EDCU11031 *Development and Learning through Life*

Term 1 - 2022

Profile information current as at 26/04/2024 12:22 pm

All details in this unit profile for EDCU11031 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

Development and Learning through Life introduces students to theoretical perspectives on human development and learning that acknowledge the significance of the diversity of children, their social and cultural contexts and the systems of relationships that influence their development. Students develop knowledge and understanding of the complex interactions between physical, social, emotional, linguistic and intellectual aspects of development and reflect on that knowledge to interpret the impact of social and cultural contexts on learning, engagement, and the educational pathways and outcomes of students with diverse socioeconomic, linguistic and cultural backgrounds. Theoretical perspectives are applied to challenge notions of universal and predictable pathways of learning and draw implications for the importance of connectedness, positive learning environments and experiences, quality care and responsive education provision in the early years and in school settings.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 1 - 2022

- Bundaberg
- Cairns
- Gladstone
- Mackay
- Online
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Practical and Written Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluation

Feedback
Moodle content and structure, scaffolding and teaching approaches supported learning success.

Recommendation
Retain unit learning materials and assessment support resources and maintain teaching approaches.

Feedback from Student feedback

Feedback
Content may cause emotional triggers for some students.

Recommendation
Include a warning about content in Orientation tile.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts
2. Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
3. Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning
4. Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
3.4 Select and use resources
4.1 Support student participation
In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Practical and Written Assessment - 50%	•	•	•	
2 - Practical and Written Assessment - 50%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•		•
5 - Team Work	•	•	•	•
6 - Information Technology Competence	•	•		
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•		•	•	•	•				
2 - Practical and Written Assessment - 50%	•		•	•						

Textbooks and Resources

Textbooks

EDCU11031

Prescribed

Child and Adolescent Development for Educators
First Edition (2018)
Authors: Bergin, C., Bergin, D., Walker, S., Daniel, G., Fenton, A., & Subban, P.
Cengage Learning Australia
South Melbourne , Victoria , Australia
ISBN: 9780170388665
Binding: Paperback

Additional Textbook Information
This textbook has been carefully considered for this unit. In addition to providing an introduction to development and learning theory aligned with this unit, this text is also relevant to multiple theories that underpin other units that you will complete in the Bachelor of Education (Primary / Early Childhood). This means that it may function as a reliable source for research and referencing in multiple units throughout your study.
The eBook version of this text is considered a suitable option also. As always, be sure to carefully check the access provided when purchasing eBooks as some purchases provide permanent access, while access to the content with other purchases may expire.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Hayley Griffin Unit Coordinator
h.griffin@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Human Development	Chapter 1: Ways of Thinking about Children	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Physical Development – From Infancy	Chapter 2: Physical Development and Health	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive and Language Development - From Infancy	Chapter 3: Classic Theories of Learning and Cognition Chapter 12: Language and Literacy	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social-Emotional Development -From Infancy	Chapter 6: Attachment and Personality Chapter 8: Emotional Development	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Development in Home and School Contexts	Chapter 10: Social Behaviour Chapter 11: Peers, Friends and Play pages 467 – 477 only	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Observations of Development: Commencing Primary School Due: Vacation Week Thursday (14 Apr 2022) 11:45 pm AEST

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Development and the Influence of Family	Chapter 14: The Child in Context: Family Structure, Child Care and Media	

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive, Language and Physical Development – From Middle Childhood	Chapter 9: Social Cognition	

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social-Emotional Development – From Middle Childhood	Chapter 7: Self-Control and Behaviour Management Chapter 13: The Self-system and Motivation	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Transitioning through Middle Childhood	Chapter 5: Cognitive Ability: Intelligence, Talent and Achievement Chapter 11: Peers, Friends and Play pages 442 – 466 only	

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Responsive Teaching	Chapter 4: Information Processing, Memory and Problem Solving	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Educational Strategies for Learners from Diverse Backgrounds		

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Revision, Reflection and Conclusion		**Influences on Development and Learning: The Middle School Years** Due: Week 12 Thursday (2 June 2022) 11:45 pm AEST
Review/Exam Week - 06 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 13 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Term Specific Information

Warning: Please note that some of the content and themes that are addressed in this unit may initiate reflections, memories or thoughts on personal experiences that some students find upsetting.
Please be aware that the CQUniversity Counselling team is available to assist students with any issues that may negatively impact their studies and may be able support your personal wellbeing. Appointments can be scheduled, at a time that suits you, by emailing counselling@cqu.edu.au.

Assessment Tasks

1 Observations of Development: Commencing Primary School

Assessment Type
Practical and Written Assessment

Task Description
Part A - Complete in teams of four or five.
As a team, select one child subject who will become your focus child. You may select Jara'na, Haleema, Daniel, Wyatt or Sofia.
View the video clips Life at 1 and Life at 3 for your focus child and observe their physical, social, emotional, cognitive and linguistic characteristics. Viewing the video clips several times will assist you to become familiar with the focus child's behaviour, strengths, needs and interests.
Use an online real-time authoring tool to collaborate with your team and create a concept map that records these observations of the focus child's physical, emotional, social, cognitive and linguistic development.
With your team, discuss how the child's characteristics in one developmental domain, or social or cultural factors may connect to or influence development in other domains.
Your team should finalise the concept map by highlighting or labelling these interconnections. Your team may use colour, arrows, symbols, words or any other codes to show connections between the ideas.
Part B – Complete Part B independently
Consider the observations of the focus child to guide your research into developmental theories and also perspectives that challenge the dominant theories.
Compile a written discussion of 1200 words that analyses the observations of the child (recorded in Part A) and uses research to draw conclusions about the ***focus child as they progress towards the commencement of their primary school years***.
The written discussion should;

- provide multiple predictions about the focus child's capabilities, behaviour and learning within the developmental domains (physical, emotional, social, cognitive and linguistic);
- identify the potential impact of risk and protective factors (gender; social, cultural and economic contexts; attachment; identity) on attending or transitioning to school, preparedness for learning and educational outcomes;
- address factors (including the use of ICTs, familial and personal factors) that influence the development of behaviour and dispositions to lifelong learning in the early years of formal schooling.

WORD COUNT for written assignments:
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the

cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Vacation Week Thursday (14 Apr 2022) 11:45 pm AEST

Return Date to Students

Assessment Task 1 will be marked, moderated and returned to students in a timely manner that provides sufficient time for feedback to inform Assessment Task 2 submission.

Weighting
50%

Assessment Criteria
Ability to observe and analyse characteristics of physical, social, emotional, cognitive and linguistic development (APST 1.1) [Group]
Knowledge and understanding of theoretical perspectives of child development (APST 1.1)
Knowledge and understanding of the impacts of risk and protective factors and social and cultural contexts on educational outcomes (APST 1.2, 1.3)
Knowledge and understanding of the impact of contextual factors on dispositions to lifelong learning (APST 1.2, 1.3)
Application of academic writing conventions and adherence to APA style and referencing

Successful completion of Assessment Task 1 in Development and Learning through Life provides opportunities for students to demonstrate competency elements from the Diploma of Children's Services (Early Childhood Education and Care) and the following Australian Professional Standards for Teachers;
APST 1.1 Physical, social and intellectual development and characteristics of students
APST 1.2 Understand how students learn
APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Recommended file name: EDCU11031_AT1_SURNAME_First name

Learning Outcomes Assessed

- Analyse observations of children's learning and behaviour through reference to theoretical perspectives on development and the influence of social and cultural contexts
- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

2 Influences on Development and Learning: The Middle School Years

Assessment Type
Practical and Written Assessment

Task Description
Research the impact that factors (such as gender, socio-economic, linguistic and cultural background and identity) can have on educational pathways, experiences and outcomes including the social development and self-esteem of children. Compile a written discussion of 1500 words that builds on the conclusions drawn in Assessment Task 1, to analyse the ***focus child as they progress towards the commencement of their secondary school years***.
The written discussion should;

- identify the potential impact of risk and protective factors (gender; social, cultural and economic contexts; attachment; identity) on learning engagement, connectedness and educational outcomes;

- address factors (including the use of ICTs, familial and personal factors) that influence the development of behaviour and positive dispositions to lifelong learning throughout the middle years of schooling;
- propose educational strategies that could be instigated by the teacher to promote engagement, relevance and connectedness for your focus child. This includes strategies that extend beyond the classroom and should incorporate methods for engaging and involving parents and families in the educative process. The educational strategies and resources suggested should be informed by research and be selected specifically to address the needs of your focus child based on your knowledge of their linguistic, cultural, religious and socioeconomic background.

WORD COUNT for written assignments:
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date
Week 12 Thursday (2 June 2022) 11:45 pm AEST

Return Date to Students

Assessment Task 2 will be returned to students within appropriate timeframes that accommodate marking, moderation and preparation for Certification of Grades.

Weighting
50%

Assessment Criteria
Knowledge and understanding of the impacts of risk and protective factors and social and cultural contexts on educational outcomes (APST 1.1, 1.3)
Knowledge and understanding of the impact of contextual factors on dispositions to lifelong learning (APST 1.2, 1.3)
Knowledge and understanding of strategies that promote engagement, relevance and connectedness for students with diverse linguistic, cultural, religious and socioeconomic backgrounds. (APST 3.4, 4.1)
Application of academic writing conventions and adherence to APA style and referencing

Successful completion of Assessment Task 2 in Development and Learning through Life provides opportunities for students to demonstrate competency elements from the Diploma of Children's Services (Early Childhood Education and Care) and the following Australian Professional Standards for Teachers;
APST 1.1 Physical, social and intellectual development and characteristics of students
APST 1.2 Understand how students learn
APST 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
APST 3.4 Select and use resources
APST 4.1 Support student participation

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Recommended file name: EDCU11031_AT2_SURNAME_First name

Learning Outcomes Assessed

- Explain the impact that factors such as gender, socio-economic, linguistic and cultural background and identity can have on educational pathways, experiences and outcomes
- Identify factors, including the use of ICTs, that influence the development of dispositions to lifelong learning
- Propose strategies to promote engagement, relevance and connectedness for young children and school-aged students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem