



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	14800	2, 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. Early childhood educators 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;

- relate observations to movement patterns of children 0-8 years;
- plan environments and strategies to support movement exploration;
- 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. (ed) 1993, *Sportstart: Developing Your Kids' Skills at Home*, Australian Sports Commission, Canberra.

Petriwskyj, A 2001, *Course Outline 80981*, USQ, Toowoomba.

Pica, R 2000, *Experiences in Movement with Music, Activities and Theory*, 2nd edition, Delmar, Albany.

## 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 edition, Delmar, Albany.

Bailey, R. & Burton, E 1989, *The Dynamic Infant: Activities to Enhance Infant and Toddler Development*, Toys 'n' Things Press, St Paul, MN.

Campbell, L 1997, Perceptual-motor programs, movement and young children's needs: Some challenges for teachers, *Australian Journal of Early Childhood*, Vol 22, no.9, pp37-42.

Cocks, N 1996, *Watch me, I can do it! Helping Children Overcome Clumsy and Uncoordinated motor skills*, Simon & Schuster, Roseville, NSW.

Gallahue, D 1996, *Developmental Physical Education for Today's Children*, 3rd edition, Brown & Benchmark, Madison.

Gallahue, D 1997, *Understanding Motor Development: Infants, Children, Adolescents and Adults*, 4th edition, McGraw Hill, Boston.

Hammet, C 1992, *Movement Activities for Early Childhood*, Human Kinetics, Champaign.

Hendrick, J 1996, *The Whole Child: Developmental Education for the Early Years*, 6th edition, Merrill, Englewood Cliffs, NJ.

Hogben, J. & Wasley, D 1990, *Learning in Early Childhood: What does it mean in Practice*, Education Department of South Australia, Adelaide.

O'Brien, C. & Hayes, A 1995, *Normal and Impaired Motor Development: Theory into Practice*, Chapman Hall, London.

Pangrazi, R.P 1998, *Dynamic Physical Education for Elementary School Children*, 12th edition, Allyn & Bacon, Boston.

Payne, V.G. & Isaacs, L.D 1999, *Human Motor Development: A Lifespan Approach*, 4th edition, Mayfield, Mountain View.

Pica, R 1999, *Moving and Learning across the Curriculum: 315 Activities and Games to Make Learning Fun*, Delmar, Albany.

Sanders, S 1992, *Designing Preschool Movement Programs*, Human Kinetics, Champaign.

Young, S. & Keplinger, L 1988, *Movement is Fun: A Preschool Movement Program*, Sensory Integration International, Torrance, CA.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30
Directed Study	50
Lectures	26
Private Study	40
Tutorial	13

## ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
FOLIO - TRAVEL MAPS	100.00	25.00	Y	05 Sep 2002
FOLIO - RESOURCES	100.00	25.00	Y	10 Oct 2002
EXAMINATION	100.00	50.00	Y	END S2 (see note 3)

### NOTES:

3. Date of examination will be advised during semester.

## **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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