



The University of Southern Queensland

## Course Specification

### Description: Independent Study in Child and Family Services

Subject	Cat-Nbr	Class	Term	Mode	Units	Campus
ECE	3003	14825	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: Kari Winer  
Moderator: Lyn Bower

### RATIONALE

It is recognised that many final year students need the opportunity to explore or investigate a topic of their own choosing in order to more closely link their professional interests or needs to their course of studies. This early childhood independent studies course is designed to provide such an opportunity within a guiding framework.

### SYNOPSIS

Students will pursue an in-depth study of a topic relevant to the field of early education, and in particular to the student's own context. This context may be an international context. The study may be a literature review, case study, or action research project, and should include a substantial investigating component leading to the submission of a written report. The study will address policies and practices. Topics will be selected from five focused content areas including: child and family care services in local, state and federal domains for children birth - 15 years, ethical dilemmas, professionalism and leadership in child care services, antibias, multicultural or indigenous education in child care settings, issues in the provision of child care in rural and remote regions, partnerships with parents and the community.

### OBJECTIVES

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

- demonstrate the ability to plan, conduct, and report on an investigation focused on an issue or topic of significance in the field of early education
- demonstrate awareness of professional and ethical issues related to research in education
- demonstrate ability to critically analyse information from a variety of sources

- demonstrate understanding of the social, environmental and cultural context of the chosen topic of research
- undertake independent learning
- demonstrate competence in the use of appropriate technology.

## TOPICS

Description	Weighting (%)
1. Anti-bias education in early childhood. (This covers multi-cultural and indigenous issues)	15.00
2. Child and Family Services (birth -15 years); (this covers Partnerships and Rural and Remote)	15.00
3. Ethical dilemmas in early childhood services	15.00
4. Professionalism and leadership in child care services	15.00
5. Research methods and proposal writing	20.00
6. Data collection and report writing	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.

*Book of selected readings pertaining to research methods,*

Bell, J *Doing your research project: A guide for first time researchers in education and social science*, 3rd edition, Open University Press, Buckingham.

## 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.

Alloway, N 1995, *Foundation Stones: The Construction of Gender in Early Childhood*, Curriculum Corporation, VIC.

Australian Early Childhood Association 1990, '' (Available: <http://www.aeca.org.au>) .  
(Australian Early Childhood Association. Code of ethics (AECA 1990) web site <http://www.aeca.org.au>>)

Brennan, D 1994, *The Politics of Child Care: From Philanthropy to Feminism*, Cambridge University Press,

Burns, R 1996, *Introduction to Research Methods*, 3rd edition, Longman, Australia.

Derman-Sparks, L. & the ABC Task Force 1989, *Anti-bias Curriculum: Tools for Empowering Young Children*, National Assoc for the Education of Young Children, Washington, DC.

Hatch, J.A. (ed) 1995, *Qualitative Research in Early Childhood Settings*, Prager Publishers, USA.

Human Rights Commission '' (Available: ) .

Rodd, J. 1988, *Leadership in Early Childhood*, 2nd edition, Allen & Unwin, St Leonards.

USQ Library Homepage '' (Available: <http://www.usq.edu.au>) .

(USQ Library Home Page <http://www.usq.edu.au>)

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	55
Directed Study	50
Private Study	60

## ASSESSMENT DETAILS

Description	Marks Out of	Wtg(%)	Required	Due Date
PROJECT REPORT	100.00	10.00	Y	09 Aug 2002
FIRST REPORT	100.00	25.00	Y	20 Sep 2002
FINAL REPORT	100.00	65.00	Y	25 Oct 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. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
  - 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. Assignment Extension Requests must be completed and submitted for approval.
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