



The University of Southern Queensland

## Course Specification

### Description: Observing and Creating Early Childhood Environ

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	1004	10740	1, 2002	EXT	1.00	TWMBA

<b>Academic Group:</b>	FOEDU
<b>Academic Org:</b>	FOE004
<b>HECS Band:</b>	1
<b>ASCED Code:</b>	070101

### STAFFING

Examiner: Lyn Bower  
Moderator: Kari Winer

### RATIONALE

Children's development and behaviour do not occur in isolation but in response to their situation. The learning environment influences children's ability to benefit from experiences, and their individual background modifies their perception and interpretation of events. These issues are highlighted in the work of Bronfenbrenner on the importance of the range of ecological contexts within which the child develops.

### SYNOPSIS

This course will focus on many aspects of early childhood environments in which children find themselves. It will investigate human interactive processes, organisation of space and time, the context of physical environments and the influence of these factors on the planning of appropriate programs within social and cultural contexts.

### OBJECTIVES

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

- Consider the wide range of ecological contexts within which a child develops;
- identify and organise learning areas in early childhood centres;
- create learning areas which are responsive to the children's needs, and which consider their social and cultural background;
- demonstrate knowledge of the interplay between the way in which play spaces are organised and the effect of interpersonal relationships;
- design environments which are safe, aesthetic and responsive.

## TOPICS

Description	Weighting (%)
1. Introduction to a range of ecological contexts in which young children learn	10.00
2. Identification of important learning areas	10.00
3. Consideration of government regulations on physical environments	10.00
4. Creation of indoor learning environments and selection of equipment and materials	25.00
5. Creation of outdoor learning environment and selection of equipment and materials	25.00
6. Aesthetics and the creation of responsive environments	10.00
7. Planning for creative responsive environments	10.00

### **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.

Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work*, Redmond: Exchange Press.

### **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., Farmer, S. & Death, E. (1996). *Programming and planning in early childhood settings*, NSW: Harcourt Brace.

Faragher, J. & MacNaughton, G. (1998). *Working with young children: Guidelines for good practice*, Victoria, Australia: RMIT Publications.

Feeney, S., Christensen, D. & Moravcik, E. (1996). *Who am I in the Lives of Children: An introduction to teaching young children.*, (5th ed.). Englewood Cliffs, NJ.

Frost, J. (1992). *Play and playscape*, New York: Delmar.

Gordon, A. & Browne, K. (2000). *Beginnings and beyond*, (5th ed.). New York: Delmar.

Harrison, L. (1989). *Planning appropriate learning environments for children under three*, Watson, NSW: AECA.

Hendrick, J. (1998). *Total learning: Development curriculum for the young child*, (5th ed.). New York: Merrill.

Lawrence, H. (1999). *Creating nurturing environments*, Richmond:, ree Kindergarten Association of Victoria Inc..

Taylor, B. (1997). *Early childhood program management: People and procedures*, (3rd ed.). New York: Merrill.

Vergeront, J. (1987). *Places and spaces for preschool and primary (Outdoors), 2 (Indoors)*, Washington: NAEYC.

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

Wortham, S. (1998). *Early childhood curriculum: Developmental bases for learning*, (2nd ed.). New York: Merrill.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	55
Directed Study	50
Private Study	60

## ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
ESSAY	999.00	40.00	Y	04 Mar 2002 (see note 1)
PROJECT	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. Assessment items must be 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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