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.
  - 6 If assignments are submitted after the due date without an approved extension of time, University penalties will apply.
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