



The University of Southern Queensland

## Course specification

### Description: Child Studies I

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	1001	34684	2, 2004	EXT	1.00	TWMBBA

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	1
<b>ASCED code:</b>	070101

### STAFFING

Examiner: Lindy Austin

Moderator: Lyn Bower

### RATIONALE

Early childhood educators need to become astute observers (researchers) in order to understand the individual characters and developmental levels of each child. The information gained through skilful observation, recording and analysis form the basis for planning for the future strengths and abilities of each child, the setting of realistic goals and the implementation of appropriate practise.

### SYNOPSIS

This course will be a guide to observing (researching) and recording the behaviour of young children in many different settings. It focuses on how children develop and learn and gives clear explanations of how to observe and what to observe when working with young children. This course introduces students to many different observational techniques and also covers such topics as ethics and objectivity. Observation techniques as they relate to developmental theories are also explored.

### OBJECTIVES

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

1. be familiar with developmental theories and how they relate to observation techniques;
2. demonstrate their knowledge and understanding of the ethics and guidelines for observing children;
3. interpret and use methods of observation and recording;
4. clearly demonstrate their ability to observe babies, toddlers, preschool children and children in the early years of school.

## TOPICS

Description	Weighting (%)
1. Overview of Developmental Theories	10.00
2. Guidelines for and ethics of observing children (researching)	10.00
3. Methods, plans and contexts of observation	15.00
4. Introduction to observation and recording methods: - Anecdotal record - Checklist - Diary description - Event sampling - Frequency counts - Specimen record - Time sampling	25.00
5. Application and recording methods in action	20.00
6. Interpretation of observations, implementation of findings and evaluation.	20.00

### **TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Martin, S 2004, *Take a Look: Observation and Portfolio Assessment in Early Childhood*, 3rd edn, Addison-Wesley Publishers, Don Mills Ontario.

### **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, Dockett, S, Farmer, S & Death, E 1996, *Programming and Planning in Early Childhood Settings*, 2nd edn, Harcourt Brace, Marrickville.

Beaty, JJ 2002, *Observing Development of the Young Child*, 5th edn, Prentice Hall, New Jersey.

Bentzen, WR 1999, *Seeing Young Children: A Guide to Observing and Recording Behaviour*, 4th edn, Delmar Publishers, Albany, New York.

Charlesworth, R 2001, *Understanding Child Development: For Adults Who Work With Young Children*, 5th edn, Delmar Publishers, Albany, New York.

Feeney, S, Christenson, D & Moravcik, E 2001, *Who am I in the Lives of Children*, 6th edn, Englewood Cliffs, New Jersey.

Genishi, C (ed) 1992, *Ways of Assessing Children and Curriculum: Stories of Early Childhood Practice*, Teachers College Press, New York.

Hutchins, T & Simms, M 1999, *Program Planning for Infants and Toddlers: An Ecological Approach*, Prentice Hall, Sydney.

McAfee, O & Leong, D 1997, *Assessing and Guiding Young Children's Development and Learning*, 2nd edn, Allyn and Bacon, Boston.

Puckett, MB & Black, JK 2000, *Authentic Assessment of the Young Child: Celebrating Development and Learning*, 2nd edn, Merrill, Upper Saddle River, New Jersey.

### **STUDENT WORKLOAD REQUIREMENTS:**

ACTIVITY	HOURS
Assessment	30.00
Directed Study	90.00
Private Study	45.00

### **ASSESSMENT DETAILS**

Description	Marks out of	Wtg(%)	Due date
OBSERVATION REPORT	40.00	40.00	23 Aug 2004
PLANNING FROM OBSERVATION	60.00	60.00	25 Oct 2004

### **IMPORTANT ASSESSMENT INFORMATION**

- 1 Attendance requirements:
  - (a) There are no attendance requirements for this course. However, it is the students' responsibility 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:
  - (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.
- 3 Penalties for late submission of required work:
  - (a) If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 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 obtained for each of the summative assessment items in the course.
- 6 Examination information:

- (e) There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
  - (d) There will be no Deferred or Supplementary examinations in this course.
- 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/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 (a) The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. (b) 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. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (d) The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. (e) The Faculty will NOT accept submission of assignments by facsimile. (g) In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.