EDEC29001 *Meaning Making Through The Arts and Technology*
Term 1 - 2023

Profile information current as at 30/04/2024 12:50 am

All details in this unit profile for EDEC29001 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

Young children make and communicate meaning about their world in multiple ways, particularly through their engagement with the arts (visual arts, dance, drama, music, storytelling, media) and technology. Building from your developing knowledge of curriculum frameworks pertaining to The Arts and Technology and the general capabilities, you will research contemporary meaning making processes available to young children and explain how teachers support such meaning making in early childhood learning environments as they engage in curriculum decision making. Through the careful design of learning spaces, including natural spaces, you will demonstrate your understanding of children's development, strengths, needs and interests and also ensure that all children can participate. Reflecting on early childhood pedagogies, you will identify potential issues with ICT use and propose strategies to support the safe, responsible and ethical use of ICT in learning and teaching. You will gain personal and practical experience in using the different symbol systems and ways of understanding and representing and making meaning of the world. The unit will equip you with dispositions for valuing the use of The Arts and Technologies for effective teaching and learning and with a working knowledge of some fundamental tools that can be applied across curriculum learning areas in early childhood contexts.

Details

Career Level: *Postgraduate*
Unit Level: *Level 9*
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 - 2023

- Mixed Mode

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 Postgraduate 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. **Written Assessment**
Weighting: 40%
2. **Written Assessment**
Weighting: 60%

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](#).

Unit Learning Outcomes

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

1. Research meaning making processes that children use to communicate about the world and explicate pedagogical implications for teachers
2. Analyse curriculum documents to identify the guidance provided in relation to pedagogy and also to identify the implications for your ongoing learning about the meaning making process
3. Design provocation spaces that invite children's engagement and provide opportunities for them to respond in multiple ways and enable inclusive student participation and engagement
4. Articulate how knowledge and understanding of children's development, strengths, needs and interests are reflected in design spaces and the possibilities for learning afforded to children
5. Synthesise how the web of possibilities, including pedagogical choices, contribute to addressing the general capabilities in the Australian Curriculum and the learning outcomes in the Early Years Learning Framework particularly in relation to literacy and numeracy and ICTs
6. Critically reflect on potential issues in relation to the safe, responsible and ethical use of ICT to support the learning and teaching of young children.

Learning outcomes and assessment in this unit provide opportunities for students to engage with content and practices in the Australian Professional Standards for Teachers (Graduate Stage) focus areas of:

1.1 Physical, social and intellectual development and characteristics of students

1.2 Understand how students learn

1.6 Strategies to support full participation of students with disability

2.1 Content and teaching strategies of the teaching area

2.5 Literacy and numeracy strategies

2.6 Information and Communication Technology (ICT)

3.1 Establish challenging learning goals

3.3 Use teaching strategies

4.1 Support student participation

4.5 Use ICT safely, responsibly and ethically

6.2 Engage in professional learning and improve practice

6.4 Apply professional learning and improve student learning

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	5	6
1 - Written Assessment - 40%	●	●				●
2 - Written Assessment - 60%			●	●	●	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge			○	○	○	
2 - Communication					○	
3 - Cognitive, technical and creative skills			○	○		
4 - Research	○			○		
5 - Self-management						
6 - Ethical and Professional Responsibility			○			○
7 - Leadership						
8 - Aboriginal and Torres Strait Islander Cultures						

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Phone with camera and creative apps (to be advised)

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

Glenda Hobdell Unit Coordinator
g.hobdell@cqu.edu.au

Schedule

Week 1 (Topic 1) - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
	Pelo, A. (2014). A Sense of Wonder: Cultivating an Ecological Identity in Young Children—and in Ourselves. *Journal of Childhood Studies* (Prospect Bay), 39(2), 5–10.	
THE ART OF AWARENESS, APPRECIATION & NOTICING: THE EYLF	Pelo, A. (2016). *The Language of Art: Inquiry-Based Studio Practices in Early Childhood Settings.* Redleaf Press. Department of Education and Training. (2022). *Early years learning framework: Being, belonging & becoming.* Australian Government Department of Education.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Chapbook Blog: Topic 1 post

Week 2 (Topic 2) - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
SUPPORTING CHILDREN TO EXPLORE LEARNING THROUGH THE ARTS: PLAY, CREATIVITY & EXPLORATION AS PROCESSES FOR CREATION	Marsh, Plowman, L., Yamada-Rice, D., Bishop, J., & Scott, F. (2016). Digital play: a new classification. *Early Years* (London, England), 36(3), 242–253. Vygotsky. (2004). Imagination and Creativity in Childhood. *Journal of Russian and East European Psychology*, 42(1), 7–97.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Bring a box Blog: Topic 2 post

Week 3 (Topic 3) - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
WAYS OF SEEING, KNOWING & LEARNING: MAKING MEANING IN THE ARTS	Lindsay. (2016). Do visual art experiences in early childhood settings foster educative growth or stagnation? *International Art in Early Childhood Research Journal*, p.11. McArdle, & Wright, S. K. (2014). First Literacies: Art, Creativity, Play, Constructive Meaning-Making. In Georgina Barton & G. Barton (Eds.), *Literacy in the arts : Retheorising learning and teaching* (1st edition, pp. 21–37). Springer International Publishing ; Imprint Springer. McArdle, F., & Boldt, G. (2013). *Young children, pedagogy and the arts: Ways of seeing*. Routledge. 7-15	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Markmaking as an embodied experience Blog: Topic 3 post

Week 4 (Topic 4) - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
AUSTRALIAN CURRICULUM: THE ARTS – DRAMA, DANCE, MEDIA ARTS, MUSIC, VISUAL ARTS (The Nature of Learning in the Arts)	Australian Curriculum Assessment and Reporting Authority. (2016). *Australian Curriculum: Foundation to year 10 curriculum: The Arts* (Version 8.4). Australian Curriculum Assessment and Reporting Authority. (2022). *Australian Curriculum: F–10 Curriculum Learning Areas* (Version 9.0). Ewing, R. (2021). The arts and the curriculum: an introduction. *Curriculum Perspectives, Nature of Learning in the Arts,* 41(1), 83-84. Garvis, S., & Lagerlöf, P. (2017). Young Children and Early Childhood Arts Education: What Can We Learn from Current Research? *The Palgrave Handbook of Global Arts Education*, 245-257.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: A symbolic journey – my place Blog: Topic 4 post

Week 5 (Topic 5) - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
INTRODUCTION TO TECHNOLOGY THROUGH THE ARTS	Australian Curriculum Assessment and Reporting Authority. (2018). *Australian Curriculum: Foundation to year 10 curriculum: Technologies* (Version 8.4). Australian Curriculum Assessment and Reporting Authority. (2022). *Australian Curriculum: F–10 Curriculum Learning Areas* (Version 9.0). Danby, Fleer, M., Davidson, C., & Hatzigianni, M. (Eds.). (2018). *Digital Childhoods: Technologies and Children's Everyday Lives* (1st ed. 2018.). Springer Singapore; Imprint Springer. pp. 1-14	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Animation Blog: Topic 5 post

Vacation Week (Topic 6) - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
ARTS-SPECIFIC GENERAL CAPABILITIES	Australian Curriculum Assessment and Reporting Authority. (2018). *Australian Curriculum General Capabilities* (Version 8.4). ACARA. Australian Curriculum Assessment and Reporting Authority. (2022). *Australian Curriculum General Capabilities* (Version 9.0). ACARA. Huber, Dinham, J., & Chalk, B. (2015). Responding to the call: arts methodologies informing 21st century literacies. *Literacy* (Oxford, England), 49(1), 45–54.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Three Little Pigs Blog: Topic 6 post

Week 6 (Topic 7) - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
VISUAL ARTS: LINKING MEDIA ARTS & VISUAL ARTS	Probine, S. (2020). An introduction to the visual arts in early childhood education. *The Education Hub.* McClure, Tarr, P., Thompson, C. M., & Eckhoff, A. (2017). Defining quality in visual art education for young children: Building on the position statement of the Early Childhood Art Educators. *Arts Education Policy Review*, 118(3), 154–163. Fleer, M. (2018). Digital animation : New conditions for children's development in play-based setting. *British Journal of Educational Technology*, 49(5), 943–958.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Visual Storytelling – mixing it up Blog: Topic 7 post **MEANING-MAKING PROCESSES** Due: Week 6 Monday (17 Apr 2023) 11:59 pm AEST

Week 7 (Topic 8) - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
PERFORMING ARTS: LINKING DANCE, DRAMA & MUSIC	Dolan, K. (2018). *Drama and enacted storytelling as a tool for supporting young children's development of social imagination* [Central Queensland University]. Lorenza, L., Baguley, M., & Kerby, M. (2021). Music in the Australian arts curriculum: social justice and student entitlement to learn in the arts. *The Australian Educational Researcher*, 1-16.Faber, R. (2017). Dance and early childhood cognition: The Isadora effect. *Arts Education Policy Review*, 118(3), 172-182.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Story drama – 'The day the crayons quit' Blog: Topic 8 post

Week 8 (Topic 9) - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
PROVOCATION SPACES: AUTHENTIC MULTIMODAL ARTS APPROACHES	Bodrova. (2008). Make-believe play versus academic skills: a Vygotskian approach to today's dilemma of early childhood education. *European Early Childhood Education Research Journal*, 16(3), 357–369. Marion Hayes. (2016). "She's a real artist" – working with artists in early childhood settings. *Every Child*, 22(1), 34–35. Morrissey, A.-M., Scott, C., & Wishart, L. (2015). Infant and toddler responses to a redesign of their childcare outdoor play space. *Children Youth and Environments*, 25(1), 29-56.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: Transforming an outdoor space – bring a photo Blog: Topic 9 post

Week 9 (Topic 10) - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
USING THE ARTS TO INTEGRATE LEARNING ACROSS THE CURRICULUM: CHILDREN AS CONTENT CREATORS	Nutbrown. (2013). Conceptualising arts-based learning in the early years. *Research Papers in Education*, 28(2), 239–263. Baker, & Hamilton, A. R. (Eds.). (2019). Integration and General Capabilities, in *Teaching the arts : early childhood and primary education* (Third edition.). Cambridge University Press.	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: *Mirror* (HASS and the Arts) Blog: Topic 10 post

Week 10 (Topic 11) - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
DIVERSITY AND INCLUSION IN THE ARTS	Eddles-Hirsch, K., Kennedy-Clark, S., & Francis, T. (2020). Developing creativity through authentic programming in the inclusive classroom. *Education* 3-13, 48(8), 909-918. Stinson, M., & O'Connor, P. (2012). Valuing diversity in the early childhood classroom: A drama case study. *Children, meaning-making and the arts*, 177-193	Zoom tutorial: Wednesday 12-2 pm (Workshop -> Drop-in) unless otherwise advised Activity: The Mirror – same but different Blog: Topic 11 post **CREATIVE SPACES** Due: Week 10 Friday (19 May 2023) 11:59 pm AEST

Assessment Tasks

1 MEANING-MAKING PROCESSES

Assessment Type
Written Assessment

Task Description

THE TASK
Research the meaning-making process/es that young children use to communicate about the world through the arts/digital technology. In doing so, consider the implications of young children having access to and using ICTs in their everyday life and the responsibility that we have as teachers to ensure the safe, responsible and ethical use of ICTs.

PART A APPLICATION OF RESEARCH
Use your analysis of this research to demonstrate your application of meaning-making processes by:

- **planning** a learning experience for a specific age group in one or more of the Arts areas in response to a theme of identity. Include relevant resources; children's use of ICTs must be included in at least one learning activity.

PART B REFLECTIVE EVALUATION
With reference to unit literature and theory, evaluate your learning and planning of the learning experience by:

- **justifying** how your application of meaning-making processes is reflected in contemporary policy texts (EYLF and Australian Curriculum) used by teachers in early childhood contexts (birth – 8 years);
- **explicating** the pedagogical guidance afforded to teachers in the EYLF and Australian Curriculum;

- **outlining** the pedagogical implications for teachers, drawing on your understanding of the meaning-making process that children use.
- **identifying** potential issues in relation to the planned use of ICTs to support the learning and teaching of young children as they engage with technology.
- **identifying** implications for your ongoing learning about the meaning-making process to improve your teaching practice;
- **considering** why ongoing learning about the meaning-making process of young children is important and specifically where you might access such learning to improve practice.

Weighting 40%
Please note the following details:
As a guideline, the length of your response should be between 2000 and 3000 words, excluding references and titles – submissions that are substantially longer than this (over 3000 words) or shorter than this (less than 2000 words) are unlikely to score as highly as those that make the best use of the targeted word count (being on-target and making the best use of the word allocation is always better than being off-message).
The text should be word-processed, with an appropriate layout and use of headings/sub-headings. Font and line spacing are not part of the assessment criteria, listed below.
Diagrams and images should be used to illustrate specific aspects or indicate resources (please ensure that you correctly cite/reference all sources of diagrams/images used; if they are original and composed by you this also needs to be acknowledged – this is an important aspect of academic integrity).
Please avoid images with very large file sizes, as this will make your work too large to upload/download (save any images as clear jpegs at 72 dpi – up to 2MB)

Learning Outcomes Assessed
1. Research meaning-making processes that children use to communicate about the world and explicate pedagogical implications for teachers
2. Analyse curriculum documents to identify the guidance provided in relation to pedagogy and also to identify the implications for your ongoing learning about the meaning-making process
6. Critically reflect on potential issues in relation to the safe, responsible and ethical use of ICT to support the learning and teaching of young children. As teachers, you are required to continue to engage in professional learning (APST 6).
Australian Professional Standards for Teachers Practised/Assessed in this task: 1.2, 2.1, 2.5, 2.6, 4.1, 4.5, 6.2, 6.4

Assessment Due Date
Week 6 Monday (17 Apr 2023) 11:59 pm AEST

Return Date to Students
Week 8 Monday (1 May 2023)

Weighting
40%

Assessment Criteria

- Research and synthesis of relevant literature on the meaning-making processes used by young children
- Identification of how research on the meaning-making processes used by young children is evident in policy texts (EYLF and the Australian Curriculum)
- Analysis of contemporary policy text identifying guidance pertaining to pedagogy for supporting the meaning-making processes of young children
- Identification of the potential issues for the use of ICTs and the proffering of suggestions for the safe use of ICTs
- Articulation of the implications for your ongoing learning about the meaning-making process to improve teaching practice
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th

Referencing Style

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

Submission
Online

Submission Instructions
Submit via Moodle with a single word document, including cover sheet, learning experience, reflective justification, references.

Learning Outcomes Assessed

- Research meaning making processes that children use to communicate about the world and explicate pedagogical implications for teachers
- Analyse curriculum documents to identify the guidance provided in relation to pedagogy and also to identify the implications for your ongoing learning about the meaning making process
- Critically reflect on potential issues in relation to the safe, responsible and ethical use of ICT to support the learning and teaching of young children.

2 CREATIVE SPACES

Assessment Type

Written Assessment

Task Description

THE TASK

Design and **create** three provocation spaces that provoke children's exploration, enabling them to respond in multiple ways using various Arts media and technologies. The spaces must ensure the inclusive participation of all children.

- The careful design of the provocation space needs to be created with attention to aesthetics and at least one space must predominantly draw on natural materials.
- For at least one space, the focus on making and or responding must be linked to the ICT General Capability in the Arts. You may decide to create a provocation space that is located in the outdoor environment.
- You might draw inspiration for the provocation space from images in texts (including literature), nature, the work of artists, techniques used by illustrators (such as collage), experiences that children might have had (that is, connected to the lives of children) and so on.
- Also important in your design is the consideration of ensuring that the provocation space reflects what you know about young children, their strengths, needs and interests and how you predict they may respond.

Thus, there will be a provocation space for:

- Birth to 3
- Kindy – prior to school
- Foundation to year 2

For each space, you are required to:

- **create** a web of possibilities for learning
- **articulate** how knowledge and understanding of children's development, strengths, needs and interests are reflected in the design of the space
- **articulate** the ways in which you will support/scaffold the children's engagement with the provocation space. This means that you need to articulate the pedagogical choices that you might make. This might occur via playful interactions with the children, the language that you might introduce, and the techniques that you support children to select. For example, you might extend language pertaining to colour, line, shape and framing and composition and so on.
- **explicitly identify** how the web of possibilities for learning afforded to children links to the relevant learning framework (EYLF) or to the Australian Curriculum and also contributes to addressing the Arts specific General Capabilities, particularly in relation to creativity, literacy, numeracy and ICTs.
- **ensure** that the provocation space you designed with a focus on making and or responding attends to how children might be afforded opportunities to experiment with ICT as a creative tool to generate simple solutions, investigate ideas and creatively represent thinking;
- **demonstrate** a broad knowledge and understanding of legislative requirements and teaching strategies that support the participation and learning of students with disability.

Weighting 60%
Please note the following details:
As a guideline, the length of your response should be the equivalent of 3500 words, excluding references and titles – submissions that are substantially longer than this (over 4500 words) or shorter than this (less than 2500 words) are unlikely to score as highly as those that make the best use of the targeted word count (being on-target and making the best use of the word allocation is always better than being off-message).
The text should be word-processed, with an appropriate layout and use of headings/sub-headings. Font and line spacing are not part of the assessment criteria, listed below.
Diagrams and images should be used to illustrate outcomes of making (please ensure that you correctly cite/reference all sources of diagrams/images used; if they are original and composed by you this also needs to be acknowledged – this is an important aspect of academic integrity).

Please avoid images with very large file sizes, as this will make your work too large to upload/download (save any images as clear jpegs at 72 dpi – up to 2MB).

Learning Outcomes Assessed

3. Design provocation spaces that invite children's engagement and provide opportunities for them to respond in multiple ways and enable inclusive student participation and engagement.

4. Articulate how knowledge and understanding of children's development, strengths, needs and interests are reflected in design spaces and the possibilities for learning afforded to children

5. Synthesise how the web of possibilities, including pedagogical choices, contributes to addressing the general capabilities in the Australian Curriculum and the learning outcomes in the Early Years Learning Framework, particularly in relation to literacy and numeracy and ICTs

Australian Professional Standards for Teachers Practised/Assessed in this task: 1.1, 1.6, 2.1, 2.5, 2.6, 3.1, 3.3, 4.

Assessment Due Date

Week 10 Friday (19 May 2023) 11:59 pm AEST

Return Date to Students

Week 12 Friday (2 June 2023)

Weighting

60%

Assessment Criteria

- Design and creation of provocation spaces that pay attention to aesthetics and enable children to respond in multiple ways using arts media and technologies
- Design and creation of provocation spaces that enable inclusive student participation and engagement
- Design and creation of provocation spaces that contribute to addressing the Arts specific General Capabilities, particularly in relation to literacy, numeracy and ICTs
- Explication of how knowledge and understanding of children's development, strengths, needs and interests are reflected in the design of the space
- Articulation of how pedagogical choices contribute to addressing the general capabilities in the Australian Curriculum and the learning outcomes in the Early Years Learning Framework
- Design considers opportunities to experiment with ICT as a creative tool to generate simple solutions, investigate ideas and represent thinking
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th,

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle with a single word document, including cover sheet, written response including labelled diagrams/images of designs and created spaces, references.

Learning Outcomes Assessed

- Design provocation spaces that invite children's engagement and provide opportunities for them to respond in multiple ways and enable inclusive student participation and engagement
- Articulate how knowledge and understanding of children's development, strengths, needs and interests are reflected in design spaces and the possibilities for learning afforded to children
- Synthesise how the web of possibilities, including pedagogical choices, contribute to addressing the general capabilities in the Australian Curriculum and the learning outcomes in the Early Years Learning Framework particularly in relation to literacy and numeracy and ICTs

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