



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	24801	2, 2003	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 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.

Petriwskyj, A. 2003, *Course Booklet ECE1005*, 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.

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 Ill.

- Hendrick, J. 1996, *The Whole Child: Developmental Education for the Early Years*, 6th edition, Merrill, Englewood Cliffs, NJ.
- Landy, J. & Burrige, K. 2002, *Kids with Zip*, Pearson, Frenchs Forest NSW.
- Meaney, P. (ed). 1993, *Sportstart: Developing Your Kids' Skills at Home*, Australian Sports Commission, Canberra.
- O'Brien, C. & Hayes, A. 1995, *Normal and Impaired Motor Development: Theory into Practice*, Chapman Hall, London.
- Pangrazi, R.P. 2001, *Dynamic Physical Education for Elementary School Children*, 13th edition, Allyn & Bacon, Boston.
- Payne, V.G. & Isaacs, L.D. 2002, *Human Motor Development: A Lifespan Approach*, 5th edition, McGraw Hill, Boston.
- 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 Ill.

## 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	30.00	Y	11 Sep 2003
FOLIO - RESOURCES	100.00	30.00	Y	25 Oct 2003
2 HOUR RESTRICTED EXAMINATION	100.00	40.00	Y	END S2 (see note )

### NOTES:

- . Date of examination will be advised during semester.

## IMPORTANT ASSESSMENT INFORMATION

- Attendance requirements:
  - (b) It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by

them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

- 2 Requirements for students to complete each assessment item satisfactorily:
  - (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.
- 3 Penalties for late submission of required work:

If assignments are submitted after the due date without an approved extension of time, University penalties may be applied.
- 4 Requirements for student to be awarded a passing grade in the course:
  - (d) To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.
- 5 Method used to combine assessment results to attain final grade:
  - (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
  - (b) In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination."
- 7 Examination period when Deferred/Supplementary examinations will be held:
  - (b) Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/SECARIAT/calendar/Part5/> or in the printed version of the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 If requested, students will be required to provide a copy of assignments submitted for assessment purposes. Such copies should be despatched to USQ within 24 hours of receipt of a request being made.