



The University of Southern Queensland

## Course Specification

### Description: Thinking and Movement in Early Childhood Educa'n

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	1005	10780	1, 2002	ONC	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: Anne Petriwskyj  
Moderator: Noel Geoghegan

### RATIONALE

Perceptual-motor development is central to other aspects of development, and movement is an important integrating medium through which young children learn about themselves and their world. Early childhood educators have a vital role in supporting young children's creative solving of problems through movement explorations and in promoting positive attitudes to physical activity from the earliest years. They also require knowledge of the developmental nature and contextual influences on physical development in order to offer movement opportunities suited to the individual young child.

### SYNOPSIS

This course examines young children's exploration of space, materials, environments and the potential of their own bodies through physical activity to establish a basis for skilful movement, creative problem solving and a positive image of self and active play. The course introduces foundational concepts in early childhood education including integration of child development, planning from child study, play as an educative vehicle and the role of the learning environment. Physical experiences for young children from birth to eight years will be related to children's thinking, sequential movement development, and contextual issues. Emphasis will be placed on children's personal achievement, self esteem and attitude towards physical activity.

### OBJECTIVES

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

- define connections between movement, thinking, attitude and context;
- demonstrate awareness of the purpose of perceptual motor experiences;
- select movement experiences and resources suited to children's development;

- plan environments and strategies to support movement exploration;
- relate observations to movement patterns of children 0-8 years;
- use movement experiences as integrating devices across all areas of learning and development.

## TOPICS

Description	Weighting (%)
1. Contextual and attitudinal influences on young children's movement	10.00
2. Integrated developmental purposes of movement experiences	20.00
3. Design of environments, resources and physical experiences	30.00
4. Movement patterns birth to eight years	20.00
5. Recognising children's competencies, disposition and interests	10.00
6. Introduction to child-responsive planning	5.00
7. Effective resources to facilitate perceptual motor development	5.00

## 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.

Meaney, P. (1993). *Sportstart.*, (Canberra: Australian Sports Commission.

Pica, R. (2000). *Experiences in movement with music, activities and theory*, (2nd ed.). Albany: Delmar.

## 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.

Allen, K.E. & Marotz, L. (1999). *Developmental profiles - prebirth through eight.*, (3rd ed.). Albany: Delmar.

Campbell, L. (1997). *Perceptual-motor programs, movement and young children's needs: Some challenges for teachers*, Australian Journal of Early Childhood, 22 (9), 37-42.

Cocks, N. (1996). *Skipping not tripping.*, Roseville, NSW: Simon & Schuster.

Gallahue, D. (1996). *Developmental physical education for today's children.*, (3rd ed.). Madison: Brown & Benchmark.

Gallahue, D. (1997). *Understanding motor development in infants, children, adolescents, adults.*, (4th ed.). Boston: McGraw Hill,

Haines, J. & Gerber, L. (2000). *Leading young children to music.*, (6th ed.). Englewood Cliffs, N.J.: Merrill.

Hammett, C. (1992). *Movement activities for early childhood.*, Champaign: Human Kinetics.

Hendrick, J. (1996). *The whole child: Developmental education for the early years.*, (6th ed.). Englewood Cliffs, N.J.: Merrill.

O'Brien, C. & Hayes, A. (1995). *Normal and impaired motor development: Theory into practice.*, London: Chapman Hall.

Pangrazi, R.P. (1998). *Dynamic physical education for elementary school children.*, (12th ed.). Boston: Allyn & Bacon.

Pica, R. (1999). *Moving and learning across the curriculum*, Albany, N.Y.: Delmar.

Saunders, S. (1992). *Designing preschool movement programs.*, Champaign: Human Kinetics.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	50
Lectures	28
Private Study	40
Tutorial	14

## ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
RESOURCE FOLIO	999.00	50.00	Y	04 Mar 2002 (see note 1)
EXAMINATION 3 HOURS	999.00	50.00	Y	END S1 (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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