The University of Southern Queensland

Course Specification

Description: Thinking and Movement in Early Childhood Educa'n

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tbody>
<tr>
<td>ECE</td>
<td>1005</td>
<td>14800</td>
<td>2, 2002</td>
<td>ONC</td>
<td>1.00</td>
<td>TW MBA</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 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

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


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.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Directed Study</td>
<td>50</td>
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<tr>
<td>Lectures</td>
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<tr>
<td>Private Study</td>
<td>40</td>
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<td>Tutorial</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>FOLIO - TRAVEL MAPS</td>
<td>100.00</td>
<td>25.00</td>
<td>Y</td>
<td>05 Sep 2002</td>
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<td>FOLIO - RESOURCES</td>
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<td>EXAMINATION</td>
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<td>50.00</td>
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(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.