Course specification

Description: Integrating Early Childhood Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>38269</td>
<td>3, 2004</td>
<td>EXT</td>
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Academic group: FOEDU
Academic org: FOE004
HECS band: 1
ASCED code: 070101

STAFFING
Examiner: Kari Winer
Moderator: Lindy Austin

PRE-REQUISITES
Pre-requisite: Students must be enrolled in Program: BECH

RATIONALE
Contemporary discussion of integrative educational goals and practice recognises the integration of knowledge and experience in child-initiated learning. An increasing number of early childhood professionals and researchers are advocating for an integrated curriculum approach in the early childhood classroom. Recent conceptions of the 'integrated curriculum' encompass views that children derive multiple benefits from socially mediated learning; from engaging in play, problem-solving and projects that are contextualised in personally meaningful endeavours. It acknowledges that children have multiple pathways for learning, and that this learning occurs through a range of symbolic languages (verbal, written, graphic, musical and dramatic forms).

SYNOPSIS
Play resides as a central theme within the course, and students examine the role of play as integrative in the curriculum. To this end, they are engaged in exploring children's thinking and communication, to develop-in-depth skills in the documentation, and interpretation of play. Further to this, students explore how children's play can be scaffolded and evaluated within a play-based, integrated curriculum. Models of curriculum are explored, particularly as they apply to the teaching of children aged 4 to 6 years. Students examine a range of curriculum traditions, and compare them to recent constructions of early childhood curriculum. In particular, the nature of the 'integrated curriculum' is examined, both theoretically, and in its practical applications, both in Australia and internationally.
OBJECTIVES

On completion of this course students will be able to:

- Demonstrate an understanding of children's thinking and communication as it is expressed through play;
- Demonstrate an understanding of the role of play as integrative in the curriculum;
- Document and interpret children's play;
- Describe how children's play can be scaffolded and evaluated;
- Plan an integrated, play based early childhood program;
- Demonstrate an understanding of traditional approaches to curriculum in early childhood;
- Demonstrate an understanding of recent constructions of early childhood curriculum;
- Describe the nature of the 'integrated curriculum', and the theoretical foundations of integrated curriculum approaches;
- Demonstrate an understanding of the multiple symbolic forms of representation in young children.

TOPICS

<table>
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<th>Description</th>
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<tr>
<td>1. Play and thinking</td>
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<td>2. Play as an integrative device</td>
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<td>3. Dramatic play and drama</td>
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<td>4. Documentation and interpretation of children's play</td>
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<td>5. Scaffolding and evaluating play</td>
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<td>6. Designing an integrated, play-based early childhood program</td>
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<td>7. Traditional approaches to curriculum</td>
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<td>8. Contemporary approaches to curriculum</td>
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<td>9. Integrated curriculum, theory and practice</td>
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<td>10. Multiple intelligence theory and its application in classroom practice</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax, telephone or internet. For costs and further details use the 'Textbook Search' facility at http://bookshop.usq.edu.au by entering the course code (no spaces).


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.


ASSESSMENT DETAILS

<table>
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<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
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<tr>
<td>ESSAY 1</td>
<td>50.00</td>
<td>50.00</td>
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<td>ESSAY 2</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Jan 2005</td>
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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:
   (a) To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
   (a) If students submit assignments after the due date without prior approval then a penalty of 5% 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.